Re-Imagining the Frontiers of Education:
Leadership With/In Transnational & Transcultural Spaces

UCEA

2015 UCEA Convention - San Diego, California
November 20-23
UCEA offers a variety of resources for research, teaching, practice and evaluation. We invite you to explore UCEA’s journals, books, briefs, webinars, curriculum modules and other resources offered free of charge and available through our resources page at ucea.org.

**INSPIRE-Leadership Survey Suite**
A survey suite developed to assist graduate programs in educational leadership with program understanding, improvement, and planning. The INSPIRE Leadership follows the initial work of UCEA-LTEL SIG, which began in 2000, and the subsequent survey and evaluation work of the UCEA Center for the Evaluation of Educational Leadership Preparation & Practice that began in 2008. In 2011, UCEA refocused its efforts on creating a valid and reliable survey suite. From this development work, the INSPIRE Leadership Survey Suite emerged.

**Developing Evaluation Evidence: A Formative and Summative Evaluation Planner for Educational Leadership Preparation Programs**
(Orr, Young, & Rorrer, 2013)
This publication was developed and produced by the UCEA Center for the Evaluation of Educational Leadership Preparation and Practice.

**The Research Base Supporting the ELCC Standards**
(Eds. Young & Mawhinney, 2012)
A publication released by UCEA grounding the Educational Leadership Constituent Council Standards for leadership preparation in empirical research. The research summaries provide guidance in specifying the knowledge and skills needed for successful building and district leadership.

**The Professional Pipeline for Educational Leadership**
(Hitt, Tucker, Young, 2012)
A report released by UCEA, which addresses the professional pipeline for leadership in K-12 education. This paper provides a set of strategies for supporting a strong leadership pipeline. The report was developed to inform the work of the NPBEA.

**Institutional and Program Quality Criteria: Guidance for Master’s and Doctoral Programs in Educational Leadership**
(Young, Orr, & Tucker, 2012)
A guidebook consisting of rubrics for masters and doctoral programs in educational leadership, grounded in UCEA’s Institutional and Program Quality criteria, which differentiate between very effective, effective, and developing practices.

**State Program Evaluation Guidance**
(Young & Tucker, forthcoming)
UCEA Convention 2015:
Re-Imagining the Frontiers of Education:
Leadership With/In Transnational & Transcultural Spaces

November 20-23, 2015
Manchester Grand Hyatt, San Diego, CA
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Dear Colleagues:

Welcome to the 29th Annual UCEA Convention!

This year’s theme, Re-imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces, will present multiple opportunities to research, dialogue, recognize, and appreciate the strength of the multiple voices contributing to education. Since the last convention, a lot has occurred in our world. President-Elect Mónica Byrne-Jiménez, Hollie Mackey, Cheryl Ward, and Irene Yoon, have created a stellar convention to consider some of these occurrences, but also to consider our space and place as scholars, leaders, and practitioners might do in response. The Convention Planning Team has given us the space to focus on transnational and transcultural spaces and the fluidity of leadership and practice on the served populations. A great amount of attention has been brought to who matters and who doesn't. On October 3, 2015, our nation observed the 50th anniversary of the Immigration and Nationality Act of 1965. Earlier this year, we also observed the 50th anniversary of the Voting Rights Act of 1965. This year’s well-timed convention offers the pressing opportunity for us to think, to hear and to first respond with empathy (I love that the convention planners used that word) as a political act that fuels agency and activism. My own empathy has caused me to about the presidential election cycle and the possibilities or perils that might bring. I also think about the continued war on the poor and on certain bodies. I also think about active legislation to remove agency for certain people groups. I think about the lack of policies that protect those of color and the most vulnerable in our society. All of these things and much more remind us of our responsibility to foster and defend the multiple identities, humanity, and dignity of others and the absolutely “critical place for cross-cultural negotiation and engagement” (Anzaldua, 1987).

I am sure you have your own reflections but know that our work is not only relevant but fundamental at all levels of educational, economic, and social systems and in all spaces and places. I am confident that by convention’s end we will be able to reimagine leadership as one that crosses borders and has transnational and transcultural encounters. I am especially excited about this year’s Opening General Session keynote Antonia Darder and Pennsylvania State Mistifer Speaker Marcellus McRae. Both of these scholars are personal favorites and they are sure to excite and challenge us. I am also so excited about the continuation of the Ed Talks we began last year and I especially am thrilled that we have an eclectic mix of practitioners, activists, and poets that will help us think about leadership, policy and practice in new ways. I give a special “shout out” regarding the International Summit on Monday. This is one excellent way that UCEA advances its justice mission globally but also engages in transnational and transcultural spaces. We also have our Jackson Scholars 5K! Of course, as always, we have our amazing Film Festival, graduate student symposium, and a vast array of excellent sessions, workshops, and special events that are planned, so there is much learning on the horizon.

I publicly acknowledge and thank Michelle Young, Pamela Tucker, Lieve Pitts, Stephanie McGuire, Erin Anderson, Marcy Reedy, Amy Reynolds, Angel Nash, Frank Perrone, Bryan VanGronigen, Gopal Midha, and others for their amazing work. Their efforts, which are sometimes out front but mostly behind the scenes, should not be missed. Indeed, those efforts are what transform this convention from just a meeting to an outstanding event. I also encourage you to be kind and to thank them when you see them.

A convention like this is only possible because of the generous contributions and support of our sponsors. As UCEA's 54th president, it is my pleasure to officially welcome you to this year's convention. It is my sincere hope that you enjoy your time in sunny San Diego and you leave with refreshed but with FIRE.

Noelle Witherspoon Arnold  
2014-2015 UCEA President  
The Ohio State University
On behalf of the University Council for Educational Administration, I am pleased to welcome you to the 2015 UCEA Convention in San Diego, CA.

My first UCEA was in 1993 in Houston, TX. As a new graduate student at the University of Texas at Austin, I wasn’t sure what to expect. What I found was a gathering of genuinely nice people doing really interesting work in educational leadership, teaching, student learning, equity, school improvement strategies, organizations, communities, politics, policy and research methods. Every year thereafter I looked forward to UCEA, excited to learn about new developments in the field, to share my work, and to expand my network of colleagues. It is my sincere hope that all UCEA attendees have a similarly positive experience. The UCEA staff and governing bodies have worked hard to ensure that everyone does.

Building on the 2015 Convention theme the planning team has created a thought-provoking program that challenges UCEA members and educational leadership stakeholders to reflect on how they can improve preparation, practice, and policies impacting educational leaders through their research and development initiatives. I hope you will join me in thanking this year’s convention planning team led by Mónica Byrne-Jiménez (UCEA President-Elect), Irene Yoon, Hollie Mackey, and Cheryl Ward, for the commitment and vision they brought to the convention planning this year.

In addition to presenting and attending the many sessions and occurring during the UCEA Convention this year, we hope you will join us for our different social events, including the Annual Awards Luncheon celebrating the many individuals who contribute to and serve as extraordinary representatives for our field, Convention Opening Reception in honor of UCEA’s Past Presidents, and the UCEA Banquet Cruise. If this is your first UCEA, I encourage you to attend one of the morning SIG or program center meeting, where you will likely find colleagues with interests that align with your own. If you are a fitness buff, you may want to sign up for the Jackson Scholars Network 5K. There are many opportunities for connecting to the community of scholars that make up UCEA.

UCEA Convention 2015 is going to be a fantastic learning and networking opportunity, and we have many individuals and sponsoring organizations to thank for the support they have provided as UCEA headquarters has organized and arranged the event. Finally, please help me thank and acknowledge the hard work and dedication of UCEA’s headquarters team. Lieve Pitts, Erin Anderson, Amy Reynolds, Angel Nash, Stephanie McGuire, Marcy Reedy, Frank Perrone, Gopal Midha, Bryan VanGronigen, Jennifer Cook, Lisa Wright, and Pamela Tucker have been critical in bringing together the program and the many different activities that make our annual UCEA Convention experience a meaningful one each year.

Sincerely,

Michelle D. Young
UCEA Executive Director
UCEA Members,

Greetings from the Curry School of Education at the University of Virginia, the headquarters for the University Council for Educational Administration! Welcome to the 29th UCEA Annual Convention. It is an honor for the Curry School to be a small part of supporting leadership development in our nation’s schools.

The theme of this year’s conference, “Re-Imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces,” brings into focus the very central role that leadership plays in fostering equity and opportunity in our schools, particularly through the way leaders bridge cultural and political boundaries.

The Curry School’s long-standing commitment to the work of preparing leaders for education is grounded in three areas—our research on best practices for classrooms, on assessment of leadership, and efforts related to educational policy. All of this work has a focus on reaching out and across boundaries.

We recognize the most important measure of our success in preparing leaders is how these leaders impact communities and educational opportunity for all students. A commitment to deep and thoughtful engagement, and the skills required to capably enact that commitment, are the hallmarks of educational leaders that foster success for all students.

Preparing leaders for success in the contemporary realities of culture and politics is a complex and challenging task. I have great respect for UCEA’s efforts in this regard and am confident that member institutions have much to share that can make important contributions to the field.

This UCEA convention is a great opportunity for engagement among the community of leadership preparation programs and an opportunity for our reflection on our impact on our greater communities. Like those before, this convention is a great opportunity to make a real contribution to students and the people who serve them.

Best wishes for a great convention!

Sincerely,

Robert C. Pianta, Dean
Novartis US Foundation Professor of Education and Professor of Psychology
UCEA Values

UCEA is a community of learners that values:

- Learning and social development for ALL children
- Contributions of educational leaders to the success of all children
- Systematic inquiry that is relevant, integral, and essential to the success of children, schools, and school leaders
- Quality and excellence in the preparation of school leaders and professors
- Collaboration with schools, other educational and service agencies, and professional organizations
- Professional community, collegiality and respect for diverse perspectives
- Educational and social policy that positively support the learning and development of all children
- Diversity, equity, and social justice in all educational organizations

UCEA Vision

UCEA is a community of scholars committed to the improvement of leadership and policy that supports the learning and development of ALL children. UCEA actively initiates and leads educational reform efforts through its high quality research and preparation programs. UCEA institutions work collaboratively with schools and educational agencies to positively influence local, state, and national educational policy. UCEA constantly questions and reevaluates its practice and beliefs to ensure its effectiveness and relevance.

UCEA Goals

UCEA is a consortium of research/doctoral granting institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children. In realizing this purpose, we:

- Promote, sponsor, and disseminate research on the essential problems of schooling and leadership practice
- Improve the preparation and professional development of educational leaders and professors
- Positively influence local, state, and national educational policy
THE 2014-15 UCEA EXECUTIVE COMMITTEE

Noelle Witherspoon Arnold, President
Ohio State University

Mónica Byrne-Jiménez, President-Elect
Hofstra University

Mark Gooden, Secretary/Treasurer
University of Texas at Austin

Mariela Rodriguez
University of Texas at San Antonio

April Peters-Hawkins
University of Georgia

Casey Cobb
University of Connecticut

Liz Hollingworth
University of Iowa

Terah Venzant Chambers
Michigan State University

Ex-officio:

Michelle D. Young
Executive Director UCEA
University of Virginia

Pamela D. Tucker
Senior Associate Director, UCEA
University of Virginia

2015 Convention Committee

Mónica Byrne-Jiménez, Hofstra University
Hollie Mackey, University of Oklahoma
Cheryl Ward, San Diego State University
Irene Yoon, University of Utah

Michelle D. Young, UCEA, University of Virginia
Lieve Pitts, UCEA, University of Virginia

UCEA Staff

Michelle D. Young, Executive Director
Pamela D. Tucker, Senior Associate Director
Michael O’Malley, Associate Dir. of Publications
John Nash, Associate Dir. of Communications
Jayson Richardson, Associate Dir. of Program Centers
Stephen Jacobson, Associate Dir. of International Affairs
Gerardo Lopez, Associate Dir. for Jackson Scholars
Sheneka M. Williams, Associate Dir. for Policy & Advocacy

Ed Fuller, Associate Dir. for Policy & Advocacy
Lisa C. Wright, Financial Director
Lieve Pitts, Project and Events Manager
Jennifer E. Cook, Publications Editor
Pei-Ling Lee, Webmaster
Stephanie McGuire, Administrative Assistant
Marcy Reedy, Program Coordinator
Erin Anderson, Research Associate
Amy Reynolds, Graduate Research Assistant
Angel Nash, Graduate Research Assistant
Gopal Midha, Graduate Research Assistant
Bryan VanGronigen, Graduate Research Assistant

Thank you to all 2015 proposal reviewers for your time and dedication to UCEA and the field of educational leadership
The 29th annual UCEA Convention will be held November 20-23, 2015 at the Manchester Grand Hyatt in San Diego, California. The convention theme, “Re-Imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces,” highlights this year’s location near the California-Mexico border and intends to draw attention to the border spaces that exist within our field, between both scholars and practitioners and among communities present in and around schools. Collectively, we can identify new ways to engage in research and dialogue and to recognize the strength of the multiple—often disparate—voices contributing to the future of education. Our focus on transnational and transcultural spaces emphasizes the fluid nature of leadership and the multiple identities that shape leaders and the populations they serve. Transnational spaces reflect the interconnected external dimensions that traverse social, geographic, economic, and political borders. Transcultural spaces comprise the internal connections among race, ethnicity, gender, religion, language, ability, and sexual orientation.

The 29th Annual UCEA Convention logo features artwork by California artist Favianna Rodriguez. The convention planning team sought an image that captured the borderlesness and fluidity of leadership between scholars, practitioners, schools and communities, which is emphasized in the 2015 theme: “Re-Imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces.” Favianna’s striking use of the butterfly in her art exceeded expectations. The butterfly is a symbol of many things to cultures around the world including long life, love, freedom, joy, and often the soul. More universally, it symbolizes metamorphosis and migration; a re-imagining of what was and what will be in all the beauty and splendor found through the process of change. Favianna’s bold detailing throughout the wings reflects the interconnectedness of social, geographic, economic and political borders while the external border envelopes the spaces that comprise the internal connections among race, ethnicity, gender, religion, language, ability, and sexual orientation existing in and among these spaces.
About the UCEA Convention 2015

The 2015 Convention Program provides brief listings of all presentations, registration information, hotel information, and general information regarding the University Council for Educational Administration. Each session is listed with a title, a room assignment, presentation time, and the list of presenters. UCEA has developed an accompanying website for the convention program. Changes to the program can be found on the UCEA website at www.ucea.org under Convention. A room layout of the hotel can be 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. UCEA Registration is available
- Thursday 7:00 am - 6:00 pm (Palm Foyer),
- Friday 7:00 am – 1:00 pm (Palm Foyer), 1:00 - 6:00 pm (Seaport Foyer),
- Saturday 7:00 am – 6:00 pm (Seaport Foyer), and
- Sunday 7:00 am – 5:00 pm (Seaport Foyer).

NAMETAGS

Nametags, received at registration, are required for all sessions and events.

DISPLAY OF ANNOUNCEMENTS

A table in the Exhibit area has been made available for you to display announcements, reports, and other publications from your institution.

BUSINESS CENTER

The Manchester Grand Hyatt has a FedEx Office Center onsite for all printing and supply needs, daily 7:00 am - 7:00 pm. The Grand Hall has 24/7 guest access for internet and copying.

INTERNET

Basic Internet is complimentary in the meeting spaces and guest rooms. High-speed Internet will be at an additional cost to the attendee.

EXHIBITORS

UCEA is proud to host its book and educational resource sponsors at this year’s convention. Exhibitors will be in the Seaport Foyer.

WORKSHOPS

Each year, UCEA hosts a small number of workshops, specifically designed to meet the needs of educational leadership scholars.

THE UCEA ANNUAL BANQUET

This year’s Annual Banquet will be held aboard the Admiral Hornblower, which will cruise around San Diego Bay! The boat departs exactly at 5:30 pm Sunday evening from the Marriott Marina F-Dock and returns at 8:30 pm. Late arrivals who miss the departure of the boat will not be issued refunds. The number of tickets is limited—please come to the registration desk to purchase yours.
SPONSORSHIP OF UCEA EVENTS
If you are interested in hosting a future convention or sponsoring an event, contact UCEA Headquarters at 434-243-1041. Please contact Michelle D. Young, Executive Director, for arrangements. Hosting and event sponsorships are excellent ways to increase the visibility of your institution while providing valuable resources to UCEA.

Membership

NEW MEMBERS
UCEA welcomes the following new member institutions to our community: Texas Christian University, Virginia Tech, Rowan University, and East Carolina University. Please help them feel welcome by introducing yourself and offering words of congratulations.

SESSION ON MEMBERSHIP IN UCEA
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 the Membership Session, Executive Committee members will provide information and answer questions about membership. Deans, department chairs, and faculty from non-UCEA member universities interested in pursuing membership are invited:

SATURDAY November 21
2:00 to 3:10 pm          148. Informal Session on UCEA and UCEA Membership, Manchester Grand Hyatt: Seaport A

Or contact:
Michelle D. Young, UCEA Executive Director
Curry School of Education, The University of Virginia
P. O. Box 400287, Charlottesville, VA 22904
434-243-1041     ucea@virginia.edu
NETWORKING SESSIONS
The newly created Networking Sessions are a response to UCEA conference members’ request for additional networking time. The goal of these sessions is to provide scholars with common research interests dedicated time to meet, plan, discuss, and consider developing collaborative projects, papers, linked research, and other scholarly pursuits that will be a continued focus beyond the convention.

SATURDAY November 21
3:20 to 4:10 pm  163. Rectifying the Separation Between Academia and Schooling: A Critical Conversation About Scholarly Work and Service
4:20 to 5:30 pm  180. Advancing Race and Ethnicity Research Methods Within Transcultural Spaces

SUNDAY November 22
12:20 to 1:30 pm  235. A Call to Action: Creating a Meaningful Research Agenda on 21st Century Superintendent Leadership

ED TALK
Join us in a panel session on social justice highlighting people who represent and work across borders. This session will provide insight into the many borders that exist and how to work across them to best advocate for and inquire with schools, community, and children.

SATURDAY November 21
5:40 to 6:50 pm  183. General Session III: Ed Talk on “The In-Between Spaces: Living, Working, and Learning Across Borders”

IGNITE SESSIONS
For the fourth year in a row, UCEA is offering Ignite sessions, which provide purposeful opportunities for in-depth, spontaneous dialogues and deliberations on topics critical to educational leadership. They are best summarized by the motto “Enlighten us, but make it quick.” Presenters will focus on a single message that shares personal and professional passions or unique strategies and approaches.

FRIDAY November 20
3:40 to 4:50 pm  090. Promising Practices for Leading Leaders’ Learning

SATURDAY November 21
10:40 to 11:50 am  133. The Handbook of Research on the Education of School Leaders: Research of the Features of Leadership Preparation
2:00 to 3:10 pm  150. Insightful Strategies for Addressing Complex Challenges

SUNDAY November 22
12:20 to 1:30 pm  234. Designing Change That Matters

FILM FESTIVAL
Sip and screen 5-minute films. Two showings are available.

FRIDAY November 20
8:30 to 9:30 pm  096. Film Festival Sip and Screen
SATURDAY November 21
3:20 to 4:10 pm  165. UCEA Film Festival II
TUESDAY, November 17  
Executive Committee meeting 8:00 am - 6:00 pm

WEDNESDAY, November 18  
Executive Committee meeting 8:00 am - 6:00 pm

THURSDAY, November 19  
Registration 7:00 am - 6:00 pm, Palm Foyer  
Plenary Session 8:00 am - 6:00 pm  
Graduate Student Summit (registration required) 1:00 - 6:00 pm

FRIDAY, November 20  
Registration: 7:00 am - 1:00 pm, Palm Foyer; 1:00 - 6:00 pm Seaport Foyer  
School Site Visits: Meet in Grand Hall at 7:00 am, depart 7:50 am, return at 12:00 noon  
Jackson Scholars Research Seminar 8:00 - 11:00 am  
Meetings 8:00 - 10:30 am  
Sessions 9:00 am - 4:50 pm  
Graduate Student Summit 11:00 am - 12:00 noon  
Convention begins. Sessions 12:00 - 4:50 pm  
General Session I: Social Justice Keynote Speaker 5:15 - 6:50 pm  
Convention Opening Reception 7:00 - 8:30 pm  
Film Festival Sip and Screen 8:30 - 9:30 pm

SATURDAY, November 21  
Registration: 7:00 am - 6:00 pm, Seaport Foyer  
Jackson Scholars Network “RUN JSN” 5k 7:00 - 8:00 am  
Meetings 7:00 - 7:50 am  
Sessions 8:00 - 9:10 am  
General Session II: UCEA Presidential Address 9:20 - 10:30 am  
Sessions 10:40 - 11:50 am  
UCEA Awards Luncheon 12:00 - 1:50 pm  
Sessions 2:00 - 3:10 pm  
Film Festival II 3:20 - 4:10 pm  
Sessions 3:20 - 4:10 pm, 4:20 - 5:30 pm  
General Session III: Ed Talk 5:40 - 6:50 pm  
UCEA Barbara L. Jackson Scholars Recognition Ceremony 7:00 - 8:30 pm

SUNDAY, November 22  
Registration: 7:00 am - 5:00 pm, Seaport Foyer  
Meetings 7:00 - 7:50 am  
Sessions 8:00 - 9:10 am  
General Session IV: UCEA-Wallace Town Hall 9:10 - 10:50 am  
Sessions 11:00 am - 12:10 pm, 12:20 - 1:30 pm  
General Session V: Penn State Mitstifer Lecture 1:40 - 3:00 pm  
Sessions 3:10 - 4:00 pm, 4:10 - 5:20 pm  
Annual Banquet on the Bay 5:30 - 8:30 pm

MONDAY, November 23  
JRLE Board Meeting 8:00 - 9:30 am  
JCEL Editorial Board Meeting 8:45 - 10:15 am  
Post Convention Workshops 8:00 am - 12:00 noon  
International Summit 8:30 am - 12:30 pm  
EAQ Editorial Team Meeting 9:40 - 11:00 am  
UCEA Publications Meeting 10:30 am - 12:00 noon
FRIDAY, November 20
12:00 to 1:10 pm 040. Dissecting the Curriculum Vitae (CV) for Job Winning Success
046. Improving Educational Leadership Preparation With the INSPIRE 360
1:20 to 2:30 pm 054. Graduate Students of Color Mentoring Session
2:40 to 3:30 pm 68. From Dissertation to Publication: A Clark Seminar Addendum (closed session)
3:40 to 4:50 pm 088. Julie Laible Memorial Session for UCEA Jackson Scholars
5:15 to 6:50 pm 094. Opening General Session I Featuring Keynote Speaker Antonia Darder
8:30 to 9:30 pm 096. Film Festival Sip and Screen

SATURDAY, November 21
7:00 to 7:50 am 107. Jackson Scholars Network “RUN JSN” 5K
8:00 to 9:10 am 112. AERA Divisions A & L and UCEA Graduate Student Session: Taking the Fear Out of Publishing
9:20 to 10:30 am 124. General Session II: UCEA Presidential Address Featuring UCEA President Noelle Witherspoon Arnold
10:40 to 11:50 am 127. Overcoming the “Tyranny of the OR” in Post-PhD Career Planning: How to Remain Engaged in the Worlds of Research and Practice
12:00 to 1:50 pm 139. UCEA Awards Luncheon
2:00 to 3:10 pm 148. Informal Session on UCEA and UCEA Membership
3:20 to 4:10 pm 165. UCEA Film Festival II
5:40 to 6:50 pm 183. General Session III: Ed Talk on “The In-Between Spaces: Living, Working, and Learning Across Borders”

SUNDAY, November 22
9:10 to 10:50 am 209. General Session IV: Developing Leaders for Equity and Excellence: A UCEA-Wallace Town Hall
12:20 to 1:30 pm 232. Standards for School Leadership Preparation and Practice: ISLLC & ELCC
1:40 to 3:00 pm 238. General Session V: Penn State Mitstifer Lecture Featuring Marcellus McRae
3:10 to 4:00 pm 250. Twitter School for Educational Leadership Scholars
4:10 to 5:20 pm 259. A Tribute to Hanne Mawhinney
5:00 to 8:30 pm 262. UCEA Annual Banquet on the Bay
MONDAY, November 23

268. UCEA International Summit: Conversations on Transcultural and Transnational Leadership Practice and Preparation. Summit Planning Committee: Stephen Jacobson, University at Buffalo, and Bruce Barnett, University of Texas at San Antonio.

8:30 - 8:45 am  
Registration

8:45 - 9:00  
Welcome and introduction to the first session

9:00 - 10:30  
Lessons in leadership practice from New Zealand & Australia

10:30 - 10:45  
Break

10:45 - 11:00  
Introduction to the second session

11:00 am - 12:30 pm  
Transcultural and Transnational Leadership Preparation

MORE INTERNATIONAL SESSIONS

FRIDAY, November 20

12:00 to 1:10 pm 050. The Professional Identities of School Leaders in Transnational Contexts

1:20 to 2:30 pm 061. Social Justice Leadership in China, Costa Rica, Mexico, New Zealand, Spain, Sweden, and the U.S.

3:40 to 4:50 pm 092. Successful Practices and Enduring Beliefs of Leaders in High-Need Schools: Evidence From International Studies

SATURDAY, November 21

2:00 to 3:10 pm 152. From Fronteras to Borders in Transcultural Spaces: Research on Educational Leadership in Multiple Binational Settings

4:20 to 5:30 pm 169. Leadership Across International Borders

SUNDAY, November 22

8:00 to 9:10 am 207. Leadership in and Preparation for High-Need Schools: An International Perspective

11:00 am to 12:10 pm 214. Leaders for Equity: Aligning Culturally Progressive Belief Systems With Progressive Educational Strategies in International Settings

222. Leading Low Performing Schools

4:10 to 5:20 pm 257. Trust and Verify—The Cases of Finland and Sweden

258. UCEA Center for the International Study of School Leadership: Expanding School Improvement Across Frontiers of Education
UCEA SIG & Program Center Sessions

FRIDAY, November 20

12:00 to 1:10 pm  047. A UCEA Center Sponsored Symposium: Advancing Scholarly Agendas of the Consortium for the Study of Leadership and Ethics in Education (CSLEE)

3:40 to 4:50 pm  091. UCEA Center for Research on the Superintendency & District Governance

SATURDAY, November 21

7:00 to 7:50 am  097. UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE)

098. Carnegie Project on the Education Doctorate (CPED) Member Meeting (closed)

099. UCEA Consortium for the Study of Leadership and Ethics in Education

100. UCEA Center for the International Study of School Leadership

101. UCEA Center for Educational Leadership and Social Justice

102. Politics of Education Association Breakfast and Meeting

103. Leadership for Social Justice SIG

104. Center for the Study of Academic Leadership

105. National Center for the Evaluation of Educational Leadership Preparation and Practice

106. Supervision and Instructional Leadership SIG

7:00 to 8:10 pm  185. LTEL SIG Business Meeting With San Diego Principals

SUNDAY, November 22

7:00 to 7:50 am  188. Jackson Scholars Advisory Board Meeting

186. Latino Research SIG

187. UCEA Taskforce on Distance Learning

189. Program Centers Director Board of Directors and Advisory Board Meeting

191. Leadership for School Improvement SIG

192. Gay Straight Alliance

193. UCEA Research on Women in Leadership SIG

194. Learning and Teaching in Educational Leadership (LTEL) Executive Committee SIG

4:10 to 5:20 pm  256. CASTLE (UCEA Program Center)—Leadership for Technology: A Review of Practices and a Research Agenda

258. UCEA Center for the International Study of School Leadership: Expanding School Improvement Across Frontiers of Education
THURSDAY, November 19

1:00 to 2:00 pm 004. GSS: Graduate Student Summit Orientation
2:10 to 3:20 pm 005–010. GSS Sessions 1–5. Requires GSS registration.
4:50 to 6:00 pm 016 - 020. GSS Session 11–15. Requires GSS registration.

FRIDAY, November 20

11:00 to 11:50 am 033. GSS Graduate Student Abstract Exchange. Requires GSS registration.
034–037. GSS Mentor Feedback Sessions A–D. Requires GSS registration.
12:00 to 1:10 pm 040. Dissecting the Curriculum Vitae (CV) for Job Winning Success
1:20 to 2:30 pm 054. Graduate Students of Color Mentoring Session
2:40 to 3:30 pm 068. From Dissertation to Publication: A Clark Seminar Addendum (closed session)

SATURDAY, November 21

8:00 to 9:10 am 112. AERA Divisions A & L and UCEA Graduate Student Session: Taking the Fear Out of Publishing
10:40 to 11:50 am 127. Overcoming the “Tyranny of the OR” in Post-PhD Career Planning: How to Remain Engaged in the Worlds of Research and Practice
2:00 to 3:10 pm 142. Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professoriate
See the UCEA Job Search Handbook to prepare:
www.ucea.org/opportunities/ucea-job-search-handbook
4:20 to 5:30 pm 171. Demystifying the Academic Job Search, Part II: The Nuts and Bolts Workshop

SUNDAY, November 22

8:00 to 9:10 am 197. Negotiating a Contract: A Guide for First Timers on the Academic Job Market
11:00 am to 12:10 pm 212. Jigsawing Puzzles While Traveling in a Maze: Simplifying the Complexity of Writing a Literature Review
12:20 to 1:30 pm 226. “Shoulda, Coulda, Woulda...”: What We Wish We Had Known Before Becoming a Professor, the Remix
3:10 to 4:00 pm 241. Graduate Student Closing Session
UCEA welcomes the new 2015-2017 Barbara L. Jackson Scholars. Jackson Scholars are urged to register for the Graduate Student Summit Thursday November 19 and engage in Graduate Student Sessions.

FRIDAY, November 20

8:00 to 8:50 am 021. Jackson Scholars Research Seminar Convocation

JACKSON SCHOLARS RESEARCH SEMINAR PAPER SESSIONS

9:00 to 9:50 am
022. Intersecting Identities in a Complex World: Exploring Issues of Race, Gender, Class and Other Areas of Difference
023. The Challenges of Educational Leadership Across the P-20 Spectrum: International and Global Perspectives
024. Beyond the School Walls: Negotiating Social and Community Contexts in School Reform Efforts
025. Critical Explorations of Parents and Families in Schools
026. Discipline and Punishment in Schools: Examining the Role of Everyday Policies and Practices

10:00 to 10:50 am
028. A View From Within: Understanding the Complex World of Teacher, Leaders, and School Personnel
029. Examining the Educational Mobility and Career Trajectories of Underrepresented Students
030. Leadership Issues in Higher Education
031. Leading in a Changing Social Context: School Principals and the Challenge of Reform
032. From Margin to Center: Students and Families in a Pluralistic Society

1:20 to 2:30 pm 054. Graduate Students of Color Mentoring Session

3:40 to 4:50 pm 088. Julie Laible Memorial Session for UCEA Jackson Scholars

SATURDAY, November 21

7:00 to 7:50 am 107. Jackson Scholars Network “RUN JSN” 5K

7:00 to 8:30 pm 184. UCEA Barbara L. Jackson Scholars Recognition Ceremony
2014-2016 Cohort
David Aguayo, University of Missouri
Danielle Allen, University of North Carolina at Chapel Hill
Gwendolyn Baxley, University of Wisconsin-Madison
Heather Bennett, Pennsylvania State University
Nana Brantuo, University of Maryland, College Park
Arnold Chamanlal, University of Massachusetts at Boston
Lorenda Chisolm, University at Buffalo - SUNY
Hee Jin Chung, Pennsylvania State University
Kevin L. Clay, Rutgers University
Alvin Curette, University of Texas at San Antonio
Dorothy Dixon, Sam Houston State University
Samuel Garcia, Texas State University
Nakia Gray, New York University
Ramon Griffin, Michigan State University
Amaris Guzman, Louisiana State University
Kortney Hernandez, Loyola Marymount University
Regina Hopkins, University of Connecticut
Youshawna Hunt, Stephen F. Austin State University
Kierstyn Johnson, Virginia Commonwealth University
Adam Kho, Vanderbilt University
Dorado Kinney, University of Texas at Austin
Stephen LaBrie, Howard University
Kelly Lane, University of Kentucky
Charlene Lewis, University of Tennessee
Stefanie Marshall, Michigan State University
Kai Mathews, University of San Diego
Rhodesia McMillian, University of Missouri
Benterah Morton, Louisiana State University
Sheldon Moss, Sam Houston State University
Farris Muhammad, University of Georgia
Jada Phelps-Moultrie, Indiana University
Rachel Pope, Howard University
Karen Ramlackhan, University of South Florida
Nicole Reyes, University of Texas at San Antonio
Patricia Rocha, Texas State University
Luis Rodriguez, Vanderbilt University
Omar Salaam, University of South Florida
Malaika Samples, Florida State University
Joanna Sánchez, University of Texas at Austin
Kortney Smith, University of Wisconsin-Milwaukee
Atiya Strothers, Rutgers University
Christine Tran, University of Washington
Hershawna Turner, University of Pittsburgh
Karina Vielma, University of Texas at San Antonio
Taurean Walker, University of North Carolina at Charlotte
James Wright, Michigan State University

2015-2017 Cohort
Nahed Abdelrahman, Texas A&M University
Adrienne Aldaco, Texas State University
Arlisa Armond, University of North Carolina at Greensboro
Elizabeth Auguste, College of William and Mary
Amber Banks Grubb, University of Washington
Sabrina Brown, University of North Carolina at Charlotte
Victoria Carter Jones, Texas A&M University
Liliana Castrellón, University of Utah
Charles Collingwood, University of Arizona
Dallawrence Dean, University of Texas at Austin
Julie Desmangles, Clemson University
Osly Flores, University of Pittsburgh
Asia Fuller Hamilton, University of Illinois at Urbana-Champaign
Wellinthon Garcia, Hofstra University
Elijah Granger, Stephen F. Austin State University
Joyceyln Hughes, Howard University
Stephanie Johnson, Stephen F. Austin State University
Amieris Lavender, Michigan State University
Deniece Liggins, The Ohio State University
Julia Mahfouz, Pennsylvania State University
Warapark Maitreephun, University of Missouri
Mahmoud Marei, University of Arizona
Jocabed Marquez, Texas State University
Chy McGhee, New York University
Angel Nash, University of Virginia
Jacqueline Perry-Higgs, North Carolina State University
Marilyn Player, Auburn University
Aditi Rajendran, University of Washington
Kim Ransom, University of Michigan
Rana Razaque, University of Denver
Genesis Ross, Miami University
Vanessa Sansone, University of Texas at San Antonio
Hugo Saucedo, University of Texas at San Antonio
Tommy Sigala, University of Texas at El Paso
Paul Spradley, University of Pittsburgh
Darrius Stanley, Michigan State University
Kimberly Starks Berglund, University of Missouri
Wei-Ling Sun, University of Texas at Austin
Elsa Villarreal, Texas A&M University
Warren Whitaker, University of San Diego
Rui Yan, University of Utah
Over the last 15 years, The Wallace Foundation has invested significant resources in educational leadership preparation, research and policy. UCEA has been a partner to the Foundation, seeking ways to leverage important research and development activities within higher education. This year at the UCEA Convention, The Wallace Foundation is sponsoring the following events. All UCEA Convention participants are welcome to join in these events.

FRIDAY, November 20
2:40 to 3:30 pm 074. Helping Principals Focus on Teaching and Learning: A Wallace-Sponsored Session

SATURDAY, November 21
4:20 to 5:30 pm 177. Tracking the Leadership Pipeline: A Wallace-Sponsored Session

SUNDAY, November 22
9:10 to 10:50 am 209. General Session IV: Developing Leaders for Equity and Excellence: A UCEA-Wallace Town Hall

Join us for the UCEA Teach In for Social Justice!

What: Faculty from UCEA institutions will share their instructional resources and techniques.

When: At regular intervals on Saturday & Sunday from 10:00 am to 4:00 pm

Where: Seaport Foyer
Saturdays, November 21

8:00 to 9:10 am  123. Immersive Online Simulations: A Scalable, Innovative Tool to Promote Critical Conversations Around Leadership Decision-Making

10:40 to 11:50 am  138. Research Capacity Building Mini-Workshop: Incorporating LGBTIQ Topics into Broader Research Designs Within Educational Leadership

2:00 to 3:10 pm  53. New Approaches to Preparing Practitioners for Applied Research

3:20 to 4:10 pm  156. Tales from Virtualville: Where Principal Preparation Candidates Actively Engage Within a Virtual School District

4:20 to 5:30 pm  182. Black Lives Matter in Educational Leadership

Sundays, November 22

11:00 am to 12:10 pm  223. Putting Social Justice and Democratic Values at the Heart of Distributed Leadership: A Toolset for Change

4:10 to 5:20 pm  255. Delving into the Drama in School Leadership

260. Mentoring Session for Faculty Seeking Promotion and Tenure

Mondays, November 23

8:00 to 9:50 am  263. Creating New Transcultural Spaces Between Faculty and Administrators to Formulate Shared Understanding of Leadership Development

264. ELDEex: Multimedia Simulation for Education Leadership Professional Development

265. How True Access Translates Into Increased ESL Student Equity in the Language Classroom

8:00 am to 12:00 pm  266. Intersectional Dialogues: Tools to Improve Pedagogy in Teaching Social Justice Leadership

10:00 to 11:50 am  271. How to Be a Successful Reviewer
In the past 28 years that UCEA has held its convention, many institutions have served as generous sponsors and exhibitors. In all cases, these cooperative endeavors served to create a more dynamic relationship between UCEA and those institutions and organizations. UCEA acknowledges the substantive contributions that the following sponsors and exhibitors have made to this year’s Convention. We greatly appreciate their support and continuing endorsement:

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

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Vanderbilt University: Jason Grissom
Virginia Commonwealth University: Charol Shakeshaft
Virginia Tech: Carol Mullen
Washington State University: Kristin Huggins
Wayne State University: Ben Pogodzinski
Tuesday, November 17

**001. UCEA Executive Committee Meeting I**
Meeting  
8:00 am to 6:00 pm  
Manchester Grand Hyatt: La Jolla A

Wednesday, November 18

**002. UCEA Executive Committee Meeting II**
Meeting  
8:00 am to 6:00 pm  
Manchester Grand Hyatt: La Jolla A

Thursday, November 19

**003. UCEA Plenary Session**
Meeting  
8:00 am to 6:00 pm  
Manchester Grand Hyatt: Coronado ABC

**004. Graduate Student Summit Orientation**
Meeting  
1:00 to 2:00 pm  
Manchester Grand Hyatt: Coronado E1  
In this session we will formally welcome all UCEA Graduate Student Summit (GSS) registrants to the 4th Annual GSS. You will have an opportunity to meet the members of the UCEA Graduate Student Council, learn about programming for graduate students at UCEA, and meet fellow graduate students. We will also honor past and outgoing members of the Graduate Student Council during this time.

**005. GSS Session 1—Preparing Educators for Success**
Graduate Student Symposium  
Paper Session  
2:10 to 3:20 pm  
Manchester Grand Hyatt: America’s Cup B  
Participants:  
How “Alternative” Are Alternative Teacher Certification Programs? Moving Towards an Organizational Analysis of Alternate Routes to Teaching. Andrene Castro, University of Texas at Austin  
Pre-Service Teachers’ Perceptions About the Teaching Practicum Under a New Initiative in China. Lixia Qin, Texas A&M University; Elsa Villarreal, Texas A&M University  
Transnational/Transcultural Spaces = “Multidiversity Dimensions.” Diana Guajardo, University of
Texas at San Antonio

UCEA Professors’ Perceptions of Principal Preparation Program Challenges in Developing Candidates for Instructional Leadership. Sonya Diana Hayes, Texas A&M University
Chair:
Gary M. Crow, Indiana University

006. GSS Session 2—Contextualized School Leadership
Graduate Student Symposium
Paper Session
2:10 to 3:20 pm
Manchester Grand Hyatt: America’s Cup C
Participants:
Identities of a Female Educational Manager in Khyber Pukhtoon Khwa: Critical Discourse Analysis. Sumaira Taj Khan, University of Iowa
The Little School That Could—Then Didn’t. Kate O’Donnell, University of Virginia
Principal’s Leadership Skills, OCB and Intellectual Capital: A Case of Secondary Schools in Pakistan. Muhammad Niqab, University of Malaya, Malaysia
Chair:
Maria Luisa Gonzalez, University of Texas at El Paso

007. GSS Session 3—Perspectives from the School District and Superintendency
Graduate Student Symposium
Paper Session
2:10 to 3:20 pm
Manchester Grand Hyatt: America’s Cup D
Participants:
A Latino’s Life History: A Re-Examination Through “Brown” Eyes. Alma Yvette Mota, University of Texas at San Antonio
Leadership Across Organizational Boundaries: Reimagining the Central Office—A Literature Review. Ana Cingel, The George Washington University; Marguerita DeSander, Western Kentucky University
Local Control as Resistance: School District Governance in Rural Communities. Daniella Hall, Pennsylvania State University
Reimagining the Discourse: The Problem of Language and Gender for Female Superintendents. Lisa Cullington, University of Massachusetts-Boston
Chair:
Michael Dantley, Miami University

008. GSS Session 5—School Leadership Through the Lens of Democratic Governance
Graduate Student Symposium
Paper Session
2:10 to 3:20 pm
Manchester Grand Hyatt: Coronado D1
Participants:
Beyond Pep Rallies: Ritual and Ceremony as Community-Building Strategies in Schools. Andrew LaFave, University of Southern California
Examining School Systems and Leadership Practices in High-Performing Schools Promoting Academic Achievement for Hispanic ELLs. Nancy Guerrero, Texas A&M University
Leadership/Governance Patterns in Schools of Native and Immigrant Students Exhibiting High Mathematics Performance. Theresa L. Dell-Ross, Georgia State University; Chris Oshima, Georgia State University
The Neo-Transformative School Administrator: Leading With Transcultural Communities in Educational Spaces. Linsay DeMartino, University of Arizona
“We Have Culturally Diverse Students Too!” Rural Principals’ Influence on Black Students’ Reading Development. Brandolyn Jones, Sam Houston State University
Chair:
Jim Scheurich, Indiana University School of Education Indianapolis (IUPUI)

009. GSS Session 4—The Influence of Accountability and Standards on Students, Schools, and Communities
Graduate Student Symposium
Paper Session
2:10 to 3:20 pm
Manchester Grand Hyatt: Coronado E1
Participants:
Sole or Soul Purpose? An Immanent Critique of the Discourse of Soul in High Stakes Assessment. Jennifer Galbraith Canady, University of South Florida
Curricular (Dis)Engagement of Highly Effective Teachers in Low Performing Schools. Andrew David Bratspis, University of South Florida
Cognitive Language Inventory Across the Standards: Implications for the Next Generation Principal. Kathleen Winn, University of Iowa
Different Choices: A Public School Community’s Responses to School Choice Reforms. Amanda U. Potterton, Arizona State University
Understanding the Acculturation Experience of Texas High School Graduates who Were English Language Learners. Joseph Rodriguez, Sam Houston State University
Chair:
Kathryn Bell McKenzie, California State University, Stanislaus

010. BELMAS-UCEA Research Collaboration: The International School Leadership Development Network
Pre Convention Work Sessions and Workshops
3:00 to 6:00 pm
Manchester Grand Hyatt: La Jolla AB

Invitation Only

Research team members from the International School Leadership Development Network (ISLDN), an international collaboration between UCEA and BELMAS, will examine (a) research designs for projects dealing with leadership for high need schools and social justice leadership, (b) potential funding sources to support research projects, (c) plans for reporting findings at future professional conferences, and (d) outlets for publishing research findings.

Chairs:
- Bruce Barnett, University of Texas at San Antonio
- Charles Slater, California State University, Long Beach

011. GSS Session 6—Pathways To and Through Higher Education
Graduate Student Symposium
Paper Session
3:30 to 4:40 pm
Manchester Grand Hyatt: America’s Cup B

Participants:
- A Case Study of the MA in Peace Studies Program at the University of Rwanda. Sarah Doerrr, Loyola Marymount University
- An Outsider’s Exploration: Pathways to the Presidency at Colleges and Universities in the Philippines. Grace Abenjoa Bagunu, University of San Diego
- From Affirmative Action to Percent Plans in Texas College Admissions. Lolita A. Tabron, Texas A&M University
- The Educational and Lived Experiences of a Mexican American Student Enrolled in Developmental Education. Aide Escamilla, University of Texas at San Antonio
- The Evolution of Pre-College Access Programs and Their Role in College Readiness. Nakia M. Gray, New York University

Chair:
- David Eddy-Spicer, University of Virginia

012. GSS Session 7—Community Partnerships and Ethics in Educational Leadership
Graduate Student Symposium
Paper Session
3:30 to 4:40 pm
Manchester Grand Hyatt: America’s Cup C

Participants:
- A Child’s Cry for Understanding: One School Community’s Journey through Conversations on Difference. Omar J. Salaam, University of South Florida
- A Grounded Theory Approach to Understanding Ethical Leadership With School Leaders in Southern Nigeria. Dorothy C. Egbuor, Howard University
- The Unintended Consequences of School Discipline. Ahnna Gibson, Clemson University; Ellen Marie Hampshire, Clemson University

Chair:
- Martha M. McCarthy, Loyola Marymount University

013. GSS Session 8—Human Capital Management and Professional Development
Graduate Student Symposium
Paper Session
3:30 to 4:40 pm  
Manchester Grand Hyatt: America’s Cup D  
Participants:  
A Comparative Analysis on Professional Development of Principal in Korea and Finland. Minah Kim, Yonsei University; Jinwon Kim, Yonsei University  
Defying the Odds: What We Know About Teachers who Flourish as Leaders for Social Justice. Chelsey Lee Saunders, Teachers College, Columbia University  
Exploring Instructional Practice and Development: A District Analysis Using Teacher and Principal Instructional Practice Measures. Gwendolyn Baxley, University of Wisconsin-Madison; Peter Goff, University of Wisconsin-Madison  
Filling the Void: A Grounded Theory Approach to Addressing Teacher Recruitment and Retention in Urban Schools. Meredith Lea Wronowski, University of Oklahoma  
Principal Preparedness in Elementary Science Education: A Qualitative Study of Content-Specific Instructional Leadership Capacity. Kathleen Winn, University of Iowa  
Chair:  
Diana G. Pounder, University of Central Arkansas

014. GSS Session 10—Analyzing the Policy and Politics of Education and Educational Leadership  
Graduate Student Symposium  
Paper Session  
3:30 to 4:40 pm  
Manchester Grand Hyatt: Coronado D1  
Participants:  
Understanding Political Advocacy for Market-Based Education Reforms: A Neo-Institutional Perspective. Elise Castillo, University of California, Berkeley  
Leadership of Leaders: Leading Agenda-Setting With the Council of Chief State School Officers. Wesley Henry, University of Washington  
Reframing Policy Discourse on the School-to-Prison Pipeline: School Disciplinary Policy Reform in Texas. Wei-Ling Sun, University of Texas at Austin; Brenda Rubio, University of Texas at Austin  
Teaching, Learning, and Leading in the Militarized Border of Rio Grande Valley: A Policy Analysis. Jocabed G. Marquez, Texas State University; Samuel Garcia, Texas State University  
Chair:  
Andrea K. Rorrer, University of Utah

015. GSS Session 9—Teacher Leadership Policy, Politics, and Practice  
Graduate Student Symposium  
Paper Session  
3:30 to 4:40 pm  
Manchester Grand Hyatt: Coronado E1  
Participants:  
An Interdiscursive Critical Policy Analysis of Two Teacher Leadership Policies. Lauren Stark, University of Virginia  
Caring and Engagement in a Cosmopolitan Setting: The Case of Cosmopolitan School. Jeff Walls, Jisu Ryu, Jason Johnson (University of Minnesota)  
Examining the Lived Experiences of Minority Teachers in a Majority Minority District Within a Rural State. Isaiah Clarence McGee, University of Iowa  
Pivoting as a Metaphor for the Pedagogical Relationship. Jeffry King, Texas State University  
The Role of School Culture in Educational Policy Success. Matthew Stier, University of Iowa  
Chair:  
Cynthia Uline, San Diego State University
016. GSS Session 11—Intersections of Gender, Race, and Ethnicity With Student Experiences
Graduate Student Symposium
Paper Session
4:50 to 6:00 pm
Manchester Grand Hyatt: America's Cup B
Participants:
Creating Their Voice: African American Males Overcoming Stereotype Threat Through Mentoring. Calvin Burney, Bowling Green State University
Digitalized Play-Based Stories for Mediating Young Children’s Critical Consciousness of Racial and Social Identity. Hershawna Rochelle Turner, University of Pittsburgh
Gaining Ground: One Principal’s Efforts to Increase African American College Attainment. Anastasia Anderson, Texas A&M University
The “R” Word and Administrator Conceptualizations of Students, Their Behavior, and Student Discipline. Regina Hopkins, University of Connecticut at Storrs
The Relationship Between African American/Black High School Students’ Academic Achievement and School Climate. Lukretia A. Beasley-Knecht, University of Arizona
Chair:
Cynthia Reed, Northern Kentucky University

017. GSS Session 12—Implications of Democratic Leadership in Context
Graduate Student Symposium
Paper Session
4:50 to 6:00 pm
Manchester Grand Hyatt: America’s Cup C
Participants:
Diversifying the PTA: Building Relationships and Recruiting Leaders. Courtney Wait, Texas Christian University
Justice in Schools: A Large-Scale Response in Los Angeles. Hector R. Campos, University of Iowa
Somos Familia: A Social Network Analysis of a South Texas School Board. Michael C. Barnes, University of Texas at Austin
The (Dis)Empowerment of Becoming Socially Just Leaders: A Collaborative Autoethnography. Andrew David Bratspis, Carrie L. Gentner, Jennifer Galbraith Canady, Michael Richard Paul Bailey (University of South Florida)
“It’s up to us, the experts, to tell them”: Teacher Leadership in (Trans)national Solidarity Networks. Lauren Stark, University of Virginia
Chair:
Joan Poliner Shapiro, Temple University

018. GSS Session 13—Educational Reforms Unfolding in Global Contexts
Graduate Student Symposium
Paper Session
4:50 to 6:00 pm
Manchester Grand Hyatt: America’s Cup D
Participants:
An International Perspective of School Leadership Styles and School Climate. Yan Liu, Michigan State University
English Language Learners and Postsecondary Enrollment: A Logistic Regression Analysis of Organizational Factors. Lee D. Flood, University of Tennessee; Alex Oldham, University of Tennessee
Mapping “Pop-Up” Newcomer Programs: Why so Unsustainable? M. Chandler Patton, New York University


The Role of the Indonesian Elementary School Principal in Curriculum Implementation. Asih Asikin-Garmager, University of Iowa

Chair: Edith Rusch, University of Nevada-Las Vegas

019. GSS Session 15—Exploring Identity in Education Career Paths
Graduate Student Symposium
Paper Session
4:50 to 6:00 pm
Manchester Grand Hyatt: Coronado D1

Participants:
Dangers Unforeseen: Inequity in Teacher Assignment for Underrepresented Teachers. Darrius Stanley, Michigan State University
Out of the Sombra: One Afro-Latino Making his Way in Educational Leadership. Wellinthon Garcia, Hofstra University; Mónica Byrne-Jiménez, Hofstra University
Re-imagining Evaluation and Assessments Through Experiential Learning and Action Oriented Research. Yvette Cantu, Patricia A. Rocha, Yvonne Hernandez, Alicia Hill (Texas State University)
Teacher Effectiveness: Examining the Relationship Between Teacher Grit and Teacher Self-Efficacy. Deanna Dobbins, Oklahoma State University

Chair: Joseph F. Johnson, Jr., San Diego State University

020. GSS Session 14—Examining the Impacts of Educational Change
Graduate Student Symposium
Paper Session
4:50 to 6:00 pm
Manchester Grand Hyatt: Coronado E1

Participants:
Analyzing Cultural Differences in Student Engagement Through the Framework of Educational Caring. Jason Johnson, Jisu Ryu, Jeff Walls (University of Minnesota)
Beyond School Climate: Instrument Development and Factor Analysis of the Vibrant Schools Scale. Davis Clement, Linda Feldstein, Marquita Hockaday (College of William & Mary)
Sustainability in Education: Bridging Disciplines for a New Conceptual Framework. Emily Germain, University of Texas at Austin

Chair: Martha N. Ovando, University of Texas at Austin

Friday, November 20

021. Jackson Scholars Research Seminar Convocation
Meeting
8:00 to 8:50 am
Manchester Grand Hyatt: Floor Banquet - Grand Hall A
022. Jackson Scholars Research Seminar Presentations: Intersecting Identities in a Complex World: Exploring Issues of Race, Gender, Class and Other Areas of Difference

Paper Session
9:00 to 9:50 am
Manchester Grand Hyatt: Balboa C
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of summit.

Participants:
Student Mobility in Tennessee’s Schools of Choice: Is There Evidence of Strategic Selection of Students? Adam Kho, Vanderbilt University
Experiences and Sacrifices of African-American Males in the Boarding School Culture. Dorado M. Kinney, University of Texas at Austin
Black Male Resilience: Narratives of Inner-City High School Graduates. Farris Muhammad, University of Georgia
Digitalized Play-Based Stories for Mediating Young Children's Critical Consciousness of Racial and Social Identity. Hershawna Rochelle Turner, University of Pittsburgh
Educational Attainment for Teen Mothers. Kortney Smith, University of Wisconsin-Milwaukee

Chair:
Hollie J. Mackey, University of Oklahoma

023. Jackson Scholars Research Seminar Presentations: The Challenges of Educational Leadership Across the P-20 Spectrum: International and Global Perspectives

Paper Session
9:00 to 9:50 am
Manchester Grand Hyatt: Gas Lamp A
Second-year Jackson Scholars present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of the summit.

Participants:
Founding FIU: Exploring Latino/Caribbean Identity as Institutional Identity. Amaris delcarmen Guzmán, Louisiana State University
Social Justice School Leadership: An Evaluation of a High Needs School From a Belizean Context. Lorenda Chisolm, University at Buffalo
Atlantic Pathways: Examining the Experiences of Black Immigrants in U.S. Higher Education. Nana Afua Y. Brantuo, University of Maryland, College Park
Using Higher Education to Build Nations: A Phenomenology of Giving Back Within Native Contexts. Nicole Alia Salis Reyes, University of Texas at San Antonio
024. Jackson Scholars Research Seminar Presentations: Beyond the School Walls: Negotiating Social and Community Contexts in School Reform Efforts

Paper Session
9:00 to 9:50 am
Manchester Grand Hyatt: Gas Lamp B
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of summit.

Participants:
Establishing an Authentic School–Parent Partnership: The Case of a South Texas Parent Academy. Joanna Sánchez, University of Texas at Austin
Educational Leadership for Community Development. Samuel Garcia, Texas State University
Transformative Models in K-12 Education: The Impact of Universal Design for Learning in a Blended Learning Classroom. Kai Mathews, University of San Diego
The Black Church as a Site of Resistance in the North Carolina Charter School Movement: A Case Study. Danielle Allen, University of North Carolina at Chapel Hill

Chair:
Lisa A. W. Kensler, Auburn University

025. Jackson Scholars Research Seminar Presentations: Critical Explorations of Parents and Families in Schools

Paper Session
9:00 to 9:50 am
Manchester Grand Hyatt: Balboa A
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of summit.

Participants:
Beyond “the” Black Father: On Reconstructing Fatherhood. David Aguayo, University of Missouri
African-American Parent Perceptions of the Educational System/Parental Involvement in Title I Elementary Schools. Youshawna Hunt, Stephen F. Austin State University
The Effects of Teacher Perception on Parental Involvement and Student Achievement. Rachel Pope, Howard University
A Child’s Cry for Understanding: One Community’s Journey Through Conversations on Difference. Omar J. Salaam, University of South Florida

Chair:
Cristobal Rodriguez, Howard University


Paper Session
9:00 to 9:50 am
Manchester Grand Hyatt: Old Town AB
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of summit.

Participants:
Ending the School-to-Prison Pipeline: Skin Tone and Facial Features Impact on School Discipline for African American Children. Kierstyn Kourtney Johnson, Virginia Commonwealth University
Culturally Responsive Response to Intervention (RTI) Model for African American Males With Disabilities. Ramon Griffin, Michigan State University
Chair: Dana Thompson Dorsey, University of North Carolina at Chapel Hill

027. The International Successful Schools Principals’ Project—Team USA
Meeting
9:00 to 10:30 am
Manchester Grand Hyatt: Seaport Foyer
Invitation Only
Chair: Terri Nicol Watson, City College of New York/City University of New York
Participants:
Hans W. Klar, Clemson University
Lynnette Brunderman, University of Arizona
Gary M. Crow, Indiana University
Encarnacion Garza, University of Texas at San Antonio
Stephen L. Jacobson, University at Buffalo
Lauri Johnson, Boston College/University of Nottingham
Elizabeth T. Murakami, Texas A&M University, San Antonio
Rosa L. Rivera-McCutchen, Lehman College CUNY
Margaret Terry Orr, Bank Street College
Samantha M. Paredes Scribner, Indiana University-Indianapolis
Rose Ylimaki, University of Arizona

028. Jackson Scholars Research Seminar Presentations: A View From Within:
Understanding the Complex World of Teacher, Leaders, and School Personnel
Paper Session
10:00 to 10:50 am
Manchester Grand Hyatt: Balboa C
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of summit.
Participants:
A Critical Discourse Analysis on the Discursive Formations of Inclusion With Exceptional Student Education Directors. Karen Ramlackhan, University of South Florida
To Culture or Not to Culture: Practices Implemented by Language Immersion Teachers to Teach Culture. Benterah Morton, Louisiana State University
Inequitable Access to Teachers: Understanding the Distribution and Mobility Patterns of Effective Teachers in the State of Tennessee. Luis Alberto Rodriguez, Vanderbilt University
Chair: Casey Cobb, University of Connecticut

029. Jackson Scholars Research Seminar Presentations: Examining the Educational Mobility and Career Trajectories of Underrepresented Students
Paper Session
10:00 to 10:50 am
Manchester Grand Hyatt: Gas Lamp A
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of summit.

Participants:
The Social Context of the Aeronautical Aviation Experience of African American Civil, Commercial, and Military Pilots. Taurean Walker, University of North Carolina at Charlotte
STEMujeres: A Multi-case Study of the Life Her-stories of Latina Engineers. Karina Ivette Vielma, University of Texas at San Antonio
Examining the Synthesis of the Arts, Athletics, and Academics in Building Efficacy Toward Lifelong Learning. Stephen Joseph LaBrie, Howard University
Making Mentoring Matter: The Importance of Faculty Mentoring in Higher Education. Atiya Strothers, Rutgers University
Chair:
Charol Shakeshaft, Virginia Commonwealth University

030. Jackson Scholars Research Seminar Presentations: Leadership Issues in Higher Education
Paper Session
10:00 to 10:50 am
Manchester Grand Hyatt: Gas Lamp B
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of summit.
Participants:
Differences in Black Students’ Persistence Rates In Texas Community Colleges by Institutional Status. Sheldon Giraud Moss, Sam Houston State University
Whose College Readiness Is it Anyways: College Readiness, Cultural Capital, and Pre-College Transition Programs. Nakia M. Gray, New York University
Differences in Dual Credit Grades as a Function of Location for Texas Community College Students. Dorothy Dixon, Sam Houston State University
The Challenge of Linking Research Theory and Practice: The Graduate Student Employee in Higher Education Settings. Malaika Samples, Florida State University
The Office of Diversity & Inclusion at a Large Texas University: An Evolutionary History. Alvin R. Curette, Jr., University of Texas at San Antonio
Chair:
Elizabeth C. Reilly, Loyola Marymount University

Paper Session
10:00 to 10:50 am
Manchester Grand Hyatt: Balboa A
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of summit.
Participants:
Stories of School and the Storied Lives of Latina/o Elementary Principals: A Narrative Inquiry. Patricia A. Rocha, Texas State University
Transitioning to NGSS: Is There a Place for Race in Science Classrooms? Stefanie Marshall, Michigan State
The K-12 Black Male Principal as Decolonizing Leader, Reinventing or Reforming Schools: A Leadership Conundrum. James S. Wright, Michigan State University
Principals’ Social Just Leadership Practice Influences on Teachers. Charlene L. Lewis, University of Tennessee at Knoxville
Chair: Wayne D. Lewis, University of Kentucky

032. Jackson Scholars Research Seminar Presentations: From Margin to Center: Students and Families in a Pluralistic Society
Paper Session
10:00 to 10:50 am
Manchester Grand Hyatt: Old Town AB
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of summit.
Participants:
Crisis of Conscientization: Exploring the Development of Youth in Action. Kevin Clay, Rutgers University
Learning on Empty: A Study of School Food Culture in Two Low-Income Public High Schools. Christine Tran, University of Washington
Addressing De Facto Residential and School Segregation in Suburban Communities. Heather Bennett, Pennsylvania State University
Chair: Terah Talei Venzant Chambers, Michigan State University

033. GSS Graduate Student Abstract Exchange
Graduate Student Symposium
Paper Session
11:00 to 11:50 am
Manchester Grand Hyatt: Balboa C
Participants:
Teachers’ Perspectives about Fostering Students’ Civic Skills: Improving Social Justice and Implications for School Administrations. Atakan Ata, University of Georgia
Cultural Unlearning: Recreating the Social Space of Public Education. Carol Donya Harris, Texas State University
Growing Teachers’ Mathematics Pedagogical Content Knowledge Through the Expectation of Action Research in the Classroom. Emma Bullock, Utah State University
Exemplary Leadership Practices in Teacher Evaluation. Phoebe Hechanova Manso, California State University, Long Beach
Chair: Bradley W. Davis, University of Texas at Arlington

034. GSS Mentor Feedback Session A (Sessions 1–2)
Graduate Student Symposium
Paper Session
11:00 to 11:50 am
Manchester Grand Hyatt: Gas Lamp A
During this closed session Graduate Student Summit presenters can receive additional high-quality feedback on both their papers and their presentations from their distinguished faculty discussants. Discussants and paper presenters from GSS Sessions 1–2 are assigned to this feedback session.

035. GSS Mentor Feedback Session B (Sessions 3–4)
Graduate Student Symposium
Paper Session  
11:00 to 11:50 am  
Manchester Grand Hyatt: Gas Lamp B
During this closed session Graduate Student Summit presenters can receive additional high-quality feedback on both their papers and their presentations from their distinguished faculty discussants. Discussants and paper presenters from GSS Sessions 3–4 are assigned to this feedback session.

036. GSS Mentor Feedback Session C (Sessions 5–11)  
Graduate Student Symposium  
Paper Session  
11:00 to 11:50 am  
Manchester Grand Hyatt: Floor Banquet - Grand Hall A
During this closed session Graduate Student Summit presenters can receive additional high-quality feedback on both their papers and their presentations from their distinguished faculty discussants. Discussants and paper presenters from GSS Sessions 5–11 are assigned to this feedback session.

037. GSS Mentor Feedback Session D (Sessions 12–15)  
Graduate Student Symposium  
Paper Session  
11:00 to 11:50 am  
Manchester Grand Hyatt: Old Town AB
During this closed session Graduate Student Summit presenters can receive additional high-quality feedback on both their papers and their presentations from their distinguished faculty discussants. Discussants and paper presenters from GSS Sessions 12–15 are assigned to this feedback session.

038. How Stakeholders Affect District Leadership  
Paper Session  
12:00 to 1:10 pm  
Manchester Grand Hyatt: Balboa A
Participants:
Social Red Bull: Exploring Energy Relationships in a School District Leadership Team. Alan J. Daly, University of California, San Diego; Yi-Hwa Liou, National Taipei University of Education; Chris Brown, University College London, Institute of Education
  Educational leaders are expected to be effective leaders and motivators. Although there has been attention paid to the role of “effective” leaders, much less work has contributed to “affective” relations between and among educational leaders. We explore the idea of positive affective relations (energizers) between educational leaders as “energizers” are associated with positive outcomes, but are rarely studied. Drawing on social network theory we find job satisfaction, self-efficacy, and climate help explain these interactions.
Exploring Instructional Practice and Development: A District Analysis Using Teacher and Principal Instructional Practice Measures. Gwendolyn Baxley, University of Wisconsin-Madison; Peter Goff, University of Wisconsin-Madison
  A primary goal in American education is to continually improve teachers’ instructional capacity, creating high quality educational environments for all students. The purpose of this study is two-fold: to gain a better understanding of teacher instructional quality and its development over time; and to examine the impact of principal practices on teacher instructional quality and development. To pursue these lines of inquiry, we utilize robust and unique measures of instructional leadership and teacher instructional practice.
Student Leaders Impacting District Change: A Counternarrative to the Status Quo of Leadership. Jason Salisbury, Iowa State University; Daniel D. Spikes, Iowa State University
  This counternarrative highlights a team of student leaders who were able to enact change in medium-sized urban school district. Findings demonstrate the team’s ability to extend beyond the
district's initial notions of student leadership in creating a teacher code of conduct and impacting supports for ninth-graders as they enter high school. Additionally, this work bring to light the moral commitment that students of color possess in relation to improving educational practices in their schools.

Chair: Erin Anderson, University of Virginia/UCEA

039. Meeting the Leadership Challenges of Multilingual Schools
Paper Session
12:00 to 1:10 pm
Manchester Grand Hyatt: Balboa B
Participants:
Nascent Networked Improvement Communities in Bilingual Schools. Martin Scanlan, Boston College
Students growing up in families in which language(s) other than English are used can be considered “culturally and linguistically diverse” (CLD). This study explores how schools, as organizations, learn to provide more robust and equitable opportunities to learn for CLD students. Specifically, it examines the formation of networked improvement communities in schools transforming from monolingual to bilingual service delivery.

The Bridge: How Rural Adult ESOL Programs Support Families, Schools, and Children. Catherine Dunn Shiffman, Shenandoah University
Limited research has examined rural adult ESOL program support for family engagement in education. Findings are presented from an 18-month study of an adult ESOL program that facilitated connections between immigrant families and a rural school district. Data sources include classroom observations; interviews with parents, ESOL instructors, and school district leaders and educators; survey results; and documents. Study findings will expand educators’ awareness of factors that facilitate connections with adult education programs in rural communities.

Not One More! The Emergence of a Dual Language on the Texas–Mexico Border. Elena Izquierdo, University of Texas at El Paso; David DeMatthews, University of Texas at El Paso
This paper presents an exploratory qualitative case study focused on one large urban school district’s decision and subsequent implementation of a district-wide dual language program (English and Spanish). The purpose of this study was to identify and explore the district-level leadership practices and political actors that fostered the development of the program and its implementation in a high-poverty, predominately Hispanic (83%) urban school district along the U.S./Texas–Mexico border.

Chair: Michael Johanek, University of Pennsylvania

040. Dissecting the Curriculum Vitae (CV) for Job Winning Success
Special Session
12:00 to 1:10 pm
Manchester Grand Hyatt: Balboa C
Are you headed to the academy? Then you will need a CV. The CV is not a résumé. It is a professional biography and a tool to market who you are to job seekers. Getting expert advice in creating a CV might be the difference between receiving that “thank you for applying...but” message or that hoped for “congratulations...” letter. Led by former job search committee faculty members, this session will dissect each section of the CV, provide attendees with do and don’t tips for each, highlight CV formats, and offer recommendations on getting started. All the tips for creating that job winning CV is in this session!

Chair: Jim Scheurich, Indiana University School of Education Indianapolis (IUPUI)
Participants:
041. School Accountability Improvement and Educational Equity

Paper Session
12:00 to 1:10 pm
Manchester Grand Hyatt: Gas Lamp A

Participants:
Accountability and Educational Equity: Standardized Assessment and Educational Reform in Latin America and Sub-Saharan Africa. David Eddy-Spicer, University of Virginia; Melanie Ehren, University College London Institute of Education; Mukdarut Bangpan, University College London Institute of Education; Frank Perrone, University of Virginia

Our paper explores how standardized assessment has been used to limited effect under particular conditions to promote educational equity in countries with high degrees of inequality. As part of a more comprehensive systematic review, we review 42 studies published since 2001 about the implementation of standardized assessment in Latin America and sub-Saharan Africa. We propose three mechanisms and associated conditions that the review suggests are important for positively influencing change at the school level.

Redefining School Quality: Using School Improvement Research to Guide the Future of School Accountability Policy. Angela Urick, University of Oklahoma; Alison Wilson, University of Oklahoma

This review of accountability history and school improvement research synthesizes the ways in which gaps between policy and research have potentially contributed to inequitable access and assessment of school quality. We conduct a systematic review and analysis of select quantitative and qualitative research from 1984–2014 that investigates multiple components of school quality. The findings suggest how future research on school quality measures and methods might better inform the next wave of accountability policy.

"Under the Equity Umbrella": Developing Middle School Organizational Leadership Capacity for Systemic Change. Ann Ishimaru, University of Washington; Mollie Galloway, Lewis & Clark College

Expectations for addressing P-12 educational disparities outstrip current organizational leadership capacity. Using Engeström’s expansive learning theory, this comparative case study examined how two leadership teams engaged in collective learning to mitigate disparities. We examined the understandings and behaviors that emerged among team members and contextual features that shaped organizational growth. Findings have implications for improving organizational policies and practices to promote equitable student outcomes as well as leadership preparation.

Chair:
Shelby Cosner, University of Illinois at Chicago

042. The Principal “Market”

Paper Session
12:00 to 1:10 pm
Manchester Grand Hyatt: Gas Lamp B

Participants:
Transforming Support: Improving Achievement by Investing in Principals. R. D. Wilkerson, University of North Carolina at Greensboro

Numerous articles have advocated for improving principal support structures in an effort to strengthen the profession and improve the outcomes of those who lead schools. Growing and developing principal leadership helps to improve the cadre of qualified individuals capable of improving the levels of academic success for students and the professional satisfaction of teachers they lead. A key concept in the growth and development of principals is providing support.

Analysis of the P-12 School Principal Job Market. Jayson Richardson, Scott McLeod, Dana Watts
As the demand for skills in P-12 educational leadership changes, school districts respond by recruiting principal candidates with specific credentials, experiences, and dispositions. We analyzed 279 job advertisements for principals from 7 states. This document analysis details experiences, dispositions, knowledge, skills, abilities, leadership styles, and personality traits that were required or preferred in these advertisements. The findings inform P-12 school principal job seekers as well as educational leadership preparation programs.

Understanding Principal Labor Market and Principal Distribution Across Utah's Public Schools. Yongmei Ni, University of Utah; Rui Yan, University of Utah

Stable leadership is a critical component of well running schools. Rapid principal turnover presents significant challenges to schools, especially schools serving disadvantaged students. Using 10-year longitudinal data of Utah principals, we will study dynamics of principal labor market in Utah's public schools and examine two potential sources of the uneven principal distribution across schools: the differential attrition rates and the systematic transfer of experienced and effective principals among schools serving different types of students.

Principal Preferences in Teacher Hiring Practices in a Competitive Market. Lou L. Sabina, Oklahoma State University

This paper analyzes the preferences of principals when hiring teachers in a competitive job market. Very little research has chosen to look at hiring practices in areas where teaching jobs are limited, and instead focuses on high need areas or areas experiencing significant attrition. Using principles from management literature, this study highlights the recruiting practices used by school principals to recruit candidates for limited teaching positions.

Chair:
Richard Gonzalez, University of Texas at Austin

043. Fostering School and Community Partnerships

Paper Session
12:00 to 1:10 pm
Manchester Grand Hyatt: Gas Lamp CD

Participants:

When Two Become One: School–Parent–Community Relationships in the Wake of a Public School Closure. Colleen Cleary, University of Missouri-Columbia

Large numbers of public school have been closed in cities across the United States, yet we know little about the impact school closure has on students, parents, and communities. This participatory action research study investigated the impact of a public school closure on one Chicago community. Findings show school closure harmed school-parent-community relationships by creating anxiety and distrust. Parents and community members varied in their understanding of why the district closed the school.

Students as Mediators of School–Community Relationships: An Exploration of a Student Photovoice Project. Abigail Felber-Smith, University of Minnesota

Efforts to understand school–community relationships are gaining energy and momentum. An important narrative is, however, all but missing from the discourses around school–community relationships; students' perspectives are rarely considered. This project seeks (at least in part) to fill the gap in what is known about students as mediators of school–community relationships by exploring what can be learned as students assume the agency for teaching practitioners about their community(ies) via a photovoice project.

University and School Partnerships: What’s a Sustainable Alliance for Equitable and Successful Schooling? Ellen Marie Hampshire, Clemson University; Jane Clark Lindle, Clemson University

The phenomenon of school and university partnerships enjoys abundant recommendations but limited design and implementation models. Case studies illustrate the clash of
institutional cultures, issues over territory, power struggles about whose knowledge is valued, and ultimately this cacophony of conditions raises questions about sustainability. This paper uses a thematic, integrative literature review to develop a logic model for creating a sustainable university and school alliance focused on equity in schooling for rural and underserved students.

A Case Study of Civic Capacity in the Development of a Rural Cradle-to-Career Partnership Council. Sarah J. Zuckerman, University at Albany

Although popular models for collective impact take a place-based approach that appears to be highly transportable, rural areas present challenges to mobilization of multi-sector coalitions and creation of shared goals. This in-depth case study examines contributions of social capital and social movement issue framing to civic capacity in the development of a rural collective impact partnership council. In doing so, it seeks to map new conceptual territory while providing actionable knowledge for rural leaders.

Revolution and Counter-Revolution: Network Mobilization to Preserve Public Education in Wisconsin. Carolyn J. Kelley, University of Wisconsin-Madison; Julie F. Mead, University of Wisconsin-Madison

Over the past 4 years, Wisconsin has experiences significant political turmoil over proposals for massive cuts in public education, elimination of collective bargaining, and a privatization agenda that includes significant expansion of a state voucher program. This paper examines the emergence of counter-networks in response to these republic proposals for significant changes to state education policy, including activation of public education leaders and the emergence of community networks to advocate for public education in Wisconsin.

Chair:
Vonzell Agosto, University of South Florida

044. Leadership Preparation and Development

Paper Session
12:00 to 1:10 pm
Manchester Grand Hyatt: La Jolla AB

Participants:
Bordering on Implementation: Faculty Integration of Teacher Evaluation Policy Changes Into Leadership Preparation Curricula. Colleen Chesnut, Indiana University; Molly Stewart, Indiana University

This qualitative study explores how education leadership faculty in Indiana perceive the recent changes to teacher evaluation requirements and to what extent they have adapted their curriculum and instruction. This study contributes to the scant research on the border spaces of policy processes, looking closely at the perceptions and activities of stakeholders who are neither policy designers nor implementers but rather play the critical role of policy interpreters for school leaders responsible for teacher evaluation.

Principal Preparedness in Elementary Science Education: A Qualitative Study of Content-Specific Instructional Leadership Capacity. Kathleen Winn, University of Iowa

The principal, operating as an instructional leader, holds an impactful position to help his or her teachers. The purpose of this qualitative study is to examine the level of preparedness elementary principals report they have to support their elementary teachers in science instruction. These data could provide information surrounding the needs of principals for those states or districts that have adopted the Next Generation Science Standards and are currently working to implement these standards.

The Principal and the K-12 School Library: A Delphi Study. Janie Pickett, Sam Houston State University; Julie P. Combs, Sam Houston State University

The purpose of this Delphi study was to describe the knowledge, skills, and dispositions needed by K-12 administrators to direct effective school library programs. Across three expert profile groups, 23 panelists participated in three rounds of an online questionnaire. A high level of consensus across the expert profiles led to 44 statements of real-life application for administrators. Implications for administrators are noted related to supervision, hiring, and assessment.

Providing Access for All Through Universal Design for Learning: An Evaluation of a Professional
Development Program. Matthew Phillip Cunningham, Diane Fogarty, Victoria Graf, Karen Huchting (Loyola Marymount University)

The purpose of this study was to evaluate the Universal Design for Learning professional development program at a private elementary school in Southern California. Data from quantitative surveys, interviews, and classroom observations were analyzed using descriptive statistics, content analysis, and pattern analysis. Findings show improvements in student engagement and shifts toward professional learning communities among faculty and staff. Implications for school leaders are discussed.

Chair:
Katherine Cumings Mansfield, Virginia Commonwealth University

045. Strategic Partnerships With Parents
Paper Session
12:00 to 1:10 pm
Manchester Grand Hyatt: Old Town AB

Participants:
School Public Relations—Parents as Strategic Partners. Kevin Wayne Badgett, University of Texas of the Permian Basin; Jessica Garrett, University of Texas of the Permian Basin; Jennifer Seybert, University of Texas of the Permian Basin STEM Academy

Because parents play a vital role in the academic success of their children, it is important that school leaders build and sustain strategic partnerships with them. To better understand their opinions about community schools, interviews were conducted with parents across Texas, in Oklahoma, and outside the United States. Previously published works were identified with key words from ELCC 5.0 which focuses on integrity, fairness, ethics, and social justice. This literature grounded the interview questions.

Parent Involvement in K-12 Online Settings: Are We Meeting the Needs of Underserved Students? Judy Jackson May, Bowling Green State University

Data show that low income students score significantly below peers on assessments, a consistent trend despite rapid emergence of online learning. Online learning requires increased parental involvement, and a positive relationship between academic achievement and parent involvement exists. This quantitative study examines the relationships between parent involvement, online learning, and academic achievement of traditionally underperforming student populations. Findings show significant variable relationships that may serve to widen the achievement gap for populations already at risk.

Parent Perceptions of Parental Engagement. Erica Fernández, University of Connecticut; Michele Femc-Bagwell, University of Connecticut

This paper uses photographs taken by parents of students in a ninth grade academy in an urban setting to understand how they experience and conceptualize parental engagement. Coupling parent photographs with personal narratives of parental engagement allowed researchers to prioritize and center parent perspectives. Through this, the paper further expands our conceptualization of engagement, while also providing practitioners, policy-makers and academics with practical implications for understanding, supporting, and encouraging the multiple perceptions of parental engagement.


Drawing from a 23-month ethnographic study, this paper analyzes how a community-based program developed “emergent social justice educational leadership” among Latina immigrant mothers. The program provided a safe space for participants to learn about U.S. schools, validate their cultural knowledge and values, and build their leadership skills. By analyzing the program structure and specifically four key workshops, this paper aims to carve a space for parent leadership within the social justice educational leadership literature.

Chair:
Allison M. Borden, University of New Mexico
046. Improving Educational Leadership Preparation With the INSPIRE 360
Special Session
12:00 to 1:10 pm
Manchester Grand Hyatt: Seaport A

Participants will engage members of the audience in a set of learning experiences around the evaluation of leader preparation programs. The meeting will include a brief explanation of the evaluation logic model drawn from the work of the UCEA-LTEL evaluation research task force, an overview of the INSPIRE 360 survey suite, an examination of a sample INSPIRE data/evaluation report and an illustration of how INSPIRE 360 data can be used for program improvement.

Chair:
  Diana G. Pounder, University of Central Arkansas

Participants:
  Susan Korach, University of Denver
  Andrea K. Rorrer, University of Utah
  Cori Groth, University of Utah
  Pamela D. Tucker, University of Virginia/UCEA
  Michelle D. Young, UCEA/University of Virginia
  Erin Anderson, University of Virginia/UCEA

047. A UCEA Center Sponsored Symposium: Advancing Scholarly Agendas of the CSLEE Symposium
12:00 to 1:10 pm
Manchester Grand Hyatt: Seaport B

The Consortium for the Study of Leadership and Ethics in Education (CSLEE) has recently completed a UCEA Program Center Review. One of the many positive results of this review has been the showcasing of scholarly productivity among the various member Centers across the world. The range and depth of scholarship, both theoretical and empirical, focuses on the philosophy of administrative leadership and closely related topics that continue to inform the field.

Participants:
“How Honest Should I Be?” Becoming Principals’ Understanding of Ethical Leadership. Katarina Norberg, Center for Principal Development
Philosophical Ethics Education in Early Childhood: A Proposal. Michael Burroughs, Pennsylvania State University
Democratic Ethical Educational Leadership: Reclaiming School Reform. Steven Jay Gross, Temple University; Joan Poliner Shapiro, Temple University
Developing Ethical Leaders Through the Interpretation of ISLLC Standards in Transition. Lisa Bass, North Carolina State University; William C. Frick, University of Oklahoma; Michelle D. Young, UCEA/University of Virginia

Chair:
  Marla Susman Israel, Loyola University Chicago

048. Creating an Autoethnography for Social Justice Leaders
Paper Session
12:00 to 1:10 pm
Manchester Grand Hyatt: Seaport C

Participants:
The Good, the Hood, & the Mighty: A Co-Constructed Critical Autoethnography. Hector Lopez, Encarnacion Garza, Karina Ivette Vielma (University of Texas at San Antonio)

This project is part of a larger and ongoing collaborative process between two Latin@ doctoral students and one of their pivotal university professors/mentors. The work utilizes co-constructed critical autoethnography to take aim at majoritarian conceptions of Latina/o identities. Through its framework of critical consciousness, the paper highlights the practical connections between the authors’ collective efforts in developing this autoethnography and the influence of reflective
practice on our respective, developing conceptions of identity, education and leadership.

Disrupting Autoethnography: Critiquing, Transforming, and Becoming Community Leader as a Border Crosser. David Aguayo, University of Missouri

This disruptive autoethnography answers McClellan’s (2010) call for doctoral students and other academics in educational leadership to engage in critical self-examination of our socially constructed identities, unpack our privileged positionality as educators, interrogate power dynamics as investigators, and re-commit to socially just research agendas. Using thinking with theory (Jackson & Mazzei, 2012), I de-center my identity to give room to the fluidity that my analysis demonstrates, while giving space for multiplicity of identity and becoming.

The (Dis)Empowerment of Becoming Socially Just Leaders: A Collaborative Autoethnography. Andrew David Bratspis, Carrie L. Gentner, Jennifer Galbraith Canady, Michael Richard Paul Bailey (University of South Florida)

This paper highlights the difficult task emerging scholars have navigating rhizomatic growth in academic life juxtaposed to stagnate working environments outside their doctoral institution. Utilizing collaborative autoethnography to capture the (dis)empowering journey, four researchers focus their inquiry on the experience of embarking on a life promoting a socially just education system. This method allows us to gain a better understanding of ourselves within the sociopolitical context of education as a system and as educational leaders.


The Urban School Leaders Collaborative (USLC) is a preparation program that focuses on preparing leaders for social justice leadership in diverse communities. Twenty-one educators from a large urban school district in South Texas have shared how their leadership preparation translated to the strategies necessary to meet the needs of highly diverse, inner-city communities. We highlight the transformation process of the graduate students in this program.

Chair:
April L. Peters-Hawkins, University of Georgia

049. Visual Methods and Community Engagement in Educational Leadership Research, Preparation, and Practice

Symposium
12:00 to 1:10 pm
Manchester Grand Hyatt: Seaport F

This symposium engages educational leadership candidates, school- and district-level administrators, and faculty in a dialogue on the impact of visual methods such as digital video production within research, preparation, and practice. Each paper examines specific uses of advanced technologies to support critical, participatory action-based inquiry exploring educational leadership and social justice issues through partnership with community members in diverse settings. Visual examples and guidelines will be provided through web links accessible via the Internet.

Participants:
Documentary Filmmaking as Qualitative Research and Social Justice Instrument in the Field of Educational Leadership and Preparation. Jennifer Friend, University of Missouri-Kansas City; Loyce Caruthers, University of Missouri-Kansas City

Digital Storytelling as a Research Methodology in Communities. Chris Janson, University of North Florida; Matthew Militello, East Carolina University; Francisco Guajardo, University of Texas Pan American; Miguel Angel Guajardo, Texas State University
050. The Professional Identities of School Leaders in Transnational Contexts
International Community Building Session
12:00 to 1:10 pm
Manchester Grand Hyatt: Seaport G

This session will examine the issues, challenges, and opportunities that arise in the study of principals’ professional identities by researchers working within and across several international contexts: Canada, England, New Zealand, Sweden, and the USA. Participants will discuss the influence of early life experiences, how social identities such as gender, race, religion, or sexual orientation influence professional identities, and how these professional identities might be altered or repositioned depending on audience and context.

Participants:
Professional Identity of a Female Principal in Sweden. Monika Törnsen, Umeå University; Elizabeth T. Murakami, Texas A&M University, San Antonio

This study examines the development of gender identity among female school principals in Sweden. The study was developed through a narrative inquiry, selecting one female principal as a case. We consider the nature of professional identity as developed through leadership preparation as well as how the leader's experiences may be based upon gender-specific contexts, family influences and upbringing, with situated experiences from their participation in society, and the tasks and challenges within their work. Our findings suggest that while female school leaders in Sweden have been supported by the municipalities through democratic practices and gender equality, both male and female teachers still carry biases about female principals.


This paper discusses preliminary findings from a national study of the life stories and leadership practices of 30 BAME (Black, Asian, and minority ethnic) headteachers. BAME headteachers from the late 1960s to the present were recruited; archival research and oral histories with their associates were used to construct portraits of the first UK Black and South Asian headteachers (pioneers), while in-depth life history interviews were conducted with experienced (post-1995) and novice BAME headteachers (employed within the last 3-5 years). Critical life experiences that influenced their path to leadership, the intersection of their professional and social identities, and the role of historical context were analyzed. Pioneer Black and South Asian headteachers emerge as community leaders and race equality activists, while current BAME headteachers appear more focused on raising attainment for students who have been marginalized.

Shifting Identities: Negotiating the Dynamics of Race and Gender in the Transition to Administration in Canada. Denise Armstrong, Brock University

This qualitative study draws on organizational socialization, critical race, and Black feminist theories and narrative methodology to describe the professional identity construction processes of three Black female Canadian principals as they navigated the sociopolitical and cultural contexts of administration. The analysis of the data uncovered gender and race-related factors that provoked a complex process of identity shifting at the cognitive, emotional, and behavioral levels. These shifts occurred as a result of participants’ attempts to meet external demands, balance dominant definitions of administrators’ identities with personal values and goals, blend in with the organizational ethos, and counter negative gendered and racialized stereotypes. The study concludes with recommendations for professional preparation and development programs and school districts regarding support and training for aspiring and practicing administrators.

How the Lived Experience of Generation X Principals in London, New York City and Toronto Shapes Their Leadership Practice. Karen Edge, University College London Institute of Education

This study draws on evidence from a 3-year ESRC-funded research project exploring the careers, identities and aspirations of 60 Generation X (under-40) principals and vice principals in London,
New York and Toronto. Policy/practice contexts of each city are provided along with a detailed outline of the innovative identity interview tool and methods used. Through a social identity theory lens, instances of perceived ‘out group’ positioning and the influence of these experiences on leaders’ values, priorities, practices, and commitments are examined, including how personal and professional identities are blurred and influence leadership enactments. In conclusion, the study reflects on what counts as diverse identities in each city and perceived structural challenges related to on-going stereotype threat scenarios related to decentralization and affirmative action.

Changing Principalships: The Identity Pathways of Two New Zealand School Leaders. Ross Notman, University of Otago New Zealand

This case study of a primary and a secondary school principal in New Zealand sets out to establish the nature of professional identity factors present in each school leader’s role, and how leaders use such factors to effect school-wide change in the course of a second principalship. Qualitative data were obtained through two semi-structured interviews with each principal, and an interview with three teachers and the Board of Trustees chairperson as significant others. Initial interview questions focused on features such as principals’ life histories, values and beliefs, and how others view them as people and as professionals. Research findings suggest that professional identity has its genesis in early leadership experiences and exposure to a range of leadership role models. As changing circumstances become contextualized for each principal, their professional identities undergo adaptation, alongside an increased self-awareness at a personal level.

Performed Identity Online: The Case of School Administrators on Twitter. Vincent Cho, Boston College; Jo Beth Jimerson, Texas Christian University

Social media platforms such as Twitter have become popular in the everyday lives of many. Indeed, some school administrators have begun to use Twitter to collaborate, exchange ideas, and engage with their school communities. Such communication, however, is public, easily searched, and easily shared. This introduces new pressures when it comes to the potential for surveillance and scrutiny, thus creating dilemmas about how best to present one’s professional identity online. Accordingly, the purpose of this study is to examine how school administrators negotiate the issue of professional identity online. It does so by drawing upon interviews and tweets from 17 school administrators from across the United States and Canada. Findings describe the actions and logics that administrators apply when attempting to manage impressions and cater to an imagined audience.

The Significance of Personal and Professional Identities on School Leadership Practices of Women Principals of Co-educational High Schools in South Africa: A Life History Approach. Carolyn Faulkner, University of Witwatersand

This study draws on data from a longitudinal life history study conducted in South Africa between 2010 and 2014. The study focused on the personal and professional pathways to principalship of a sample of women leaders of co-educational high schools: a role that, in gender terms, remains a minority position nationally and internationally. Through narrative enquiry methodology, the rich data revealed insights into how the four women experienced their lives’ journeys from early childhood to school principalship. From this it was possible to identify and analyze how the experiences and contexts of their lives had determined their sense of self, the ways in which their personal and professional identities were formed, and how these personal and professional identities impacted upon their educational career pathways and were, ultimately, integral to their execution, and experiences, of school principalship.

Chair:
Gary M. Crow, Indiana University

051. Data Use in Real Time: Implications for Equitable Learning Opportunities, Teacher Agency, and Leadership

Symposium
12:00 to 1:10 pm
Manchester Grand Hyatt: Seaport H
Increasingly, U.S. education policies position data use as a reform for improving teaching and learning. Practices in elementary and middle schools that stem from data use policies vary greatly and are shaped by policy, politics, organizational factors, and accountability schemes. Exploring data use policies and practice in a variety of contexts, this symposium focuses on the implications of data use for equity in student learning and agency and activism among teachers, coaches, and administrators.

Participants:
“My Low Kids and My High Kids:” The Influence of Accountability Systems on Teachers’ Descriptions of Student Achievement. Amanda Datnow, University of California, San Diego; Vicki Park, San Jose State University
Three Tales of Data Use: How Accountability Policies, Leadership, and Vision Shape Teacher Data Talk. Priya Goel La Londe, Hope Crenshaw, Margaret Evans, Nora Gannon-Slater, Jennifer C. Greene, Thomas Schwandt, Rebecca Teasdale (University of Illinois at Urbana-Champaign)
A Forensic Approach Data Use and Equity. Hope Crenshaw, University of Illinois Urbana-Champaign
Missed Opportunities to Learn: How Data Use for Accountability Undermines Equitable Science Education. Melissa Braaten, Chris Bradford, Sadie Barocas, Kathryn L. Kirchgasler (University of Wisconsin-Madison)
Using Data for Instructional Improvements: Conditions and Contexts That Matter. Caitlin Farrell, University of California, Berkeley; Julie Marsh, University of Southern California

Chair: Lea Ann Hubbard, University of San Diego

052. The Many Faces of Educational Reform
Paper Session
1:20 to 2:30 pm
Manchester Grand Hyatt: Balboa A

Participants:
Education Reform in a Rural Community: A Social Frontier Analysis of Cross-Sector Practice. Peter M. Miller, University of Wisconsin-Madison; Martin Scanlan, Boston College
We present an in-depth case analysis of a rural community striving to improve students’ opportunities to learn by coordinating work across multiple sectors, including education, health, social service, and economic development. Drawing from 3 years of qualitative and quantitative data, we illustrate the promises and pitfalls of school leaders navigating these social frontiers.

Bridging District Boundaries: The Role of Public Intermediary Organizations in Leading Ambitious Instructional Reform. Angeline Kathryn Spain, University of Michigan; Julie Freeman, University of Michigan
Drawing on case study methodology this study investigates how one public intermediary organization designed supports for leading ambitious instruction over 10 years. These supports were intended to help motivate a regional approach to addressing achievement gaps both before and after the Common Core State Standards’ adoption. Our findings suggest potential for public intermediary organizations to shape the priority given to educational equity concerns over time and across diverse local contexts and district boundaries.

Triggering Change: An Investigation of the Multiple Logics of Turnaround. Sarah Woulfin, University of Connecticut; Jennie Weiner, University of Connecticut
This qualitative, phenomenological study reveals five conceptualizations, or logics, of turnaround. We discuss how a group of aspiring principals came to understand and negotiate the multiple conceptualizations of turnaround presented to them in a principal preparation program. We explain the balance of these conceptualizations as well as aspiring principals’ perceptions of their value. The findings have implications for turnaround policy, leadership preparation, and district professional development efforts.

SIG Efforts on the Reservation: Reform or Continuation of Assimilation? Ian Mette, University of Maine; Jason Stanoch, University of Missouri
The purpose of this qualitative study was to investigate the impact of a School Improvement Grant (SIG) funded effort in a Native American Reservation school district. This presentation is a reanalysis of a previous dataset, and reports on the perspectives of teachers, administrators, and researchers attempting to assess the impact of SIG funding on a historically disenfranchised community. Findings highlight a system of persistent assimilation on all stakeholders, particularly implemented through a White system.

Chair:
Brendan David Maxcy, Indiana University School of Education-IUPUI

053. Teacher Leadership in School Improvement
Paper Session
1:20 to 2:30 pm
Manchester Grand Hyatt: Balboa B

Participants:
Repair, Confront, and Model: Examining Relationships to Identify Teacher Leadership in a School Change Effort. Michelle Van Lare, George Mason University; Yi-Hwa Liou, National Taipei University of Education

This case study uses a mixed methods approach to investigate the role of informal teacher leadership in a school change initiative in one elementary school. Defining teacher leadership as relational influence for school change, this study uses social network analysis and qualitative methods to identify emergent leadership and the principal’s role in growing teacher leadership. Findings include the influence weak social networks have on how teachers conceptualize the role teacher leadership plays in school change.

The Potential of Teacher Leadership: Increasing Instructional Capacity and Student Achievement. Angela Lynn Newcomb, W. Blake Haselton, Namok Choi, Marco Munoz, Ann Larson (University of Louisville)

This quantitative study examined the relationship between teacher perceptions of teacher and school leadership from the TELL Kentucky Survey and student achievement. Canonical correlation and MANOVA were used to determine that perceptions of teacher leadership could have a greater correlation to student achievement than school leadership. Discussion will focus on specific examples of effective teacher leadership practices that school and district leaders can use to increase instructional capacity through action research.

Where’s the Leadership in Teacher Leadership? Implementing New Teacher Leadership Roles in One Urban District. Morgaen Lindsay Donaldson, University of Connecticut

In 2012, Westford Public Schools (WPS)—a school district in a medium-sized northeastern city—received a Teacher Incentive Fund (TIF) grant to overhaul its human capital system and tie educators’ compensation to their performance. Unlike other districts, WPS used its TIF funds to create and fund new leadership roles for teachers. Based on a mixed-methods study, we describe teachers’ experiences with various new leadership roles.

How Instructional Coaches Shape Teachers’ Sensemaking Around Data Use. Virginia Snodgrass Rangel, University of Houston; Elizabeth Bell, Accelerate Learning, Inc.; Carlos Monroy, Rice University

This study examines the role that instructional coaches played in supporting science teachers’ use of data. The study frames the coaches as boundary spanners and analyzes their work using sensemaking theory. Data were collected through interviews with 9 coaches across 6 school districts. The findings support and extend existing understandings of the role coaches can play, with implications for future research as well as practice.

Chair:
Mark A. Smylie, University of Illinois at Chicago

054. Graduate Students of Color Mentoring Session
Special Session
1:20 to 2:30 pm
Manchester Grand Hyatt: Balboa C
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.

Chairs:
Mariela A. Rodriguez, University of Texas at San Antonio
Floyd Beachum, Lehigh University

Participants:
Carlos McCray, Fordham University
Joshua Childs, University of Texas
Juan Manuel Niño, University of Texas at San Antonio
Patricia D. Quijada Cerecer, University of California, Davis

055. Definitions and Identities: What Counts as Leadership?
Paper Session
1:20 to 2:30 pm
Manchester Grand Hyatt: Gas Lamp A

Participants:
Principal Identity and Selection: An Exploration Into the Principal Pipeline in Mexico. David DeMatthews, University of Texas at El Paso; Rodolfo Rincones, University of Texas at El Paso
This paper presents an exploratory qualitative case study focused in the border state of Chihuahua, Mexico with a dual focus on the politics of principal selection and the identity of principals who are selected via a career ladder process versus through local union influence. The purpose of this study was to conduct a policy analysis of the principal selection process within public school in one Mexican state.

Evolving Role Conceptions and Leader Identity: A Longitudinal Study of Early Career School Leaders. David Mayrowetz, Anne Hoisington Hutchinson, Michelle Shabaker, Shelby Cosner, Lisa Walker, Sam Whalen, Jason Andrew Swanson, Martha Hebert (University of Illinois at Chicago)
This study tracks the evolving role conception and leader identity of early career school leaders from teacher to principal or assistant principal over 2 years. While we found an overall expected pattern of maturing conceptions of leadership and how to engage change, and concurrent shifts in identity, we also uncovered surprising nuances and paradoxes among participants when role conceptions, leader actions and identities do not align neatly. Important implications for principal preparation are drawn.

What Makes a Successful School Principal? Incorporating School Principal Background in State and District Policy. Ashley Pierson, Education Northwest
This session explores aspects of a potential principal’s education and professional experience that states and school districts should look for and cultivate in candidates for the position of school principal. The research explores the relationships between principal education and professional experience and student outcomes and principal retention in four districts, as well as state certification and district hiring policies, and leads to recommendations that can inform state certification and district hiring policy.

Invite Me to Lead and Allow Me to Lead: Factors Affecting Teacher Leaders’ Identity. Maryann Judkins, University of Arizona
In recent years, there has been an increased emphasis on teacher leadership in general and teacher leadership in the context of leadership teams in particular. The purpose of this study was to better understand teacher leader identity within the context of a leadership team. Findings from interviews and observations indicate that teacher leadership was influenced by the district and school contexts, principal support, teacher leaders’ leadership preparation, team structure, and teacher leaders’ motivation.

Chair:
Jason Salisbury, Iowa State University
056. The Influence of School Climate on Collective Efficacy for Improvement
Paper Session
1:20 to 2:30 pm
Manchester Grand Hyatt: Gas Lamp B
Participants:
How Distributed Leadership Allied With Instructional Leadership Impacts School Climate.
Mehmet Sukru Bellibas, Adiyaman University; Yan Liu, Michigan State University
Using the 2013 TALIS data and applying multivariate regression by adding country-level fixed effect, this research fills the gap by exploring the variation among countries in term of how distributed leadership and instructional leadership are carried out, and how different leadership styles may be related to the school climate mainly in school mutual respect and school violence.
Collective Efficacy and the Improvement of Low-Performing Schools. Mary F. Jones, University of Illinois at Chicago
This paper explores how leaders and teachers at schools that recently exited accountability-driven sanctions experience collective efficacy and its cultivation. Analyses suggest that in these schools collective efficacy is related to perceptions of resources and creative collaboration around resources, a growth-orientation toward student learning and autonomy over classroom decisions, collegial trust and collective responsibility for all students’ growth. Particular attention is given to the leaders’ roles in cultivating these conditions.
How Multiple School and Principal Factors Impact Distributed Leadership. Yan Liu, Michigan State University; Mehmet Sukru Bellibas, Adiyaman University; Susan Printy, Michigan State University
This research is inspired by the idea of Spillane (2005), who claimed distributed leadership is the synergistic interaction of leaders, subordinates and situations. Using the 2013 TALIS dataset, this research applies multiple approaches including SEM to reveal what is the variance of distributed leadership in 32 participating countries, and how the school factor and principal characteristics may influence the magnitude of leadership distribution.
Chair:
Cori Groth, University of Utah

057. Cross-Disciplinary Approaches to Civil Liberties
Paper Session
1:20 to 2:30 pm
Manchester Grand Hyatt: Gas Lamp CD
Participants:
Reconstructing and Reimagining the Work of Instructional Coaches: A Feminist Perspective.
Lyn Denise Crowell, Texas State University; Sarah W. Nelson, Texas State University
The work of instructional coaches has been described through many metaphors; however, the voices of the women doing the work has not been included. This paper unveils the views of six coaches. We recognized that the role of coaching is highly gendered, leading us to ask how do instructional coaches position themselves within school improvement efforts? Using feminist poststructuralist deconstruction of the data, the voices of the coaches were heard and their work reimagined.
This study utilizes queer theory to examine how normative constructs of sexuality and gender shape policies, procedures, and curriculum within the Texas public school system. This is done through the experiences of seven participants in an effort to understand what LGBTQ students endure in Texas, a politically and socially conservative state. This was done in order to challenge the normative constructs within the public school system and begin to create more positive, inclusive school climates.
Could Transformational Leadership Be Transnational or Transcultural? Jingping Sun, University of Alabama; Dave L. Dagley, University of Alabama

This paper explores whether transformational leadership (TL) could be transnational or transcultural by examining the similarities and differences between the concepts of TL as developed within North America and the Confucian transformational leadership. By looking at Confucius and Cai Yuanpei as successful transformational leaders and commonalities between Western and Eastern TL, this paper posits that TL could be transnational or transcultural, with unique features developed in different cultural contexts.

Communication and Collaboration Through Cross-Disciplinary Writing Labs: Implications for Career and Technical Education. Kristen Dechert, Mississippi State University; Edmond Dechert, Mississippi State University

Two case studies of cross-disciplinary technical-writing lab courses show student gains in writing development, engagement, communication, and employability skills, which could serve as models for secondary career-technical programs.

Chair:
Irene H. Yoon, University of Utah

058. Developing a Culture of Care and Connection
Paper Session
1:20 to 2:30 pm
Manchester Grand Hyatt: La Jolla AB
Participants:

Caring and Engagement in a Cosmopolitan Setting: The Case of Cosmopolitan School. Jeff Walls, Jisu Ryu, Jason Johnson (University of Minnesota)

We perform a case study of Cosmopolitan School in order to conceptualize the link between educational caring and engagement, and how these concepts impact staff and administrators in the school as they seek to balance academic pressure and support. We find that teachers emphasized inquiry for students, and that collaboration and mutual support assisted staff in boosting their sense of efficacy and maintaining relationships with students characterized by empathy and high expectations.

Caring Through the Eyes of Students: An Analysis of Caring in Transcultural Spaces. Lisa Bass, North Carolina State University

This study examines the perception of caring among high school students of various ethnic backgrounds and genders. This study informs administrators who want to align their caring practices with the actions and behaviors students view as caring. This knowledge allows school leaders to get the maximum social and academic gains out of students by caring for them in ways they appreciate.

Analyzing Cultural Difference in Student Engagement Through the Framework of Educational Caring. Jason Johnson, Jisu Ryu, Jeff Walls (University of Minnesota)

By applying Exploratory Factor Analysis on student survey data collected from middle school students in a diverse charter school in the Midwest consisting of mostly first-1.5 generation immigrant students, we investigate the role cultural differences may play in measuring student engagement. We hope to advance a unique conceptualization of student engagement through the lens of educational caring providing deeper insight into how school leaders can balance both academic pressure and social support for students.

Chair:
Katherine A. Curry, Oklahoma State University

059. Racial and Cultural Influences on Leadership
Paper Session
1:20 to 2:30 pm
Manchester Grand Hyatt: Old Town AB
Participants:
The Cost of Academic Success: Inside Perspectives Shared From High Achieving, Low Income Students of Color. Lolita A. Tabron, Texas A&M University; Terah Talei Venzant Chambers, Michigan State University

Using the theoretical framework of racial opportunity cost, we share the perspectives of five African American and Latina/o high achieving, low-income students as they explain the high premium they pay to achieve academic success in racialized, White-normed spaces. These students reveal an unconventional explanation of what it means to be at-risk and placed at-risk.

Principals of Color Matter: Racial Congruence and Expectations of Students. Wellinthon Garcia, Hofstra University; Karen Jackson, Hofstra University

This study uses 2011-2012 Schools and Staffing Survey (SASS) data to investigate the relationship between principals’ goals for their schools, student racial composition, and principals’ race and gender. The study integrates a racial congruence framework to highlight the outcomes for students when principals’ race aligns with student race. In particular, the study demonstrates that Principals of Color have significantly different (higher) expectations (goals) for schools serving larger percentages of Students of Color than do White principals.

Promoting an American Muslim Identity: Exploring One Islamic School’s Efforts to Counter Religious Extremism. Melanie Carol Brooks, Monash University; Miriam Ezzani, University of North Texas

This study explores one American Islamic school’s efforts to counter religious extremism through the promotion and development of an American Muslim identity in its students. This article is part of a larger study centered on issues related to Islamic school leadership, American Muslim identity, and Islamic school and community outreach. Findings revealed that the educational approach at Al-Noor School emphasized commonalities with others, acknowledgement of hybrid identities, and the importance of integration into their community.


Qualitative research methods are used to present the voices of Quechua girls from rural Peruvian communities discussing their aspirations, experiences, and challenges as first generation secondary school students. The findings suggest a disjuncture between the values and expectations of the school system and the girls, which can be addressed through reflective leadership that listens. The results outline previously undocumented tensions among critical, feminist, postcolonial, and development theory as paradigms for education as social change.

Chair: Decoteau J. Irby, University of Wisconsin-Milwaukee

060. The Influence of State Policies on Educational Leadership Preparation

Symposium
1:20 to 2:30 pm
Manchester Grand Hyatt: Seaport A

UCEA has undertaken a thorough review of state level policies that impact educational leadership preparation. Anderson and Reynolds will share a new UCEA report that highlights and compares these policies in each of the 50 U.S. states. Subsequent to this presentation, Lindle and Hackmann will discuss the report, the implications of current policy for supporting high quality leadership preparation, and make recommendations for educational leadership faculty.

Chair: Michelle D. Young, UCEA/University of Virginia

Participants:
Erin Anderson, University of Virginia/UCEA
Amy Reynolds, University of Virginia
061. Social Justice Leadership in China, Costa Rica, Mexico, New Zealand, Spain, Sweden, and the U.S.

International Community Building Session
1:20 to 2:30 pm
Manchester Grand Hyatt: Seaport B

This International Community-Building Session contributes to the re-imagining the frontiers of education. It is part of the International Study of Leadership Development Network (ISLDN) that includes China, Costa Rica, Mexico, New Zealand, Spain, Sweden, and the United States. The research examines school principals’ beliefs and practices of social justice, as well as factors that help and hinder their efforts.

Presenters:
- Annie Cheng, Hong Kong Institute of Education
- Elson Szeto, Hong Kong Institute of Education
- Nancy Torres, Universidad Nacional de Costa Rica
- Vicky Cerdas, Universidad Nacional de Costa Rica
- Gema Lopez Gorosave, Escuela Normal Estatal & Universidad Autonoma de Baja California
- Patricia Silva, University of Barcelona
- Serafín Antúnez, University of Barcelona
- Katarina Norberg, Center for Principal Development
- Helene Arlestig, University of Umeå
- Anna Sun, State University of New York at Buffalo

Chair:
- Charles Slater, California State University, Long Beach


Symposium
1:20 to 2:30 pm
Manchester Grand Hyatt: Seaport C

The purpose of this symposium is to analyze student learning in an award-winning preparation program and to examine the notion of collective critical consciousness as the central pedagogical approach. Instruction in this program is driven by a constructivist theoretical approach. In a constructivist classroom, students together, and collectively, engage in critical reflection. Coupled with constructivist learning theory, the Pedagogy of Collective Critical Consciousness engages students in critical reflection, action, and ultimately praxis (Freire, 1993).

Chair:
- Encarnacion Garza, University of Texas at San Antonio

Participants (University of Texas at San Antonio):
- Jacob Alonzo
- Andrew Campos
- Brian Castano
- Shaunte Gomez
- Jennifer Leon
- Winslow Phillips
- Margarita Sifuentes
- Juan Manuel Niño
- Jermiah Birmingham
- Angela Campos
- Suzanne Figueroa
- Angelique Gonzalez
- Sarah Merschat
- Brianna Podojil
- Rebecca Elaine Garza

063. Preparing Whole School Sustainability Leaders: A Mini-Workshop for Educational Leadership Faculty

Networking Session
This mini-workshop will continue developing a network of expertise for sharing whole school sustainability curricula relevant for preparing and developing school leaders. From creating a vision for 21st century learning; to establishing a rigorous, sustainability-relevant curriculum; to designing, building, and managing green school facilities; to engaging parents and community in learning together how to live more sustainably, this mini-workshop will provide an introduction to tools for advancing sustainability goals and purposes via school leadership.

Chair:
Lisa A. W. Kensler, Auburn University
Participant:
Cynthia Uline, San Diego State University

064. The Challenges and Opportunities of Educational Leadership Research and Practice
Symposium
1:20 to 2:30 pm
Manchester Grand Hyatt: Seaport G

Ten years after the work of Firestone & Riehl (2005), this symposium considers the history, challenges, and opportunities of the field of research and practice in educational leadership and administration in schools and districts. In addressing these issues, the papers in this session explore issues of school leadership in alternative and historically underserved contexts in the U.S. and globally and methodological research questions of cross-sectional comparisons and qualitative comparative analysis (QCA).

Participants:
Tensions and Contradictions in Approaches to Improving Urban Inner-City Schools in the United States. D. Gavin Luter, Wisconsin Campus Compact
Current Research on Arab Female Educational Leaders’ Career and Leadership: A Review of Extant Literature and Future Directions for Research. Khalid Arar, The Center for Academic Studies; Izhar Oplatka, Tel Aviv University
Viable and Effective Alternatives: Preparing Leaders for Non-Traditional Schools. Kristy Susan Cooper, Michigan State University; Kate Rollert, Michigan State University
Challenges and Opportunities for Education Leadership Scholarship. Peter Goff, University of Wisconsin-Madison; Maida Finch, Salisbury University
Advancing Educational Leadership Research Using Qualitative Comparative Analysis (QCA). Katherine Caves, KOF Swiss Economic Institute at ETH Zurich; Johannes Meuer, ETH Zurich; Christian Rupietta, University of Zurich

Chairs:
Alex J. Bowers, Teachers College, Columbia University
Bruce Barnett, University of Texas at San Antonio

065. Thinking Through the P-20 Pipeline From Engagement to Access and Success
Paper Session
1:20 to 2:30 pm
Manchester Grand Hyatt: Seaport H

Participants:
Re-Imagining Support Systems for First-Generation Latino Students as They Transition to Higher Education. Lisceth Brazil-Cruz, University of California, Davis; Siria Martinez, Claremont Graduate University

Using qualitative research methods, this study sought to contextualize the ways resources for first-generation college students work in isolation rather than in partnership. Based on
in-depth iterative interviews with Latino students and parents, studies aimed to capture how participants experiences influenced their opportunities to pursue a college education. Using a Community Cultural Wealth framework, we sought to identify and understand the mechanisms through which to better support Latino first-generation students as they transition to college.

Border Crossers: Teachers and Leaders Working on the “Border” Between High School and College. Leslie Ann Locke, University of Iowa

The purpose of this qualitative project was to understand the perceptions and experiences of current and former teachers and school leaders regarding the Early College High School (ECHS) environment. Specifically, the project sought to hear directly from teachers and leaders of ECHS programs regarding their work environment, the specific challenges they face, the specific school culture, and the preparation of students from traditionally marginalized groups for post-secondary success.

Teachers Matter: Classroom Teaching Practices for Latina/o Youth’s College Access and Empowerment. Leticia Rojas, California State University, Long Beach

This paper discusses a study on the roles and practices of teachers working to increase the college-going rates of working-class Latina/o youth and those extending their efforts to challenge inequitable societal and schooling conditions. Guided by Stanton-Salazar’s (2011) empowerment social capital framework, the seven major practices of 14 such classroom teachers are discussed, as found through interviews, document collection, and journal responses. Recommendations for school leaders and teacher-education programs are also offered.

Context Is Key: School Leaders’ Approaches in Establishing Dual Enrollment Opportunities in South Texas. Melissa Ann Martinez, Texas State University; Fernando Valle, Texas Tech University; Laura Jean Cortez, University of Texas at Austin; Luis Ponjuan, Texas A&M University; Victor Saenz, University of Texas at Austin; Maria Esther Rodriguez, Educate Texas-RGV Focus

Increasingly, school districts, school leaders, and higher education institutions are focused on offering more dual enrollment courses and opportunities for high school students across the country. This study examined the various approaches of school leaders in South Texas as they established and sought new dual enrollment opportunities for their students, in a region historically underserved and underfunded in both K-12 and higher education.

Chair:
Maricela Oliva, University of Texas at San Antonio

066. “My Brother’s Keeper: The Impact of Community Mentoring on African American Males in Elementary Schools

Critical Conversations
2:40 to 3:30 pm
Manchester Grand Hyatt: Balboa A

The purpose of this session is to highlight and discuss the positive outcomes for African American male students in elementary schools when involved in community based mentoring programs. Beginning with a theo-ethical critique of the image of the violent African American male, this session will demonstrate the ways in which the media’s caricature of Black men subliminally encourages youngsters to emulate stereotypes.

Chair:
Delano Douglas, Virginia State University

Participant:
Kierstyn Johnson, Virginia Commonwealth University


Critical Conversations
2:40 to 3:30 pm
Manchester Grand Hyatt: Balboa B
The administrator of educational leadership programs, often referred to as a program coordinator, balances administrative responsibility against other typical faculty responsibilities of research, teaching, and service. The purpose of this conversational session is to highlight challenges inherent in the role of the program coordinator, to discuss strategies for overcoming those challenges, and to identify best practices across programs of different institutional contexts.

Chair:
Joanne M. Marshall, Iowa State University

Participants:
Shelby Cosner, University of Illinois at Chicago
Donald G. Hackmann, University of Illinois at Urbana-Champaign
William Kyle Ingle, University of Louisville
Wayne D. Lewis, University of Kentucky

068. From Dissertation to Publication: A Clark Seminar Addendum (Closed Session)
Special Session
2:40 to 3:30 pm
Manchester Grand Hyatt: Balboa C
In this closed session for David L. Clark Seminar Alumni, participants will learn what it takes to turn their dissertation into publication(s). Clark Alumni will dialogue openly with faculty about the strategies needed to yield publications birthed from their dissertation work. Faculty will share the details of their journey inspiring provocative questions specific to the Clark Alumni in attendance.

Chair:
Dionne Cowan, Georgia State University

Participants:
Curtis A. Brewer, University of Texas at San Antonio
Sheneka M. Williams, University of Georgia
Irene H. Yoon, University of Utah

069. Re-Imagining Educational Leaders as Contributors to Research: CPED Fellows’ Investigation of Leadership Development
Critical Conversations
2:40 to 3:30 pm
Manchester Grand Hyatt: Gas Lamp A
Aligned with UCEA’s goal of preparing educational leaders who cross boundaries, use multiple lenses, and support equity and social justice this Critical Conversation will focus on leadership preparation at the doctoral level. Discussion will be generated by a group of Improvement Research Fellows, members of the Carnegie Project on the Education Doctorate, working to understand ways to develop educational leaders as contributors to improvement research rather than users of research generated by others.

Chairs:
Debby Zambo, Arizona State University
Jill Alexa Perry, University of Pittsburgh

Participants:
Anne Marie FitzGerald, Duquesne University
Deborah S. Peterson, Portland State University
Robert Martin Reardon, East Carolina University
Rick McCown, Duquesne University
Christopher Thomas, University of San Francisco
Kristina Astrid Hesbol, University of Denver
070. Critical Quantitative Research in Educational Leadership
Critical Conversations
2:40 to 3:30 pm
Manchester Grand Hyatt: Gas Lamp B
The purpose of this session is to facilitate a conversation between session attendees interested in the intersection of critical research and quantitative research in the educational leadership field. As our field continues to engage in scholarship aimed at interrogating the systemic and structural inequalities that are prevalent in our educational organizations, quantitative research from an explicitly critical epistemological stance can make value contributions to understanding not only what is, but also what is possible.
Chair:
Karen Jackson, Hofstra University

071. Una Plática About Defining Leadership among Latina/o School Leaders and Scholars
Critical Conversations
2:40 to 3:30 pm
Manchester Grand Hyatt: Gas Lamp CD
This plática is intended to ignite the imagination of practitioners, aspiring leaders, and scholars in a critical analysis of the existing barriers in school systems that prevent the success of Latinas/os as part of the future of American society. The session includes a brief overview of what is known about Latina/o leadership. Scholars from the NLLP will be invited to describe characteristics of Latina/o leaders and challenges in developing this preliminary work.
Chair:
Juan Manuel Niño, University of Texas at San Antonio
Participants:
Frank Hernandez, University of Texas of the Permian Basin
Sylvia Mendez-Morse, Texas Tech University
Mónica Byrne-Jiménez, Hofstra University
Fernando Valle, Texas Tech University
Irma Almager, Texas Tech University

072. Thinking Out Loud and Together on Leadership, Politics, and Social Justice
Critical Conversations
2:40 to 3:30 pm
Manchester Grand Hyatt: La Jolla AB
Hannah Arendt’s works have been largely ignored by educational leadership and politics of education scholars. Yet, the conveners of this critical conversation session believe Arendt’s work has much to offer scholars working in educational leadership and the politics of education. The purpose of this session is two fold: (a) to explain how we have engaged with Arendt in our own work and (b) to encourage our colleagues to do the same.
Chairs:
Timothy Harrison, Rutgers University
Catherine A. Lugg, Rutgers University
Participants:
Samantha M. Paredes Scribner, Indiana University-Indianapolis
Rodney S. Whiteman, Indiana University

073. Students’ Lives Matter: Education Grounded on Compassion
Critical Conversations
2:40 to 3:30 pm
Manchester Grand Hyatt: Old Town AB
This critical conversation brings together a diverse group of scholars from across California representing K-12 schools, undergraduate and graduate programs, and university leadership. Each is committed to understanding and informing educational practice and policy grounded on compassion. Topics for consideration include but are not limited to ethics of care, therapeutic jurisprudence, trauma-informed leadership, individual and group empathy development, caring and culturally responsive pedagogy, and theory of mind.

Chair:
Detra DeVerne Johnson, Texas A&M University

Participants:
Joseph F. Johnson, Jr., San Diego State University
Linda Skrla, Texas A&M University
Andrea Duroy, California State University, Stanislaus
Kathryn Bell McKenzie, California State University, Stanislaus

074. Helping Principals Focus on Teaching and Learning: A Wallace-Sponsored Session
Symposium
2:40 to 3:30 pm
Manchester Grand Hyatt: Seaport A

This session highlights a new set of Wallace reports titled “Making Time for Instructional Leadership.” The reports describe how 700+ schools around the nation are using the “SAM process,” an approach to helping principals focus on improving instruction in their classrooms by reducing the amount of time they spend on building management and day-to-day administration. A key finding, based on a survey of SAM principals, interviews and other sources, is that the research results “are consistent with the idea that the SAM process helps principals focus on and find ways to increase the time they engage with the school's instructional program.” For the future, the report says, an area of continuing development for the process will be a focus on the quality of classroom instruction.

Chair:
April L. Peters-Hawkins, University of Georgia

Participants:
Ellen Goldring, Peabody College, Vanderbilt University
Joseph Murphy, Peabody College, Vanderbilt University
Richard Blissett, Vanderbilt University

075. Has the Social Justice Turn in Ed Leadership Failed To Transform Preparation Programs?
Critical Conversations
2:40 to 3:30 pm
Manchester Grand Hyatt: Seaport B

For over 10 years, social justice has become a dominant discourse in educational leadership scholarship and preparation programs (O’Malley & Capper, 2015), much like multicultural education and culturally relevant pedagogy did in teacher education. However, Sleeter (2013) and Ladson-Billings (2015) have said these latter two have become so “watered down” as to be failures. The question this critical conversation panel will address is whether this has happened with social justice in ed leadership and why.

Chair:
Jim Scheurich, Indiana University School of Education Indianapolis (IUPUI)

Participants:
Terah Talei Venzant Chambers, Michigan State University
Gerardo R. López, University of Utah
Sonya Douglass Horsford, George Mason University
Michael Dantley, Miami University
Colleen Capper, University of Wisconsin-Madison
076. Mentoring as a Cultural Act: Considerations for How We Are Mentored and How We Mentor
Critical Conversations
2:40 to 3:30 pm
Manchester Grand Hyatt: Seaport C
In this session two faculty of color will engage participants in a critical conversation regarding culturally responsive mentoring occurring in the field, what it looks like, and how it can be used to support current and future doctoral students and faculty of color. Qualitative data examining successful aspects of the presenters’ mentorship experiences, both as mentees and mentors, as well as the experiences of their mentors will serve as the catalyst for this conversation.
Chair: Melissa Ann Martinez, Texas State University
Participants: Melissa Ann Martinez, Texas State University Patricia Guerra, Texas State University

077. Leading for Justice: The Power of Autoethnographies and Counternarratives in Developing a Leadership Stance
Critical Conversations
2:40 to 3:30 pm
Manchester Grand Hyatt: Seaport F
Two sister university principal leadership programs infuse autoethnography and counterstory in their curricula to develop voice in challenging deficit notions of students of color in K-12 schools. These stories can be used as theoretical, methodological, and pedagogical tools to challenge racism, sexism, and classism and work toward social justice.
Chair: Nancy Parachini, University of California, Los Angeles
Participant: Rebecca Cheung, University of California, Berkeley

078. Re-Imagining Educational Leadership PhD Programs: Embedding an Educational Leadership Focus Within a General Leadership Studies Program
Critical Conversations
2:40 to 3:30 pm
Manchester Grand Hyatt: Seaport G
This session will explore the costs and benefits of educating PhD students interested in educational leadership in interdisciplinary programs that are not exclusively focused on educational leadership. Such programs educate future educational leadership scholars and reflective school and school-district practitioners alongside students from and/or heading toward careers in a wide variety of fields including nonprofit and philanthropic leadership, organizational consulting, the military, higher education, government, and business.
Chair: Robert Donmoyer, University of San Diego
Participants: Robert Donmoyer, University of San Diego Paula Cordeiro, University of San Diego Rich Newman, Poway School District Marcia Chin, University of San Diego

079. How Can We Mobilize Teachers Toward Social Justice?
Critical Conversations
2:40 to 3:30 pm
Magnet schools began in this district 10 years ago. McMahon Middle School was an unintended consequence, a school created from students pushed out of the neighborhood schools. For 10 years this has gone largely unnoticed. How can we energize the teaching cadre to recognize the inequity and act?

Chair:
Jenifer Neale, University of South Florida

080. Creating Culturally Competent Schools
Paper Session
3:40 to 4:50 pm
Manchester Grand Hyatt: Balboa A

Participants:
Organizational Health: An Essential Component for Creating Culturally Competent Schools.
Roberto Zamora, University of Texas Pan American; Rosalinda Hernandez, University of Texas Pan American

This paper examines the relationship between organizational health and achievement of economically disadvantaged students in a large district along the Texas–Mexico border that serves 99% Hispanic students, 95% economically disadvantaged students, and 48.3% English Language Learners. This presentation will focus on the impact organizational health has on student achievement and how organizational health facilitates the school leader's work in creating and sustaining a culturally competent school.

Annie Cheng, Hong Kong Institute of Education; Elson Szeto, Hong Kong Institute of Education

Enacting social justice is an imperative issue concerning educators around the world. Like many countries, Hong Kong schools serve a diverse mix of students and many face the challenges of complex socio-cultural changes such as low birth rate and a hybrid of Western and Confucian cultures. This study aims to examine three Hong Kong principals’ perception of social justice and how they enacted social justice by (re)shaping multicultural education in high-needs schools.

Living the Leadership Tenets: A Case of Best Practices at a School for the Deaf.
Catherine Ann O’Brien, Gallaudet University; Kerry Kathleen Robinson, University of Tennessee

This qualitative study explored how one leader in a school for the deaf embodied the tenets of leadership that best practice research has identified. The study explored cultural, multi-cultural, and leadership phenomena that occurred at the school. Fieldwork was carried out using ethnographic qualitative case-study methodology with the first author living at the school for 4 months. The implications of our findings provide guidance for leadership preparation programs for current and aspiring school leaders.

Leadership Practice Around Poverty and Homelessness in a Suburban Frontier.
Alexandra E. Pavlakis, Southern Methodist University

There is little educational scholarship that addresses the implications of rising suburban poverty and homelessness. The purpose of this paper is to explore how leadership practice around poverty and student homelessness is shaped by the structure and culture of a suburban community. Applying a distributed leadership perspective, and drawing from interviews, observation, artifacts, and district data, I suggest that the structure and culture of the suburban community both hinders and facilitates leadership practice.

Chair:
Rosa L. Rivera-McCutchen, Lehman College CUNY

081. Diverse Experiences of Becoming Educational Leaders
Paper Session
3:40 to 4:50 pm
Participants:
Leading for Diversity Across Transnational Borders in the 1940s: San Diego, California and Kirkland Lake, Ontario. Lauri Johnson, Boston College/University of Nottingham; Yoon Pak, University of Illinois at Urbana-Champaign
This paper examines the role of educational leadership in the implementation of intercultural curriculum and policies in the 1940s in San Diego, California and Kirkland Lake, Ontario. This comparative examination in U.S. and Canadian school districts illustrates the international reach of the intercultural education movement, traces communication and collaboration between progressive educators, and provides historical lessons on ways to “lead for diversity” in 21st century schools on both sides of the border and beyond.

Pipelines to Educational Leadership: Are Women Leaning in or Backing Out? Kelly Anne Ward, Teena McDonald, Glenys Hill (Washington State University)
This paper adds to existing knowledge about women’s progression to senior positions of educational leadership. The paper uses the experiences of women at different stages of the educational leadership pipeline (early career, mid-level or seated superintendent) to see what contributes or deters “leaning into” positions of senior leadership.

Out of the Sombra: One Afro-Latino Making his Way in Educational Leadership. Wellinthon Garcia, Hofstra University; Mónica Byrne-Jiménez, Hofstra University
This paper explores the experiences of one “Afro-Latino” educational leader in order to help broaden the leadership lens. Through an in-depth interviews of an Afro-Latino leader this paper uncovers unique pressures of navigating his own dual identity and the expectations of more than one racial or ethnic community. This study advocates for research on the complexity of this duality in educational leadership.

Do school administrators of Japanese descent hold traditional Confucian, Buddhist, and Shinto values, and do they attempt to put these values into action in their professional lives? The authors explore this question in an interview study with 16 Japanese American and Japanese Canadian school principals working in the Pacific Northwest. Interviews revealed that each individual had a unique experience and outlook about identity, internment, assimilation, and difference.

Chair:
Daniel D. Spikes, Iowa State University

082. Improving the Lowest-Performing Schools in Mid-Sized School Districts
Critical Conversations
3:40 to 4:50 pm
Manchester Grand Hyatt: Balboa C
Current research and practical knowledge about improving persistently low-performing schools draw on the experiences of school improvement in major urban systems. Approved “turnaround” models depend on resources and support difficult to find outside of a large metropolitan district, including filling openings made vacant by restructuring, ensuring a pipeline of qualified candidates, and counting on the capacity and expertise of external organizations for management oversight and professional development. Participants in this critical conversation will focus on districts least served by existing approaches to improving the lowest performing schools, prioritize areas in need of research, and develop a research agenda that informs systemic leadership practice in those contexts.

Chairs:
Gary M. Crow, Indiana University
Michelle D. Young, UCEA/University of Virginia

Participants:
David Eddy-Spicer, University of Virginia
Coby Meyers, University of Virginia
Frank Perrone, University of Virginia
083. Realizing the Potential of Technology and Social Media
Paper Session
3:40 to 4:50 pm
Manchester Grand Hyatt: Gas Lamp A
Participants:
The Impact of School Leaders in a Large-Scale 1:1 Implementation. Nick J. Sauers, Georgia State University; Sarah Howard, University of Wollongong
In 2007, the Australian government implemented the Australian Digital Education Revolution (DER), which was one of largest school computer initiatives in the world. This qualitative study analyzes the impact of leadership on teachers’ implementation of that initiative. A phenomenological approach was used to identify themes based on the experiences of 42 teachers from five schools.

Going Global: Promoting Cross-Cultural Competence With Web2.0 and Social Media Tools. Crystal Machado, Indiana University of Pennsylvania
Seventy percent of the world’s cultures have a more collaborative, interdependent orientation than is found in the dominant culture in the Western world. To promote acculturation in all children, instead of assimilation in children who identify with non-dominant groups, educators need to situate learning in local and global contexts. The author illustrates how Web2.0 and social media tools can be used to create hybrid border spaces for the practice of critical pedagogy and transformative learning.

Identifying Opinion Leaders and Mining Topics of the #EdPolicy Discourse on Twitter. David Fikis, Georgia State University; Yinying Wang, Georgia State University
Using over 1.7 million tweets with the hashtag #edpolicy as the corpus, we identified the opinion leaders of #edpolicy discourse by centrality in the Twitter users’ interaction network. The topics in #edpolicy discourse were identified by analyzing the #edpolicy hashtag co-occurrence network. Further, public sentiments were uncovered by conducting sentiment analysis. This study draws attention to an important, though underexplored, line of inquiry on the impact of social media in the field of education policy.

It’s Personal! Twitter Communication Between School Districts, Superintendents, and the Public. Yinying Wang, Georgia State University
This study examined Twitter communication between school districts, superintendents, and the public. This study analyzed the content of the tweets posted by the districts and superintendents, and compared how the public expressed emotions differently towards the districts and superintendents on Twitter. The findings suggest that the districts and their superintendents underused Twitter’s two-way communication functionality. Further, the public expressed significantly less negative sentiment towards the superintendents than the districts.

Measuring School Technology Leadership Practices. Sara L. Dexter, University of Virginia; Melissa Anderson Morgan, University of Virginia
Without a clear picture of what technology leadership should look like in the context of their school, leaders will be challenged to enact the practices necessary for technology integration to positively impact teaching practices and student learning. This study introduces a research-based assessment of school technology leadership and results from a pilot study of how its results relate to leaders’ and teachers’ actual work throughout a school year.

Chair:
Jennifer Friend, University of Missouri-Kansas City
084. Principals and Cultural Leadership
Paper Session
3:40 to 4:50 pm
Manchester Grand Hyatt: Gas Lamp B
Participants:
School as a Dreamcatcher: Reorienting the Principalship in Southwestern Borderlands of Kenya. Joel Abaya, Wichita State University; Eric Momanyi, Kenya; Calvin Michira Nyamwaya, Makairo SDA Secondary School; Caroline Njeri, Nyanchwa Boys Secondary School, Kenya
Conducted along the southwestern borderlands of Kenya, the purpose of this narrative study was to highlight the lived experiences of a Maasai secondary school girl on their academic well-being in a highly gendered space. Using the Dreamcatcher metaphor schools are constructed as sites where bad dreams should be caught while good dreams flourish. School leaders should be cognizance of their fluid environments to become effective and advocate for retrogressive cultural practices be discarded.

Vision in Practice: Principals’ Perceptions of School Vision and its Manifestations. Carmen P. Mombourquette, University of Lethbridge; George Jerome Bedard, University of Lethbridge
We interpret and articulate the views of 27 public and First Nations principals we interviewed as to role that the visionary leadership standard played in their schools. Data suggest high achieving principals pay particular attention to this standard; First Nation principals are language and culture focused; and principals are what we call the “guardians of the shorthand version” of the vision that includes some non-negotiable core values held by principals.

Educational Leadership and Societal Culture: The Changing Role of School Principals in Kazakhstan. Natallia Yakavets, University of Cambridge
The aim of this paper is to explore the impact of societal and cultural factors on practices and perceptions of school principals in Kazakhstan. The paper is based on a multi-site case study approach in schools and local educational authorities located in three different geographical areas of Kazakhstan. Findings indicate that schools and school leaders are affected by ‘hybrid’ societal culture comprising: traditional Kazakhstani cultural values; paternalistic patterns of behaviour and the Soviet cultural legacy.

Chair:
Rick Mintrop, University of California, Berkeley

085. Critical Components of Effective Leader Development
Paper Session
3:40 to 4:50 pm
Manchester Grand Hyatt: Gas Lamp CD
Participants:
Educational Leadership Students’ Gendered Experiences With Mentoring: A Diversification of Methodological Approaches. Anjalé Welton, University of Illinois at Urbana-Champaign; Katherine Cumings Mansfield, Virginia Commonwealth University; Pei-Ling Lee, University of Texas at Austin
This study integrates quantitative and qualitative datasets to examine educational leadership doctoral students’ gendered experiences with mentoring in their preparation programs. We integrated datasets from our previous studies, the first a 30-item web-based quantitative exploratory survey, and the second a qualitative questionnaire and focus group of female educational leadership doctoral students. Three primary categories emerged: (a) Students’ Perceptions of Quality Mentoring, (b) Mentoring Connections, and (c) Differences in Experiences According to Identity Factors.

Voices of Educational Administration Internship Mentors. Jennifer Clayton, The George Washington University; Rebecca Ann Thessin, Montgomery County Public Schools
The purpose of this study was to conduct a survey administered to mentors supporting administrative internship opportunities. While prior studies provided a lens about the experiences according to interns themselves, less has been explored about how mentors view this process and given how important mentors were to interns in prior studies, it was useful to understand their voice.
The Comparative Benefits and Outcomes of Enriched Internship Experiences Over Conventional Opportunities. Margaret Terry Orr, Bank Street College

This paper presents the results of a multi-year experiment comparing the leadership preparation experiences and outcomes for candidates with paid leadership internships and thus with conventional internships within the same intensive 2-year leadership preparation program. The results show that providing grant funds to districts yield better and more high quality internship experiences, than is conventionally available, and positively impacted candidates’ leadership development, careers and effectiveness as new school leaders.

Examining the Quality of Norwegian and Swedish Leadership Training Programs; International Influence? A Nordic Profile? Monika Törnsén, Center for Principal Development, Umeå University; Marit Aas, University of Oslo

We examine and compare the quality of leadership training programs in Sweden and Norway. To investigate the knowledge base and the quality of the programs we draw on two research-derived tools about successful professional learning for school leaders. Our findings suggest that the two Nordic programs are strongly influenced by international trends. However, there are examples of topics and issues of local configuration which can be characterized as a Nordic profile.

Chair:
Daniel Reyes-Guerra, Florida Atlantic University

086. Developing Teacher Leadership

Paper Session
3:40 to 4:50 pm
Manchester Grand Hyatt: La Jolla AB

Participants:


I conducted a qualitative exploratory research study on the leadership experiences of PK-12 teacher leaders, yielding implications for all schools. The data findings revealed that principals require some form of talent management leadership program for developing and sustaining teacher leaders. The study addressed a gap in peer-reviewed literature on teacher leaders; it utilized a basic qualitative interpretive interview-based methodology and a constructivist epistemology. Data collection and analysis involved semi-structured interviews with 24 participants.

The Influence and Development of Capital for Teacher Leadership. Mollie Rubin (Vanderbilt University), Tuan Nguyen (Vanderbilt University)

This paper explores leadership skills among three teams of teachers and the extent to which participation in a school reform design and implementation process developed leadership. We assess levels of human, social, cultural, and economic capital through analysis of interviews with administrators, teachers, and school-based team members and observations of team meetings over 3 years. Participants’ initial possession of capital varied, which influenced their successful participation, but participation also led to development of capital.

Developing Teacher Leadership: Insights From Literatures on Work Redesign and Leadership Development. Jonathan Eckert, Wheaton College; Mark A. Smylie, University of Illinois at Chicago

This paper expands and elaborates what has been learned from the literature on teacher leadership development with insights and lessons gained from two non-education literatures: work redesign and leadership development in the organizational sciences. Having previously created a model of teacher leadership development from the teacher leadership literature, we use that model as a foundation on which to construct new insights and lessons about teacher leadership development from these two literatures.
The Case of Minnesota. Nicola A. Alexander, University of Minnesota; Sung Tae Jang, University of Minnesota
This paper examines staff development spending among Minnesota districts. While several scholars have provided qualitative descriptions of professional development opportunities, less is known about how much is spent on this training and its implications for organizational competence. Providing appropriate support to faculty helps them to better traverse varied school and community settings. This is an important topic because investing in the efficacy of teachers is crucial for building organizational competency within school systems.

Principals as Transcultural Leaders: Making Authentic Connections That Enhance Teaching and Learning. Kyla L. Wahlstrom, University of Minnesota; Karen Seashore Louis, University of Minnesota
Leaders who excel in reaching across transcultural spaces demonstrate a passion for supporting the development of teachers and they model that in their actions and leadership practice. We examine school leaders who engage with teachers as collaborators and co-creators of their professional development, and we investigate how the principal-teacher relationship affects the work of teachers in schools, particularly their instructional practices.

Chair:
Michelle Van Lare, George Mason University

087. Producing Powerful Parent Participation in Communities of Color
Paper Session
3:40 to 4:50 pm
Manchester Grand Hyatt: Old Town AB
Participants:
Heirs of the Struggle: A Historical Perspective of Black Parents and Parent Involvement Literature. Jada Phelps-Moultrie, Indiana University
The literature focused on Black parental involvement is ahistorical and assumes African Americans have had identical experiences across racial groups. These themes, along with the “achievement gap,” present the perception that Black parents are not involved or their approaches do not translate into achievement. Using a revisionist historical approach, this paper demonstrates that Black parents have been involved since enslavement and highlights research and policies that have perpetuated these deficit ideologies despite this involvement.

Bilingual Teacher Leadership: A Mixed Methods Study of English Learner Parent Engagement. Megan Hopkins, University of Illinois at Chicago; May H. Lee, Pennsylvania State University
Using survey and interview data from teachers in eight districts in three states, this paper shows that teacher leadership can be an important mechanism for facilitating English learner (EL) parent engagement. Specifically, being bilingually certified and involved in EL-related leadership activities were associated with greater engagement. Our findings suggest that language is an important tool for engaging parents, yet even teachers who are monolingual can become more engaged with parents by participating in EL-related activities.

Understanding Family Contexts: Voices From Mexico About Roles in Education. Lisa Kathleen Schalla, American School of Puerto Vallarta
This study serves to help U.S. school leaders better understand the context in which Mexican parents construct their roles for involvement in their children's elementary school education in their own country. Preliminary results showed that parents from private, public and rural community schools generally responded favorably to school and home involvement, yet their approaches were influenced by previous experiences, access to resources, and extended family structure. Opportunities for authentic community engagement are presented.

Inconvenient, but Essential: Impact and Influence of School–Community Partnerships on Principals’ Work and Workload. D. Cameron Hauseman, Ontario Institute for Studies in Education/University of Toronto; Katina Pollock, University of Western Ontario; Fei Wang, University of British Columbia
More than ever before, school principals are expected to build relationships with community organizations and agencies connected to the students and school community. Using findings generated from a large-scale survey of 1,400 principals, this paper reports on the influence of school–community partnerships on the work principals do on a daily basis, and how involvement
in such activities acts as an antecedent variable which influences and impacts their workload.

Chair:
Floyd Beachum, Lehigh University

088. Julie Laible Memorial Session for UCEA Jackson Scholars
Special Session
3:40 to 4:50 pm
Manchester Grand Hyatt: Seaport A

First-year Jackson Scholars will gather with their Mentors to receive an orientation to the Jackson Scholars Network. After the orientation session, new Scholars and Mentors will meet to make connections and build relationships to support their Jackson Scholars experience. The Jackson Scholars program is a 2-year program that provides formal networking, mentoring, and professional development for graduate students of color who intend to become professors of educational leadership.

Chair:
Gerardo R. López, University of Utah

089. The Centrality of Race in Creating Equitable Conditions Across Normative Boundaries of Educational Achievement

Symposium
3:40 to 4:50 pm
Manchester Grand Hyatt: Seaport B

This symposium is designed to present evidence to counter deficit narratives and engage school leaders on the centrality of racism in the school context. Each panelist will engage school leaders in the discussions on the rigidity of race as a bounded category, present evidence of effective practices that foster conditions for students of color to cross a multiplicity of situated boundaries, and construct positive affiliations and group memberships associated with academic success.

Participants:
A Matter of Trust: Black Male Students’ Academic Achievement and College Attainment. Stuart Rhoden, Arizona State University
The Role of Teacher Leadership as Empowerment Agents in Creating Conditions of High Academic Expectations for Urban Students. Leticia Rojas, California State University, Long Beach; Daniel D. Liou, Arizona State University
Longitudinal Exploration of the Relationship Between Social Involvement and Standardized Test Scores for Students in an Urban Public School. Erin Rotheram-Fuller, Arizona State University
Neoliberalism as Warfare: Making Connections Across International Contexts. Tyson E. J. Marsh, University of New Mexico

Chair:
Daniel D. Liou, Arizona State University

090. Promising Practices for Leading Leaders’ Learning

Ignite Session
3:40 to 4:50 pm
Manchester Grand Hyatt: Seaport C

Participants:
Preparing Principals at Minority-Serving Institutions for Changing Communities Beyond their Borders. Mariela A. Rodriguez, University of Texas at San Antonio; Carol A. Mullen, Virginia Tech; Tawannah G. Allen, High Point University

The purpose guiding this collaborative work is to discuss perspectives about educational
leadership programs in Minority-Serving Institutions (MSIs) that prepare school leaders to effectively impact the school communities they serve. This Ignite presentation builds on a directory the researchers compiled of over 100 MSIs. We will focus on the importance of principal preparation programs charged with the responsibility for developing tomorrow's leaders in transnational and transcultural spaces in schools for traditionally marginalized children.


Educational leadership is undergoing a culture change not defined by geographical boundaries but by gender boundaries. Using data from interviews with seven women leaders in higher education, the transculturation of educational leadership from a gendered perspective is explored. This session illuminates the process of a cultural shift that is occurring as females move into historically male-dominated leadership positions. This presentation will share and invite discussion about practices to assist in navigating and facilitating this movement.

Preparing Social Justice Leaders to Deconstruct Heterosexual Privilege. Karen Huchting, Loyola Marymount University; Jill Bickett, Loyola Marymount University

The purpose of this Ignite presentation is to examine the preparation of school leaders for social justice to advocate for students and families who identify as sexual minorities (i.e., lesbian, gay, bisexual, transgender, queer). We will present data to illuminate the complex issues of leadership for social justice and heterosexual privilege and discuss how candidates’ experiences in leadership programs transform their ability to engage issues of heterosexual privilege in their school contexts.

“Shoes on or Shoes Off?” Exploring New Educational Frontiers in Informal Online Learning Spaces. Kimberly Scott, Northwestern University

This Ignite presentation will focus on re-imagining what it means to develop cultural competence in digitally connected organizations. I will explore the question of how to foster the development of cultural competence in an online learning community, suggesting that the informal interactions among community members that occur outside of formal learning environments can play an important role in building organizational cultural competence and cross-cultural competence.

Lessons Learned in Emergent Leadership Preparation. Shari Fraser, University of Utah; William Kenley, Granite School District

This Ignite presentation discusses an emergent leadership development academy that provides local educators with an opportunity to explore the practice of educational leadership while reviewing issues of research and theory. The Emerging Leader Academy is structured and facilitated by both district leaders and university clinical faculty. This pre-leadership preparation program involves working with local public school educators to explore potential leadership opportunities at the school and administrator level.

Online Branching Simulations to Assess School Leadership Development—State, National, and International Perspectives. Eric Bernstein, University of Connecticut; Paulo Volante, Pontificia Universidad Católica de Chile; Michael Johanek, University of Pennsylvania; Luis Valenzuela, Pontificia Universidad Católica de Chile; Joe Mazza, University of Pennsylvania

This Ignite presentation will introduce a model of innovative online leadership simulations that have been used to promote discourse around leadership decision-making in professional learning contexts and share details of collaborations resulting in the use of these simulations for leadership assessment in three different contexts: one U.S. state university’s principal preparation program, one U.S. national professional association’s assessment center, and one as part of a nationally-mandated assessment process for school director hiring in Chile.

Learning Leadership by Solving Problems. David Brazer, Stanford University; Scott C. Bauer, George Mason University

This Ignite presentation demonstrates how an organizational improvement model may be used to provide leadership candidates authentic leadership opportunities. Comparing the experiences of candidates in two very different programs, we demonstrate how leadership aspirants can be taught critical problem-solving skills that will be crucial to them in their careers.

Discussant:
John Beuhring Nash, University of Kentucky
OPENING GENERAL SESSION:
ANTONIA DARDER

Emcee: Mónica Byrne-Jiménez, Hofstra University
Introductions:
Michelle D. Young, UCEA/University of Virginia
Noelle Witherspoon Arnold, The Ohio State University
Paula Cordeiro, University of San Diego

Leadership for Social Justice and the Dirty Little Secrets of Power and Privilege
Join us for Dr. Antonia Darder’s opening keynote examining the larger question of leadership for social justice, through unveiling some of the most disturbing conflicts and contradictions that exist within the university arena with respect to institutional relations of power. Central to this discussion are a set of ethical principals for leadership that encompass questions of both individual and social empowerment. Underlying this critical discussion are significant concerns tied to the hidden curriculum of patriarchy, racism, class apartheid, homophobia, and ableism that persist tenaciously within the epistemological spheres and cultural practices of university today, despite public mainstream discourses to the contrary. The purpose is to critically rethink what leadership for social justice truly should mean and how our efforts in the field may better align with an emancipatory vision of society.

Session 094     Friday  5:15 to 6:50 pm     Seaport DE

091. UCEA Center for Research on the Superintendency & District Governance
Symposium
3:40 to 4:50 pm
Manchester Grand Hyatt: Seaport F

This symposium enacts the theme of interconnectedness by bringing together a group of policy advocates from academics, associations, private foundations, and state government who will present findings from a joint book project on improving educational equity through school board governance through a new construct called Balanced Governance. Participants will have the opportunity to dialogue and discuss how collaborations outside academia can effect change in education policy and practice.

Participants:
A Call for Balanced Governance. Thomas Alsbury, Seattle Pacific University
Board Leadership That Matters Most: Lessons Learned From the Lighthouse Studies. Mary Delagardelle, Iowa School Board Association; Renee Sessler, Oregon School Boards Association
Governance Practices That Improve Student Achievement. Mark H. Levine, UCEA
How Board Governance Behaviors Effect Student Achievement. Ivan Lorentzen, Flathead Valley Community College; Bill McCaw, University of Montana-Missoula

Chairs:
Thomas Alsbury, Seattle Pacific University
Meredith L. Mountford, Florida Atlantic University

092. Successful Practices and Enduring Beliefs of Leaders in High-Need Schools: Evidence from International Studies
International Community Building Session
3:40 to 4:50 pm
Manchester Grand Hyatt: Seaport G

This session will focus on high-need schools and effective curricular innovations, practices and beliefs of school leaders, school climate and leadership strategies influencing student learning, leadership following natural disasters, and factors affecting the long-term sustainability of improved student performance. Not only do these studies provide insights into the realities of effective leadership in high-need school settings, but they also are highly representative of the combined work of the International School Leadership Development Network researchers.

Presenters:
Laura Quintana, Claremont Graduate University
Margaret Grogan, Claremont Graduate University
Stephen L. Jacobson, University at Buffalo
Lorenda Chisolm, University at Buffalo
Nathern Okilwa, University of Texas at San Antonio
Bruce Barnett, University of Texas at San Antonio
Noemi Waight, University at Buffalo
Ross Notman, University of Otago New Zealand
Betty Alford, Stephen F. Austin State University
Chetanath Gautam, Stephen F. Austin State University

Chair:
David Gurr, University of Melbourne

093. High School Pipelines to Higher Education
Paper Session
3:40 to 4:50 pm
Manchester Grand Hyatt: Seaport H

The Relationship Between Credit-Based Transitional Courses on High School Students’ College Acceptance. Christinia Wehde-Roddiger, Julie P. Combs, Susan Troncoso Skidmore (Sam Houston State University)

The purpose of the study was to analyze the extent to which the academic rigor of high school students’ course selections, within the context of student and campus characteristics, impacted their postsecondary education options. This quantitative study of one large urban school district indicated that socioeconomic status, both students’ individual statuses and the overall campus percentage, were statistically significant. Implications for policy regarding advanced coursework and creating college readiness cultures in high schools are discussed.

Race/Ethnicity and Gender Equity in Illinois High School Career and Technical Education STEM Coursework. Asia Nicole Fuller Hamilton, University of Illinois at Urbana-Champaign; Joel Robert Malin, University of Illinois; Donald G. Hackmann, University of Illinois at Urbana-Champaign

This study examined gender and race/ethnicity enrollments within Illinois high school STEM Career and Technical Education (CTE) programs of study. Substantial race- and gender-based inequities were found, with female, African American, and Hispanic students underrepresented. Compared with national enrollment patterns, Illinois showed greater gender-based disproportionality in all but one STEM career cluster area. Recommendations for policy makers and school leaders regarding ways to achieve more equitable distribution of students within STEM
CTE programming are provided.
The International Baccalaureate: Principals’ Role in Supporting College-Preparatory Pathways for English Language Learners and Immigrant Youth. Anysia Peni Mayer, California State University, Stanislaus; Ursula S. Aldana, University of San Francisco

Principals are facing pressure to improve achievement for English language learners, thus there is a need to understand how leadership practices can be strengthened resulting in improved student outcomes. In this study of eight high schools, we examine how the International Baccalaureate (IB) program realized the academic potential of these marginalized students. This paper focuses on the role principals played in the implementation of the IB programs, thus creating more socially just schools.

Effects of Texas’ Top Ten Percent Plan on Students’ Educational Planning: A Systematic Review. Lolita A. Tabron, Texas A&M University

This systematic review is a synthesis of the best available evidence reported on the effects of using a percent plan as a race neutral alternative to affirmative action in higher education admissions in Texas. Preliminary findings indicate that Texas’ Top Ten Percent Plan (TTP) is not a suitable substitute for affirmative action. Explanations for the staying power of the TTP are offered with evidence for readers to judge risks, benefits, and harms of race-neutral alternatives.

Chair:
Robert Donmoyer, University of San Diego

094. General Session I: Opening General Session Featuring Keynote Speaker
Antonia Darder

Special Session
5:15 to 6:50 pm
Manchester Grand Hyatt: Seaport DE

Join us for Dr. Antonia Darder’s opening keynote “Leadership for Social Justice and the Dirty Little Secrets of Power and Privilege.” Her presentation will center on examining the larger question of leadership for social justice, through unveiling some of the most disturbing conflicts and contradictions that exist within the university arena with respect
to institutional relations of power. Central to this discussion are a set of ethical principals for leadership that encompass questions of both individual and social empowerment. Underlying this critical discussion are significant concerns tied to the hidden curriculum of patriarchy, racism, class apartheid, homophobia, and ableism that persist tenaciously within the epistemological spheres and cultural practices of university today, despite public mainstream discourses to the contrary. The purpose is to critically rethink what leadership for social justice truly should mean and how our efforts in the field may better align with an emancipatory vision of society.

Emcee:
Mónica Byrne-Jiménez, Hofstra University

Introductions:
Michelle D. Young, UCEA/University of Virginia
Noelle Witherspoon Arnold, The Ohio State University
Paula Cordeiro, University of San Diego

095. Convention Opening Reception in Honor of UCEA Past Presidents
Reception
7:00 to 8:30 pm
Manchester Grand Hyatt: Seaport Terrace
Michelle D. Young, UCEA Executive Director, and Noelle Witherspoon Arnold, the Immediate Past President of UCEA, welcome all UCEA participants to the Convention Opening Reception and extend a special welcome to those faculty from new UCEA member institutions. The Convention Opening Reception was established in honor of the contributions made to the field and the UCEA consortium by UCEA's past presidents.

096. Film Festival Sip and Screen
UCEA Film Festival
8:30 to 9:30 pm
Manchester Grand Hyatt: Seaport DE
Grab a glass of wine and enjoy an evening viewing these 5-minute films. Session will include a Q&A with the filmmakers. During the 2015 UCEA Film Festival the following films, featuring educational leadership preparation and practice, will be shown:
• Teacher Peer Excellence Group (Vanderbilt University)
• Evolution of a Learning Revolution (East Carolina University)
• Partnering With Universities (Prince George's County, Maryland)
• Leaders, Leadership and Danforth (University of Washington)
• Digital Storytelling Retreat (North Carolina State University)
• The Value of Danforth (University of Washington)
• Dedicated Support (Charlotte-Mecklenburg, North Carolina Public Schools)
• Santal School in India (University of Manitoba)

Chairs:
Jennifer Friend, University of Missouri-Kansas City
Julia N. Ballenger, Texas A&M University

Saturday, November 21

097. UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE)
Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Balboa A
Chair:
Justin Bathon, University of Kentucky
Participants:
John Beuhring Nash, University of Kentucky
Jayson Richardson, University of Kentucky

098. Carnegie Project on the Education Doctorate (CPED) Member Meeting
Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Balboa B
Closed business meeting for faculty, students and deans of CPED member institutions.
Chair:
Jill Alexa Perry, University of Pittsburgh

099. UCEA Consortium for the Study of Leadership and Ethics in Education
Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Balboa C
Chairs:
Paul Begley, Rock Ethics Institute, Pennsylvania State University
Michael Burroughs, Pennsylvania State University
Participants:
Charles Thomas Burford, Australian Catholic University
Scott Eacott, Australian Catholic University
Allan Walker, Hong Kong Institute of Education
Haiyan Qian, Hong Kong Institute of Education
Olof Johansson, Umeå University
Katarina Norberg, Center for Principal Development
Dana L. Mitra, Pennsylvania State University
Erica Frankenberg, Pennsylvania State University
Heather Rintoul, Nipissing University
Sharon Rich, Nipissing University
Steven Jay Gross, Temple University
Joan Poliner Shapiro, Temple University
Nancy Tuana, Pennsylvania State University
Sarah Clark Miller, Pennsylvania State University
William C. Frick, University of Oklahoma
David Laird, Peabody College, Vanderbilt University

100. UCEA Center for the International Study of School Leadership
Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Gas Lamp A
Chairs:
Elizabeth T. Murakami, Texas A&M University, San Antonio
Monika Törnsén, Center for Principal Development, Umeå University
Participant:
Katina Pollock, University of Western Ontario

101. UCEA Center for Educational Leadership and Social Justice
Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Gas Lamp B
Chair:
Franny Jo Serenka, Montour (PA) School District

102. Politics of Education Association Breakfast and Meeting
Paper Session
7:00 to 7:50 am
Manchester Grand Hyatt: Gas Lamp CD
Participant:
The Rising Tide: School Choice and Competition in Post-Katrina New Orleans. Huriya Jabbar, University of Texas at Austin
Chair:
Tamara V. Young, North Carolina State University

103. Leadership for Social Justice SIG
Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Old Town AB
Chair:
Judy Alston, Ashland University
Participants:
Terri Nicol Watson, City College of New York/City University of New York
Tirza Wilbon White, University of Maryland, College Park
LaBotta Taylor, University of North Texas-Denton
Leslie Ann Locke, University of Iowa

104. Center for the Study of Academic Leadership
Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Seaport A
Chair:
Walter Gmelch, University of San Francisco
Participant:
Kelly Anne Ward, Washington State University

105. National Center for the Evaluation of Educational Leadership Preparation and Practice
Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Seaport B
Chair:
Andrea K. Rorrer, University of Utah

106. Supervision and Instructional Leadership SIG
Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Seaport C
Chair:
Steve P. Gordon, Texas State University
Participants:
Ann Sundstrom Allen, Western Carolina University
D. Kay Brocato, Mississippi State University
Wafa Hozien, Central Michigan University
JACKSON SCHOLARS NETWORK
“RUN JSN” 5K

Walkers, joggers, and runners are welcome and encouraged to participate in our first annual 5K. The route hugs the line of the bay from the Hyatt to the Coast Guard HQ.

Registration fee: $15 (listed in convention registration options and includes a 5K T-shirt). Proceeds benefit the UCEA Jackson Scholars Network. See you on the San Diego boardwalk!

Session 107
Saturday 7:00 - 7:50 am
Sally’s Seafood on the Water

Kathleen Topolka Jorissen, Western Carolina University
Ian Mette, University of Maine
Martha N. Ovando, University of Texas at Austin

107. Jackson Scholars Network “RUN JSN” 5K
Special Session
7:00 to 7:50 am
Manchester Grand Hyatt: Sally’s Seafood on the Water

Ready to walk, jog, run, or cheer with a purpose? All convention participants are invited join us on Saturday morning for the first annual UCEA Jackson Scholars Network 5K! The funds generated from our “RUN JSN” walk/run will directly support the Jackson Scholars Network, a program that provides mentoring, professional development, and professional networking opportunities to graduate students of color who aspire to join academe as educational leadership faculty members. All participants must pick up their registration materials no later than the evening prior to the event from the UCEA registration area. Participants will gather on the boardwalk behind the hotel near Sally’s Seafood. The route for the 5K hugs the line of the bay from the Hyatt to the Coast Guard HQ and back. Pre-registration is required for all participants who would like a t-shirt.
Chair:
Angel Nash, University of Virginia

108. UCEA Review Editorial Team Meeting
Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Seaport F

Chair:
Michael Patrick O’Malley, Texas State University

Participants:
Michelle D. Young, UCEA/University of Virginia
April L. Peters-Hawkins, University of Georgia
Mariela A. Rodriguez, University of Texas at San Antonio
Lisa Bass, North Carolina State University
Kristin Shawn Huggins, Washington State University
William Kyle Ingle, University of Louisville
Hans W. Klar, Clemson University
Juan Manuel Niño, University of Texas at San Antonio

109. Evaluation Research Taskforce
Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Seaport G
Chair:
    Margaret Terry Orr, Bank Street College
Participants:
    Julia N. Ballenger, Texas A&M University
    Danna M. Beaty, Tarleton State University
    Margaret E. Barber, University of Utah
    William R. Black, University of South Florida
    Allison M. Borden, University of New Mexico
    Tricia Browne-Ferrigno, University of Kentucky
    Mónica Byrne-Jiménez, Hofstra University
    Joan L. Buttram, University of Delaware
    Jane Clark Lindle, Clemson University
    Jennifer Clayton, The George Washington University
    Karen L. Sanzo, Old Dominion University
    Gini Doolittle, Rowan University
    Jennifer Friend, University of Missouri-Kansas City
    Ed Fuller, Pennsylvania State University/UCEA
    Donald G. Hackmann, University of Illinois at Urbana-Champaign
    Liz Hollingworth, University of Iowa
    Beverly J. Irby, Texas A&M University
    Karen Jackson, Hofstra University
    Kathleen Topolka Jorissen, Western Carolina University
    Susan Korach, University of Denver
    Martha M. McCarthy, Loyola Marymount University
    Steve Myran, Old Dominion University
    Ann O’Doherty, University of Washington
    Kathy O’Neill, Southern Regional Education Board
    Joy C. Phillips, East Carolina University
    Ellen Reames, Auburn University
    Cynthia Uline, San Diego State University
    Pamela D. Tucker, University of Virginia/UCEA
    Robert L. Watson, Missouri State University
    Leslie Hazle Bussey, Georgia Leadership Institute for School Improvement
    Jay Paredes Scribner, Old Dominion University
    Robert C. Knoeppel, Clemson University
    Bradley W. Davis, University of Texas at Arlington

110. Partners in/of Resistance in Schools and Communities
Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Balboa A
Participants:
    Bridging the Gap: An Exploration of a Teachers Union and Community Organizing. Aditi Rajendran, University of Washington
The persistence of educational inequity has caused scholars to argue for more community-based approaches to school reform that bridges the gap between schools and communities. However, these initiatives require the joint work of educators and families. This qualitative case study explores how a teachers union uses community organizing in order to engage and collaborate with community. Findings from this study contribute to a deeper understanding of the opportunities and complexities of teachers unions in collective education reform.

Community-Based Equity Audits: A Practical Approach for School Leaders in Supporting Equitable School-Community Improvements. Terrance L. Green, University of Texas at Austin

The purpose of this study is to introduce community-based equity audits as an instrument and approach to guide educational leaders in supporting equitable and measurable school-community outcomes. This instrument builds on equity audits in educational leadership, community audits, and community-based research practices and is conceptually grounded in Freirean dialogue. The instrument aims to help educational leaders work in solidarity with various community stakeholders and reconsider underserved communities of color from resilient and asset-based perspectives.

Collaborative Neighborhood–University Resistance to the Destruction of an Urban Black Community and its Neighborhood Schools. Jim Scheurich, Indiana University School of Education Indianapolis (IUPUI); Jantina Anderson, Indiana University-Indianapolis (IUPUI)

Urban political-economic elites are gentrifying low-income neighborhoods of color to be replaced by White professionals who want to live in cities. These elites are also involved in destroying traditional schools to be replaced with charter schools and vouchers, which also have destructive effects on neighborhoods of color that depend on neighborhood schools to meet multiple needs. In this example, a university doctoral education program is collaborating with a grassroots neighborhood group to halt the changes.

Local Control as Resistance: School District Governance in Rural Communities. Daniella Hall, Pennsylvania State University

Local control of public schools is part of a long-running debate in American education. Opponents argue it is economically and academically ineffective, whereas proponents assert it is essential due to the symbiotic relationship between rural schools and communities. The purpose of this study is to expand current understanding of how local control is enacted in rural communities. The study specifically focuses on policy resistance, community participation, and exclusion in local governance.

Chair:
Michael Patrick O’Malley, Texas State University

111. Principals’ Working Conditions and Job Satisfaction

Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Balboa B

Participants:
Beyond the Great Wall: Preparing Leaders to Reimagine Policy Implementation to Enhance Engagement and Well-Being. Karen Stansberry Beard, The Ohio State University

This study analyzed 70 Chinese teachers understanding of policy implementation relative to student engagement and well being through the lens of positive psychology constructs: flow and academic achievement. It’s the first study of Academic Optimism and Flow of Elementary School teachers in China and the first to consider the usefulness of these constructs’ in consideration of policy implementation. The findings suggest supports underlining both theories are useful even within dramatically different cultures and educational structure.

The Changing Face of Principals’ Work: The Impact of Race to the Top. Suzanne McCotter, Montclair State University; Tiffany Wright, Millersville University

A particular focus of the Race to the Top (RTTT) grant is teacher accountability and evaluation, with the implication that student learning will be beneficially impacted.
These enhanced expectations resulted in changes school leaders. By surveying and interviewing leaders in RTTT states, we gained insight into how this policy is connected to daily work activity. Specifically, we analyzed the ways that school leaders are implementing and prioritizing impactful practices for teaching and learning under RTTT.

School Principals’ Wellness and Job Satisfaction: The Effect of Work Intensification. Fei Wang, University of British Columbia; Katina Pollock, University of Western Ontario; D. Cameron Haussman, Ontario Institute for Studies in Education/University of Toronto

This research explores how work intensification influences principals’ wellness and job satisfaction in Ontario, Canada. The research used a mixed-method approach which includes focus groups and an online survey with a sample of principals working in Ontario’s public schools. Research findings are presented by focusing on principals’ relationship with school boards, their perceptions of the nature of their work, job satisfaction, and their work and life balance.

Hierarchical Multivariate Regression of School Climate and Principal Job Satisfaction. Yan Liu, Michigan State University; Mehmet Sukru Bellibas, Adiyaman University

Research exploring school climate for its deterministic role in principal job satisfaction has been rare. This research fills the gap by investigating the association of school climate (respect and violence) to principals’ job satisfaction while comparing 12 countries in Asia, Oceania, North and South America. The TALIS 2013 principal dataset was used for the comparative research. One-way ANOVA and hierarchical multivariate regression were employed for the analysis.

“Productive” or “Overwhelmed?” Principals’ Perspectives on Teacher Evaluation Reform. Morgaen Donaldson, University of Connecticut; Sarah Woulfin, University of Connecticut

Across the country, most districts and schools are implementing new teacher evaluation systems. Principals sit at the nexus of these new initiatives. In many cases, these systems require them to put more time into evaluating teachers, taking on an expanded number of tasks, some of which are unfamiliar to them. How do principals experience new teacher evaluation systems? This paper reports on longitudinal interviews with 37 principals in one northeastern state.

Chair:
Ed Fuller, Pennsylvania State University/UCEA

112. AERA Divisions A & L and UCEA Graduate Student Session: Taking the Fear Out of Publishing

Special Session
8:00 to 9:10 am
Manchester Grand Hyatt: Balboa C

BYOC (bring your own coffee) and join us for bagels and rich dialogue to discuss the publishing demands of academia on graduate students. Because graduate students are often reminded of the incessant need to publish and because such reminders may lack a clear articulation of when or how to begin, this particular session will provide doctoral students a space to engage in rich discourse with established and emerging scholars regarding the “How Tos” of (a) developing a research agenda, (b) publishing as a student, and (c) publishing as junior faculty. Second, we hope to take the fear out of the “Publish or Perish” maxim for future scholars.

Chairs:
Marialena D. Rivera, University of California, Berkeley
Linsay DeMartino, University of Arizona
Priya Goel La Londe, University of Illinois at Urbana-Champaign
Emma Bullock, Utah State University

Participants:
Jill Koyama, University of Arizona
Lolita A. Tabron, Texas A&M University
Alan J. Daly, University of California, San Diego
Laura Hernandez, University of California, Berkeley
Stephen L. Jacobson, University at Buffalo
Michael Dumas, New York University
113. Culturally Responsive Schooling for Male Students of Color
Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Gas Lamp A
Participants:
African American Male Middle School Students’ Perceptions of Their Personal Gifts and Strengths. Rudy F. Jamison, University of North Florida; Chris Janson, University of North Florida; Matthew Militello, East Carolina University
This Q methodology study examined how 37 African American middle school students from two single gender schools perceived their personal assets. Q methodology was selected because of its design purpose of identifying and distinguishing distinct and collectively held perspectives of those historically marginalized. These 37 participants sorted 40 asset statements and participant Q sorts were factor analyzed where three factors emerged (accounting for 40% of the variance).
While there is a lot of existing research on the theoretical underpinnings of CRE, there is less empirical evidence of its implementation and influence on schools and on school leaders. This paper will examine the role that CRE has played in a group of 40 high schools implementing an initiative aimed at improving outcomes for Black and Latino young men. In particular, we will describe how CRE is changing school leaders’ attitudes and schoolwide approaches.
I argue that social justice school leaders would benefit from adopting dignity as a guiding principle and an indicator of success for their work with Black males. I introduce the concept of dignity and describe how leaders use it in international human rights and development, caring sciences, and the U.S.-based Black freedom fighting tradition. I describe its relevance to Black male achievement and social justice leadership.
Racialized Bodies: Somali Youth Experiences in Schools. Nimo Mohamed Abdi, Michigan State University
This phenomenological study explores the schooling experiences of Somali high school students. Objective of this study is to explore how do Somali students experience racialization and make sense of the racialization processes. Nine Somali students in K-12 charter school in a Midwestern town were interviewed. Somali youth are racialized because they are Black and Muslim. Postmodern theories of identity construction and embodiment are employed.
Chair:
Mark A. Gooden, University of Texas at Austin

114. Leveraging Choice for Equitable Outcomes
Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Gas Lamp B
Participants:
The Quest for More Equitable Schooling: Choice, Charters and Suburban Districts. Catherine C. DiMartino, Hofstra University; Ruth Peets-Butcher, Hofstra University
Charter schools—though viewed as being emblematic of urban school reform initiatives—have in recent years also been expanding into suburban districts. This expansion corresponds with significant demographic shifts in suburban communities. As these demographic shifts occur, how have suburban school communities and the districts that serve them responded? Using interviews, document reviews, and enrollment data, this case study examines the growth and development of charter schools in two small, diverse, suburban communities.
Building and Sustaining Community Engagement in Charter Schools Founded on a Community Organizing Paradigm. Brian R. Beabout, University of New Orleans; Joseph Boselovic, Loyola University of New Orleans

While the earliest incarnations of the charter school idea were fundamentally committed to the promise of increased parent and community engagement in public schools, this has not been a clear priority among many urban charter schools today. This qualitative inquiry study examines the reasons that two start-up charter schools chose to prioritize community engagement in a climate that discouraged this practice. Two important findings include personal needs of participants and organizational factors influencing school priorities.

Eliijiendo Escuelas: How Does Participating in School Choice Shape the Performance of ELL Students? Madeline Mavrogordato, Michigan State University; Julie Harris, Michigan State University

Despite the popularity of choice programs, it remains unclear how school choice policies are shaping the educational experiences of the most underserved student groups, particularly ELLs. This paper examines how ELLs are served by schools of choice. Specifically, we investigate how ELLs who choose to attend magnet, charter and non-zoned open enrollment schools perform on English proficiency and academic achievement outcomes compared to their peers who attend their zoned traditional public school in Houston ISD.

Are Charter Schools More Autonomous? A National Study Based on SASS 2011-12 Data. Jiangang Xia, University of Nebraska-Lincoln; Jianping Shen, Western Michigan University

This study examines whether charter schools are more autonomous than traditional public schools. Through comparing principals’ and teachers’ influences on school decisions and teachers’ control within classroom, we found although charter autonomy may seem true regarding teachers participation in school-level decisions, it is still in doubt regarding both principals’ influences on school level decisions and teachers’ control within the classroom.

Chair:
Erin Anderson, University of Virginia/UCEA

115. Crafting Systemic Change

Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Gas Lamp CD

Participants:
Systems Thinking Among School Position Holders. Haim Shaked, Orot Israel College of Education; Chen Schechter, Bar-Ilan University

Given the increasing diversity within schools, systems thinking is a framework for seeing wholes. This study explores systems thinking among school position holders—teachers who have management responsibility for a team of teachers or for an aspect of the school’s work. Interviews were held with 93 school position holders. Findings indicated four characteristics of systems thinking among school position holders: (a) leading wholes, (b) adopting a multidimensional view, (c) influencing indirectly, and (d) evaluating significance.

Transitioning From High-Stakes Testing: How Performance-Based Assessment Shapes Instruction, Curriculum, and School Culture. Maria Hantzopoulos, Vassar College; Rosa L. Rivera-McCutchen, Lehman College CUNY; Alia Tyner, Stella and Charles Guttman Community College, CUNY

As high stakes tests are called into question, we examine how school actors newly admitted into the New York Performance Based Standards Consortium negotiate the complicated processes of transitioning away from the NYS Regents tests, extracting keen insight for educational research and those most implicated in these policy changes.

A First Look at the 5 Essentials in Illinois Schools. Molly Gordon, Joshua Klugman, Susan Sporte, Penny B. Sebring (University of Chicago)

Research done in Chicago has concluded that five essential aspects of the schools’ organization facilitate engaging instruction and learning: effective leadership, collaborative teachers, involved families, supportive environments, and ambitious instruction. We address two research questions: (a) How does strength and weakness on the five essentials vary according to urbanicity, size of school, and socioeconomic characteristics of school communities; and (b) are the five essentials
related to student outcomes?

Perceptions of School Test Coordinators on Implementing a High-Stakes Computer-Based Testing Program. Tiffany Hogan, Janice Fournillier, Chris Oshima (Georgia State University)

School leaders are faced with the challenge of implementing educational policies that impact their school districts, schools, and communities. This study examined the perceptions of school test coordinators on implementing a high-stakes computer-based testing program. In this study, test coordinators shared their experiences with high-stakes testing and responded to simulated results from a computer-adaptive test. Findings provided support for including practitioners in the discourse on educational policy related to computer-based testing programs.

Chair:
Jane Clark Lindle, Clemson University

116. New Directions for Leadership Preparation
Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: La Jolla AB

Participants:
Preparing Leaders for the Schools We Need: Redesigning a Superintendent Preparation Program. Barry Aidman, Texas State University; Denise Collier, Texas State University

Faced with changing contexts, growing demands for accountability, and competition from online providers, educational leadership preparation programs must provide high quality, convenient, cost-effective, and relevant instruction and experiences in order to fulfill their missions. This qualitative case study examines how one university responded to this compelling need by redesigning its superintendent preparation program. The results highlight key factors that contributed to the redesign, critical changes to the curriculum and delivery model, and ongoing efforts for improvement.

Lessons Learned From a Decade of Principal Preparation. Nicole Limperopulos, Teachers College, Columbia University; Phillip A. Smith, Teachers College, Columbia University

The purpose of this qualitative case study is to explore students’ perceptions about the quality and effectiveness of Urban Principals Prep (UPP), an innovative principal preparation program. Although the study is ongoing, the preliminary results indicate (a) students reaffirmed their decision to enroll in UPP, (b) the co-teaching model provided students with access to research faculty and successful practitioners, and (c) the cohort model was critical to students’ experience in UPP.

Relating Motivation Research to Culturally Responsive Leadership Preparation. Margery B. Ginsberg, University of Illinois at Chicago; Jason Andrew Swanson, University of Illinois at Chicago

The purpose of this paper is to describe the extent to which a school-university partnership supported three principals’ facilitation of professional development in culturally responsive pedagogy. Our findings suggest that by promoting home visits and shadowing learners, collaborating on lesson designs and lesson studies, and engaging families as instructional partners, principals can deepen teachers’ understanding of culturally responsive pedagogy.

Leadership Studies or Principal Licensure? Mismatches in Institutional Production and Employment Outcomes Across Three State Contexts. William R. Black, University of South Florida; Arnold Danzig, Arizona State University/San Jose State University

This research examines institutional production and distribution of initial building-level administrative licensure across institutions of higher education in two state contexts (Indiana, Minnesota). We also examine employment outcomes in both states and from one large institution in the Tampa Bay, Florida area in order to identify patterns and areas for further research and policy deliberation. The research in all three states provides a snapshot of initial career paths of individuals prepared by university preparation programs.

Chair:
117. Exploring the Complexities of Instructional Leadership

Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Old Town AB

Participants:
Mindful Instructional Leadership: Initial Factor Analysis and Results of a Statewide Survey of Principals. Jennifer Rodriguez, Washington State University; Gordon Gates, Washington State University; Sharon Kruse, Washington State University; Kathleen Luckett, Loudon County Schools

Research on instructional leadership and mindfulness call for inquiry and instrument development to further understanding of practices and beliefs that support improvement of teaching and learning. The paper presents a literature review and procedures used in constructing a new tool. Results of a statewide survey of principals are reported including principal component, validity, and reliability analysis of scores. The study provides initial support for measurement of mindful instructional leadership.

Pedagogy as Tension: Leadership Implications for a Post-Standardized Education. Jeffry King, Texas State University

This paper challenges educational leaders to begin to re-imagine the place and practice of pedagogy as tension within the learning environment. Rather than defining pedagogy by standardized processes and products, educators need to recognize pedagogy as situated within the tension between pedagogical elements and actors. A post-structural theoretical framework identifies six elements as participants in the creation of pedagogical tension. These six elements are then applied to the context of educational leadership.

On the Fence: A Portraiture of an Effective Principal Balancing Instructional and Social Justice Leadership. David DeMatthews, University of Texas at El Paso; Elena Izquierdo, University of Texas at El Paso

This paper presents a portraiture of a veteran Mexican American female principal working along the U.S./Texas–Mexico border and her career-long engagement with equity issues inside and outside her elementary school. We draw on scholarship related to instructional leadership and social justice leadership to explore her lived experiences, practices, and approaches toward leadership and school improvement.

Leading Learning at the Edges of the Educational Neuroscience Frontier. Linda L. Lyman, Illinois State University

The paper reports findings from a national web-based survey of educational leadership department chairs to explore attitudes and beliefs about inclusion of recent findings of educational neuroscience in principal preparation programs. The author argues that inclusion of educational neuroscience concepts will enhance learning and extend social justice when deficit thinking educators, who believe intelligence is fixed at birth, are confronted with the meaning of the neuroplasticity of the brain.

Chair:
Jennifer Clayton, The George Washington University


Symposium
8:00 to 9:10 am
Manchester Grand Hyatt: Seaport A

Authors from the Handbook of Research on the Education of School Leaders will discuss the current state of research on leadership preparation, giving particular attention to historical context of this literature base, the social and political contexts impacting both research and preparation, the influence of alternative leadership development organizations, and global trends in educational leadership development.
119. Promoting Highly Effective Teachers Through Empowerment

Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Seaport B

Participants:

A Complete Measure of Teacher Empowerment: Examining Teachers’ Participative Decision Making in Alabama. Jing Liu, Pennsylvania State University

This study presents and empirically examines a theoretical framework modeling the definition of teacher empowerment. Data from Alabama is used to test the model consistency. The CFA model fits the Alabama data reasonably well both and separately at technical and managerial domains. Further, the difference between teacher empowerment at technical and managerial domains is examined. In addition, the discrepancy between desired and actual involvement in decision making will be examined and compared by groups.

Curricular (Dis)Engagement of Highly Effective Teachers in Low Performing Schools. Andrew Bratspis, University of South Florida

The purpose of this research was to determine the affects and effects that curricular (dis)engagement had on highly effective teachers in low performing schools. In this phenomenological case study, the researcher purposefully selected three exemplar teachers who were teaching at a school considered ‘failing’. The teachers expressed emotional distress, exhaustion, frustration, and fear when attempting to navigate working in a failing context.

Teacher Self-Regulatory Climate (TSRC): Conceptualizing an Indicator of Leader Support for Teachers’ Learning and Development. Timothy G. Ford, University of Oklahoma; Jordan K. Ware, University of Oklahoma

Studies that examine leaders’ fostering of school conditions which affect teacher learning often lack a viable social-psychological theory to explain how these actions specifically support teachers’ psychological needs as learners. We apply a Self-determination theory framework to the conceptualization of a new construct, TSRC. TSRC is defined as a set of school-wide organizational and normative conditions, formed through teacher and leader actions, capable of addressing teachers’ psychological needs for learning and development.

Post Arab Spring: A Transnational Case Study on Teacher Leadership. Nahed Aaed AbdelRahman, Beverly J. Irby, Rafael Lara-Alecio, Fuhui Tong (Texas A&M University)

In Egypt, teachers receive professional development (PD) on leadership tasks mainly when they are promoted to higher administrative positions. On January 25, 2011, demonstrations occupied all Egypt streets as part of Arab Spring in which people clamored for democracy, and social justice. Arab Spring was a significant juncture for teachers in Egypt. Thousands of teachers demonstrated for educational improvement, pedagogical quality, and better salaries. We inquired how teachers perceived their PD Pre and Post Arab Spring.

Chair:
120. Educating Marginalized Children in Inclusive Transcultural Spaces
Symposium
8:00 to 9:10 am
Manchester Grand Hyatt: Seaport C
This symposium explores how transformative leadership for social justice can effectively and equitably address the educational needs of minoritized students. The first three papers will bring data regarding many students who are marginalized and excluded (LGBTQ, Black males, deaf and hard of hearing students). The final two papers educational leaders’ activism in two large urban areas, by exploring how critically reflective and engaged educational leadership can provide more equitable pedagogy for all children.
Participants:
The Promise of Transformative Leadership in Creating Safe and Supportive Schools for Queer Youth. Thomas Zook, Wayne State University
Diversifying Educational Leadership to Better Serve African American Males. James E. Vines, Clemson University
Transformative Leadership as a Turn-Around Strategy. Carolyn M. Shields, Wayne State University
Pedagogies/Curriculum for Cultural Competence, Transformation and Social Justice. Maysaa Barakat, Ira E. Bogotch, Dilys Schoorman (Florida Atlantic University)
Chair:
Carolyn M. Shields, Wayne State University

121. Deconstructing Civil Liberties and Freedoms
Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Seaport F
Participants:
The Civil Rights of Homebound Students Under Section 504. Benjamin Craig Lustig, University of Iowa
The purpose of this study was to determine the procedural and substantive rights of students in homebound instructional placements under Section 504 in order to develop policy guidelines for school administrators and training materials for school leadership preparation programs in higher education. Specifically, What civil rights do students in homebound instructional placements have under Section 504? Professional guidelines and training objectives for school administrators and preparation programs are described.
Chinese Students’ Perceptions of Freedom of Expression: Implications for Comparative Research on Civil Liberties. Mario Sergio Torres, Lixia Qin, Jessica Yue (Texas A&M University)
This study explored the attitudes and perceptions of 838 Chinese high school students regarding freedom of expression from both urban and rural areas within the Shaanxi Province in northwest China. The study first examined evidence of validity and reliability of the survey by using factor analysis and Rasch analysis. A 2 (Gender) X 2 (Grade) X 2 (Region) factorial ANOVA was used to explore general differences across gender, grade and region groups.
“No Promo Homo”: Religion and the Politics of Texas Schools. Michael Andrew Thorson, Jr., Conroe Independent School District; Catherine A. Lugg, Rutgers University
In Texas, conservative politics and fundamentalist Christianity have promoted and passed “no homo promo” statutes that ban the promotion of homosexuality within Texas public schools. This can have serious consequences for LGBTQ students in Texas public schools. This paper utilizes Queer Theory and Queer Legal Theory to challenge fixed categories and normative viewpoints in regards to sexual orientation that can influence public school policies, practices, and curriculum.
Merekouremeken Kihoe —“You Are Welcome Here”: Segregation and a Rural Native American
This paper is to examine the interconnectedness of the transcultural and transnational factors of Native American adolescents attending a public, rural, segregated, public charter school. For those tribe members who are racially or ethnically mixed the intersection between the transnational and transcultural spaces can be very unclear. This paper examines a Native American rural school and attempt to identify how adolescents navigate cross-cultural, transnational, and transcultural spaces across racial, geographical, political, historical, and socio-economic spaces.

Chair:
Elizabeth C. Reilly, Loyola Marymount University


Symposium
8:00 to 9:10 am
Manchester Grand Hyatt: Seaport G

This symposium will present four papers based on the findings from the National Latina/o Leadership Project’s Spring 2015 Survey of Texas Latina/o Educational Leaders. Information concerning positions held, leadership styles, career paths, race/ethnicity identity, the intersection of professional identity and race/ethnicity, gender, and the instructional leadership practices of Latina/o school and district leaders will be described. Collectively, these papers contribute to further our understanding of how “multiple identities shape leaders and the populations they serve.”

Participants:
Latino/a Educatioanl Leaders in Texas: An Overview of 2015 NLLP Data. Frank Hernandez, University of Texas of the Permian Basin
Latina/o School Principals and the Intersectionality of Professional Identity and Race. Elizabeth T. Murakami, Texas A&M University, San Antonio; Fernando Valle, Texas Tech University; Irma Almager, Texas Tech University

Las Mujeres: Latina Educational Leaders in Texas. Irma Almager, Texas Tech University; Sylvia Mendez-Morse, Texas Tech University; Elizabeth T. Murakami, Texas A&M University, San Antonio

Latina/o School Principals as Instructional Leaders. Juan Manuel Niño, University of Texas at San Antonio; Frank Hernandez, University of Texas of the Permian Basin; Fernando Valle, Texas Tech University

Chair: Mónica Byrne-Jiménez, Hofstra University

123. Immersive Online Simulations: A Scalable, Innovative Tool to Promote Critical Conversations Around Leadership Decision-Making

Innovative Session / Mini-Workshop
8:00 to 9:10 am
Manchester Grand Hyatt: Seaport H

Participants will begin this session by being immersed in a first-person, multimedia simulation based on an authentic leadership problem of practice. Throughout the simulation, participants will engage in dialogs around leadership decision-making strategies and theories of practice. Following the shared immersive experience, the process will be debriefed and the use of simulations in leadership preparation programs and in-service professional learning will be discussed.

Chair: Michael Johanek, University of Pennsylvania

Participants:
- Michael Johanek, University of Pennsylvania
- Paulo Volante, Pontificia Universidad Católica de Chile
- Luis Valenzuela, Pontificia Universidad Católica de Chile
- Wilbur Parker, Bowie State University
- Eric Bernstein, University of Connecticut

124. General Session II: UCEA Presidential Address featuring UCEA President Noelle Witherspoon Arnold

Special Session
9:20 to 10:30 am
Manchester Grand Hyatt: Seaport DE

Please join us to hear President Noelle Witherspoon Arnold's address: “Margins, Movements, and the ‘Doing’ of Dignity: New Frontiers for Risk-Taking in Educational Leadership.” Events since the last convention have highlighted the responsibility to foster and defend the multiple identities, humanity, and dignity of others. This responsibility requires a movement. Join Noelle in a conversation on UCEA forging new frontiers of risk and the critical role of educational leadership, policy, and practice in the equation of risk + margin + movement = dignity.

Keynote: Noelle Witherspoon Arnold, The Ohio State University

Introduction: Mark A. Gooden, University of Texas at Austin

125. Developing Systemic Leadership Capacity

Paper Session
10:40 to 11:50 am
Manchester Grand Hyatt: Balboa A

Participants:
Changing Lives, Becoming Intercultural: Building Leadership Capacity Through School-Based Study
Abroad Immersion Experiences. Roma B. Angel, Appalachian State University; Jessica Marie Gilway, Appalachian State University
This study emphasizes the essential nature of implementing intercultural immersion experiences at the beginning of the teacher-leader preparation journey so that the personal and professional competence gained from such experiences can have a continual and lasting impact on the leadership capacity of school professionals. This paper supports building leadership capacity for culturally inclusive schools through undergraduate international teaching experiences contributing to the limited literature exploring the longitudinal impact of intercultural immersion experiences well beyond graduation.

Forgotten Leaders: An Urgency of On-the-Job Professional Development for Assistant Principals. Anna Sun, Rowan University
This study is a focus on what assistant principals think they should be performing at school and on how principals may help APs, on the job, to advance their professional development via mentoring. The study shows that APs view their daily work as being insufficient for preparing them to assume an instructional leadership role. The working relationships between APs and their principals seem to deprive their opportunities to avail themselves of a well-rounded professional development.

The Northern Kentucky Assistant Principals’ Network: Professional Learning for Future School Leaders. James G. Allen, Northern Kentucky University; Rosa Weaver, Northern Kentucky University
The purpose of this study was to explore the professional development needs of assistant principals in the northern Kentucky region in preparation for the launch of the Northern Kentucky Assistant Principals’ Network (APN), a unique and innovative program to support their leadership development. We will discuss how the APN has provided effective and ongoing professional development programming and networking opportunities for these school leaders.

Deploying Proven Principals as Leader Developers: A Strategic Approach to Leadership Development and District Improvement. Richard Gonzales, University of Connecticut; Bradley W. Davis, University of Texas at Arlington; Ysanne Williams, University of Texas at Arlington
Principals deployed in a leader developer capacity serve as collaborators, teachers, and role models for expanding the knowledge, skills, dispositions, and efficacy of aspiring school leaders to whom they have been strategically assigned to mentor. The purpose of this conceptual paper is to promote the leader developer concept and to look beyond the influence that principals have on their campuses, by highlighting the role they can play in cultivating a district-wide leadership talent pool.

Chair: Leigh Ellen Wallace, University of Wisconsin-Milwaukee

126. Reframing School Leadership for Social Responsibility
Paper Session
10:40 to 11:50 am
Manchester Grand Hyatt: Balboa B
Participants:
Understanding Ethical Drift in Educational Leadership. Patrick M. Jenlink, Stephen F. Austin State University; Karen Embry Jenlink, Stephen F. Austin State University
The study reported examines the nature of ethical drift in leadership practice and how ethical dilemma cases in leadership preparation advance moral literacy in educational leaders. A two-tier case study design was used. Tier 1 examined ethical drift, moral literacy, and ethical dilemma perspectives in relation to fostering moral literacy in leadership. Tier 2 examined the implications of participants’ experience in self-examining ethical drift and self-authoring ethical dilemma cases as a pedagogical strategy.

Leadership for Green Schools: Extending School Leadership Standards for Whole School Sustainability. Cynthia Uline, San Diego State University; Lisa A. W. Kensler, Auburn
University

The purpose of this paper is to present an introduction and overview of school leadership for whole school sustainability (WSS). Written as a primer for current educational leaders and those who prepare school leaders, this paper will provide a comprehensive introduction to green schools and WSS, framed according to the essential functions of the educational enterprise. The paper will provide an introduction to tools for advancing sustainability goals and purposes via school leadership.


Neoliberal reforms of public education do more than shape policy and curriculum; they also influence educators’ understanding of themselves as professionals. This article explores the effects of Neoliberal policies and New Public Management practices on teachers and principals and the ways they result in a “new professionalism.” The authors provide a framework for studying how these new policies and practices might be resisted.

Judicial Interpretations of Opportunity: Overcoming Traditional Political Culture to Advocate for Improved Practice. Robert C. Knoeppel, Misty B. Soles, Jane Clark Lindle (Clemson University)

This paper considers the recent South Carolina Supreme Court decision in Abbeville II based on Elazar’s political culture framework. The 3-2 decision is an anomaly within South Carolina’s traditionalistic political culture, which has provided a deviant case for analysis. The majority’s opinion may signal a political shift, while the dissenting opinion and supporting data supports South Carolina’s traditional political culture.

Chair: Lisa Bass, North Carolina State University

127. Overcoming the “Tyranny of the OR” in Post-PhD Career Planning: How to Remain Engaged in the Worlds of Research and Practice

Special Session
10:40 to 11:50 am
Manchester Grand Hyatt: Balboa C

Earning an advanced degree opens up doors to many new job opportunities including but not limited to the professoriate. Over the last few years, UCEA graduate students have requested a session that provides an opportunity to learn about the job prospects for them beyond academia. Many students have expressed concerns about making a choice to work in either research or practice, but the participants in this session challenge that notion, and want to share with you how their work bridges this divide in various ways. Attendees will hear about the paths taken by scholars who are engaged in both scholarly research and educational leadership policy and practice in addition to conversation to ask whatever questions are on your mind as you prepare to take next steps in your career path.

Chair: Michael Salmonowicz, KIPP Chicago

Participants:
Gina Ikemoto, New Leaders
Matt Clifford, American Institutes for Research

128. Leadership in the Face of Segregation

Paper Session
10:40 to 11:50 am
Manchester Grand Hyatt: Gas Lamp A

Participants:
Segregation in Arizona: Documenting the Trajectory of Segregation in a Majority-Minority State. Jeanne M. Powers, Arizona State University

I analyze demographic and segregation trends in Arizona’s public schools 1990–2012 using
exposure and isolation indexes. Arizona has undergone a significant demographic shift, yet its public schools remain segregated. Minority students are increasingly concentrated in predominantly minority schools. Arizona’s public schools are also segregated by race and poverty simultaneously.

Southern White and African-American Female Educators Growing up in Segregated and Desegregated Era: Cross-Cultural Narrative. Dayan Durrant, Stephen F. Austin State University; Chetanath Gautam, Stephen F. Austin State University; Chance D Mays, Mountain Enterprise High School; Michael Wicker, Stephen F. Austin State University

The purpose of this narrative inquiry is to uncover the lived experiences of two participants from different cultures who grew up in an era of segregation and desegregation in a rural southern state. Through this study, we are hoping identify the journey of two female educators of cross-cultural background who share a single background of being from the same southern state.

School Leadership and Resource Allocation in Segregated Schools in the U.S. South. Sheneka M. Williams, University of Georgia; Ain Grooms, University of Georgia

The purpose of this paper is to examine how school leaders in the rural U.S. South allocate Title I dollars in their schools. More specifically, this proposal will juxtapose the allocation of Title I dollars against the academic achievement of African American students enrolled in segregated schools in the rural South. The ultimate purpose of this proposal is to contribute to the literature on resource allocation, placism, and race as they relate to educational leadership.

Chair:
Casey Cobb, University of Connecticut

129. Rethinking Educational Policy for Marginalized Student Populations

Paper Session
10:40 to 11:50 am
Manchester Grand Hyatt: Gas Lamp B

Participants:
Reframing Policy Discourse on the School-to-Prison Pipeline: School Disciplinary Policy Reform in Texas. Wei-Ling Sun, University of Texas at Austin; Brenda Rubio, University of Texas at Austin

Critical discourse and critical policy analyses deconstruct the political discourse of the school disciplinary policy reform in 2013 and 2015 Texas legislation sessions on SB 393 and SB 106. Although the counter-discourse of the reform shows individual financial interests, major findings reflect the concerns about the injustice of school disciplinary policy in Texas, the necessity to decriminalizing students, and the ideology of discipline and control.

English Language Learners and Arizona's Restrictive Language Policy. Leah Dardis, University of Arizona

The purpose of this study is to examine an elementary school principals’ perceptions of language and how those perceptions influence educational opportunities provided for English language learners in S. Arizona elementary schools with high populations of second language learners. In particular, I am interested in elementary school leaders’ perceptions of language, quality instruction, how instruction is used to promote or discount language and the influence of leaders on curriculum and instruction in second language programs.


This paper will examine the ways the contexts of schools shaped the attendance policy practice in two school districts. In addition, this paper will examine how the district administrators’ backgrounds and biographies played a critical role in their sensemaking about the local contexts and in policy practice. This study explores how these discourses and sensemaking about the broader social contexts may yield inequitable policies,
practices, and consequences for poor and minority children and families.

**Education Superintendents’ Vision Casting on Free Lunch for All Children in Korea: Political Rhetoric or Reality?** Hye-Sook Kim, Yonsei University; Dong-Yup Lee, Korea Educational Development Institute; Chan-Soo Moon, Yonsei University

The purpose of this study is to examine the socio-political and educational implication of the “Free Lunch for All Children (FLAC)” policy promoted by Education Superintendents (ES). The qualitative content analysis was used to analyze 33 elected ES's campaign promises and 682 major newspaper articles. Findings indicate that differing political orientations of ES have contributed to the FLAC implementation and support the conclusion that FLAC was not a well-thought-out educational policy but an election-winning strategy.

**Chair:**
Vonzell Agosto, University of South Florida

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**130. District Leaders’ Roles in Striving for System-Wide Improvement**

**Paper Session**

10:40 to 11:50 am

Manchester Grand Hyatt: Gas Lamp CD

**Participants:**

**Urban District Central Office’s Role in Instructional Improvement: A Review of the Literature.** Jessica G Rigby, University of Washington; Erin Henrick, Vanderbilt University

This is a review of the literature on the relationship between district central offices and instructional improvement. We both trace the methodology and theory building over time and do an in-depth analysis of research in the last decade. We identified four main approaches to the relationship in the literature (N = 137): effectiveness, scale, change, and participation. This review builds a conceptual argument around how to approach this work moving forward.

**Three Archetypes for Understanding How Urban School District Superintendents Approach Their Leadership and Policy Implementation Roles.** Samantha Elizabeth Holquist, University of Minnesota-Twin Cities

I propose an analysis to develop an understanding for how urban superintendents, in diverse transcultural districts, can implement reform policies. Such policies are highly scrutinized, and the leadership style utilized in advancing them has material consequences on how they are carried out. I identify three leadership archetypes, and I use a case study to counterfactually assess the impact that each of these archetypes has on an urban superintendent’s ability to navigate the policy implementation process.

**Pushing Back: A Case Study of One School System’s Response to State Level Teacher Policy.** Amanda Marie Slaten Frasier, Michigan State University

Twelve months of board sessions from a large school system in North Carolina, which has a highly turbulent political past, are analyzed. Governance has become more centralized following Race to the Top funding, challenging local control over workforce decisions and market. The board becomes galvanized in efforts to protect and maintain its teaching force by exercising its political power and making public appeals. The board frames the problem in the following ways: Personal, Economic, Social Welfare, and Community Pride/Advancement.

**Striving for Equity—Superintendent Leadership to Shrink Achievement Gaps.** David Brazer, Stanford University; Robert G. Smith, George Mason University

Despite claims that the U.S. system of public education is broken, we have found 13 superintendents who have been unusually successful in their efforts to narrow achievement gaps of many different types. This paper presents findings regarding these superintendent’s strategies, tactics, success, and frustrations. Conclusions are of interest to scholars and practitioners alike.

**Chair:**
Andrea K. Rorrer, University of Utah

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**131. Leadership Standards and Evaluation**

**Paper Session**
10:40 to 11:50 am
Manchester Grand Hyatt: La Jolla AB

Participants:
Professional Standards for Principals in China: A Policy Analysis of the Development of Principal Standards. Leslie W. Grant, College of William & Mary; Xianxuan Xu, Stronge & Associates, LLC; Shujie Liu, Qufu Normal University; James H. Stronge, College of William & Mary

The purpose of the study is to explore the development of the 2013 China Ministry of Education principal standards from a policy perspective. We investigated the development process and the principles contained therein through a policy lens by using a cross-cultural comparative analysis with the United States. Our historical review and analysis revealed that China followed a systematic process for the development of the standards, relying on standards development processes in other countries.

The New ISLLC Standards, Competing Pyramids, and the Improvement of Educational Leadership Preparation. Steve P. Gordon, Texas State University; Karen Taylor Backor, Schreiner University; Susan M. Croteau, Texas State University

This paper compares educational leadership preparation program content suggested by the new ISLLC standards to traditional program content; uses multiple literature reviews in subfields of educational leadership to expand on the skeletal nature of the ISLLC standards and describe a program of study designed to meet the standards; compares program content suggested by the ISLLC standards to 50 current principal preparation programs; and identifies areas of the reform movement that the standards do not address.

Principal Licensure Exams as Barriers to Entry and Predictors of Principal Job Performance. Jason Grissom, Hajime Mitani, Richard Blissett (Vanderbilt University)

Despite the widespread usage of the School Leaders Licensure Assessment for principal licensure, we know little about its role in screening principal candidates and signaling their future job performance. We investigate these issues by merging longitudinal personnel and student data with score histories from approximately 8,000 Tennessee principal candidates. We find that non-White test-takers meet minimum score requirements at substantially lower rates than Whites. Candidates’ test scores are largely uncorrelated with future job performance measures.

Early Effects of the Massachusetts Performance Assessment for Leaders. Jack Leonard, University of Massachusetts-Boston

Massachusetts is now introducing the nation’s first high-stakes, end-of-the-pipeline, performance assessment for school leaders. Student surveys from five institutions, faculty interviews, and personal journal notes were used to answer the question, “In what ways is the PAL changing the preparation of new school leaders in graduate programs of educational administration?” Early results suggested that the test stifled creativity, absorbed class time, and did not promise to improve school leader quality, while devaluing instructors and supervising practitioners.

Chair:
Linda L. Lyman, Illinois State University

132. Maximizing Student Experiences in Schools
Paper Session
10:40 to 11:50 am
Manchester Grand Hyatt: Old Town AB

Participants:
Longitudinal Evidence on the Long-Term Effects of School Safety. Samantha Viano, Vanderbilt University

The school experience is a particularly salient aspect of the educational experience that has the potential to affect student outcomes. We focus on student’s feelings of safety in school to investigate if student perceptions of safety in high school is associated with outcomes in early adulthood. Using longitudinal data that follows a nationwide sample
over 10 years, we find that students who feel unsafe in school are predicted to have lowered socioeconomic attainment over time.

Mentoring Student Leadership: A Comparative Case Study of Student Success Development. Renee Elyse Westlake, Montana State University; William G. Ruff, Montana State University
This study examined how participation in programs that mentor student leadership contributes to the development of student success as defined by the portraits of the Common Core State Standards (Wilhoit, 2010). Using a comparative case study design two high school programs revealed a snapshot of the development of student leadership. Five themes of student leadership emerged: citizenship, communication, collaboration, representing the group, and modeling the way for others.

School Processes and Student Disengagement: A National Study Based on SASS 2011-12 Data. Shen Qin, Jiangan Xia, Yan Xia (University of Nebraska-Lincoln)
This study examined the associations between student disengagement and six school processes. Based on the evidence from a large-scale national data, we found that among the six school processes, the most significant and strong impacts on student disengagement were from staff collegiality and working conditions, and the medium impacts were from parental involvement and classroom control. But no significant impacts were identified from the school level administrative support and teachers’ school-level influences.

Utilizing Maslow’s Hierarchy of Needs to Drive Mutually Beneficial School and Community Transformation. Thad Michael Dugan, University of Arizona
This study responds to critiques of social justice efforts (Capper & Young, 2014; Dugan, 2014) focused on both community and school transformation. This study presents socially just leadership practices that developed a school climate and culture that is familial, inclusive, and engages the greater community. This case provides insight into how Maslow’s Theory of Motivation was leveraged to create an inclusive community culture and high achievement for all students.

Chair:
Anne Marie FitzGerald, Duquesne University

133. The Handbook of Research on the Education of School Leaders: Research of the Features of Leadership Preparation
Ignite Session
10:40 to 11:50 am
Manchester Grand Hyatt: Seaport A
In this special UCEA Ignite session, contributors to the Handbook of Research on the Education of School Leaders will provide snapshots of the empirical research base on significant preparation program features. Participants will articulate the things we know about preparation as well as highlight significant areas where future research is needed. Subsequent to the publication of this second edition of the Research Handbook in 2016, UCEA will be launching a research initiative intended to fill some of the identified gaps.

Participants:
The Recruitment, Selection and Placement of Educational Leadership Candidates. Ed Fuller, Pennsylvania State University/UCEA; Amy Reynolds, University of Virginia; Ann O’Doherty, University of Washington
Educational Leadership Faculty. Martha M. McCarthy, Loyola Marymount University; Donald G. Hackmann, University of Illinois at Urbana-Champaign; Joel Robert Malin, University of Illinois
Educational Leadership Curriculum. Rose Ylimaki, University of Arizona; James E. Henderson, Duquesne University
Educational Leadership Pedagogy. Mark A. Gooden, University of Texas at Austin; Pamela D. Tucker, University of Virginia/UCEA; Mónica Byrne-Jiménez, Hofstra University
Technology and Leadership Preparation. Sara L. Dexter, University of Virginia; Jayson Richardson, University of Kentucky; John Beuhring Nash, University of Kentucky
Clinical Practice. Bruce Barnett, University of Texas at San Antonio; Daniel Reyes-Guerra, Florida Atlantic University
Developing the Leadership Pipeline: Comprehensive Leadership Development. Susan Korach, University of Denver; Shelby Cosner, University of Illinois at Chicago

Program Evaluation. Liz Hollingworth, University of Iowa; Diana G. Pounder, University of Central Arkansas; Andrea K. Rorrer, University of Utah; Yongmei Ni, University of Utah

Candidate Assessment. Margaret Terry Orr, Bank Street College; Julia N. Ballenger, Texas A&M University; Jennifer Friend, University of Missouri-Kansas City

Chairs:
Gary M. Crow, Indiana University
Michelle D. Young, UCEA/University of Virginia

134. Reframing Community Partnerships in Education: Uniting the Power of Place and Wisdom of People

Symposium
10:40 to 11:50 am
Manchester Grand Hyatt: Seaport B

The Community Learning Exchange (CLE) process employs pedagogical practices for the purpose of engaging new practices to create new, meaningful school and community partnerships. This symposium uncovers narratives of students, teachers, parents, and community members teaching and learning in a community context. Lessons focus on relationship building through examination of strengths and assets in communities, and through exploring the narrative and history of the community.

Participants:
Ecological Framework for Reframing Community Partnerships. Matthew Militello, East Carolina University
Ecology of Self: Exploring the Learner as a Unit of Analysis. Chris Janson, University of North Florida
Ecology of Organization: Families, Schools and Social Groups as Mediating Forces for Development. Miguel Angel Guajardo, Texas State University
Ecology of Community: Neighborhoods, Culture and Politics as Influence on Development. Francisco Guajardo, University of Texas Pan American

Chair:
Matthew Militello, East Carolina University

135. The Evils of Accountability

Paper Session
10:40 to 11:50 am
Manchester Grand Hyatt: Seaport C

Participants:
Beyond the Cacophony of State Takeovers: The Case of Minority Districts and the Constitution. Joseph Oluwole, Montclair State University

It has been argued that many American schools are in a desperate crisis, especially schools located in minority school districts. Some critics argue that these schools are failing academically and should be state run. This paper examines whether certain instances of state takeovers of minority school districts violate the United States Constitution. Using a critical analysis of precedents, the paper will present guidelines for identifying the constitutional boundaries of state takeovers of minority school districts.

Under Pressure in Atlanta: School Accountability and Disability Practices During the Cheating Scandal. Andrew Saultz, Miami University; Brittany Aronson, Miami University; Kristin Marie Murphy, University of Massachusetts-Boston

This study explores school accountability pressure and disability practices in the Atlanta Public Schools (APS) during the 2008-2009 school year. In 2011, a report issued by the Georgia Bureau of Investigation confirmed a widespread cheating scandal among
teachers, principals, and administrators in the APS. Our goal is to analyze the disability referrals and identification in the district.

Chris Willis, Bowling Green State University; William Kyle Ingle, University of Louisville; Ann Herd, University of Louisville
Guided by Honig and Hatch’s (2004) conceptualization of bridging and buffering, we undertook an analysis of reduction in force (RIF) provisions from 546 Ohio teacher collective bargaining agreements. We asked: Are the most disadvantaged school districts providing greater protections to tenured teachers when making RIF decisions? Logistic regression analysis revealed a negative relationship ($p < .05$) between free and reduced-price lunch enrollment and bridging to state efforts to reform the use of seniority alone in RIF decisions.

Active Accountees: Understanding How School Leaders Mediate and Respond to Multiple Accountabilities. Alexander Mishra Hoffman, AleDev Consulting
This paper reports the latest findings of a multi-phase study into the complexities of accountability, as faced by practicing school leaders. It shows the multiple ways that accountee school leaders are active in the monitoring and enforcement of accountabilities externally imposed upon them, even as accountees. Accountabilities include those in formal paradigms (e.g., regulatory, organizational) and informal paradigms (e.g., relationship-based and introspective). Applications of findings to other educational accountees (e.g., teachers, students) are also discussed.

The Politics of Opting out of Standardized Testing in Ohio. Andrew Saultz, Miami University; Michael P. Evans, Miami University
Opting out of standardized tests is getting a lot of national attention. This study is designed to learn more about the families in Ohio who are opting out of the PARCC, key factors that have influenced their decision-making, and their overall rationale to inform future educational policy and school family engagement.

Chair: Margaret Grogan, Claremont Graduate University

136. Transcultural Encounters: Leadership as “Subversion That Matters”
Symposium
10:40 to 11:50 am
Manchester Grand Hyatt: Seaport F
This symposium brings together research focused on transcultural and transnational encounters in multiple school contexts. The papers highlight leadership in particular historical, political, and socio-cultural contexts including school desegregation in south Texas, desegregation in Las Vegas, school administrator advocacy on the U.S.–Mexico border facing “Mexodonts,” and school and community leadership of a Texas Vietnamese community. In particular, the symposium illuminates how leadership from minoritized communities are often enacted through “subversions that matter.”

Participants:
White Women, Black Students, and School Desegregation: Transcultural Encounters and Advocacy Leadership in the West. Sonya Douglass Horsford, George Mason University; Carrie Sampson, University of Nevada–Las Vegas
Leading U.S.–Mexico Border Schools in the Face of the “Mexodous”: Advocating for the Education of the Disenfranchised. Fernando Valle, Texas Tech University
(Trans)Generational and (Trans)Cultural Leadership: Embracing Critical, Chicana/o-Centric Frameworks in the (Re)Making of Educational Opportunity. Enrique Aleman, University of Utah
Leadership Lessons From the “Prudent Subaltern”: Critical Policy Appropriations at the Transnational/Transcultural Texas-Vietnamese School Border. Thu Suong Nguyen, Indiana University School of Education-IUPUI; Brendan David Maxcy, Indiana University School of Education-IUPUI
Chair: Thu Suong Nguyen, Indiana University School of Education-IUPUI
137. Changing Leadership Preparation in the EdD
Paper Session
10:40 to 11:50 am
Manchester Grand Hyatt: Seaport G

Participants:
Shifting Profile of Leadership Preparation for the 21st Century. Frank Perrone, University of Virginia; Pamela D. Tucker, University of Virginia/UCEA
This study aims to provide a better understanding of the school leadership pipeline at the national level. Specifically we examine changes in the production of educators with principal licensure, the professional aspirations of those with principal licensure, and whether the level of production in principal licensure degrees is aligned with the need for principals in K-12 schools. We utilize three large-scale datasets covering 2000-2013.

Voices of the New Majority: Singing a New Scholarly Song. Jennifer Maya Haan, Roberto Lozano, Amanda López-Askin, Marlene Melendez (New Mexico State University)
The central aim of this paper is to explore the intersecting voices and experiences of four educational leadership doctoral students in a social justice doctoral program at a Hispanic-serving institution in the Southwest. The four doctoral students engaged in conversations regarding their lived experiences and about the relationship between social justice and educational leadership.

Scaffolding International Comparative EdD Education: Graduating Educational Leaders With a Transcultural Perspective. Michael A. Owens, California Lutheran University; Therese S. Eyermann, California Lutheran University
This case study describes how one institution has intentionally infused comparative education throughout the curriculum to develop reflective educational leaders who understand barriers and opportunities for improved educational access and quality. Findings identify challenges faced by the program as responded to students’ needs and interests, faculty members’ research opportunities and constraints, and rising institutional oversight. Students exposed to the integrated international concepts across the targeted courses felt more confident in working in transcultural settings.

Research Curricula and the Preparation of Future Educational Leaders: Does the Doctoral Degree Type Matter? Susan Troncoso Skidmore, Julie P. Combs, Weena McKenzie, Sandra Coleman, Stacey Edmonson (Sam Houston State University)
Described in this mixed methods study is the research curricula of 127 educational leadership doctoral programs in 73 research extensive public universities. Working from a scholar-practitioner framework, where both practitioner expertise and rigorous scholarship are valued, a comparison of programmatic characteristics by degree type and CPED-membership status was investigated. Although the number of dissertation hours and
total program hours were not substantially different across degree type, research hours by degree type were statistically significantly different.

Chair:
Jill Alexa Perry, University of Pittsburgh

138. Research Capacity Building Mini-Workshop: Incorporating LGBTIQ Topics Into Broader Research Designs within Educational Leadership
Innovative Session / Mini-Workshop
10:40 to 11:50 am
Manchester Grand Hyatt: Seaport H
The purpose of this mini-workshop is to provide resources and build capacity for meaningfully incorporating LGBTIQ topics into existing research designs in educational leadership. The session welcomes researchers who have not yet incorporated LGBTIQ into their research designs and who are interested in doing so. Following a presentation of possible strategies, participants will collaborate in working groups to develop specific methodological strategies for their current research projects. Workshop presenters will offer peer guidance as needed.

Participants:
- Michael Patrick O’Malley, Texas State University
- Colleen Capper, University of Wisconsin-Madison
- Catherine A. Lugg, Rutgers University
- Jason P. Murphy, Rutgers University

Chair:
Tanya Alyson Long, Texas State University

139. UCEA Awards Luncheon
Special Session
12:00 to 1:50 pm
Manchester Grand Hyatt: Seaport DE
This luncheon was established to honor the recipients of UCEA Awards. The UCEA Awards focus on contributions to scholarship, teaching, student development, and the improvement of educational leadership preparation and practice. For a full list of current and past UCEA winners, please see the awards section of the UCEA website (www.ucea.org/opportunity_category/awards).

Emcees:
- Mónica Byrne-Jiménez, Hofstra University
- Ann O’Doherty, University of Washington

140. Hope for Equity for Urban Schools
Paper Session
2:00 to 3:10 pm
Manchester Grand Hyatt: Balboa A
Participants:
Discount Stores, Discount(ed) Communities? An Urban School and the Pursuit of Connected Hope. Craig Martin Peck, University of North Carolina at Greensboro; Ulrich C. Reitzug, University of North Carolina at Greensboro
We investigated how educators at a low-performing school in a southeastern U.S. city engaged with and reacted to parents, community-based organizations, and the surrounding locale during a 3-year, state-sanctioned school turnaround. In the end, the school realized some tangible victories in its pursuit of connected hope, which augurs as the belief that school and community improvement efforts must be inextricably intertwined. We discuss implications.

Filling the Void: A Grounded Theory Approach to Addressing Teacher Recruitment and Retention in Urban Schools. Meredith Lea Wronowski, University of Oklahoma
This research addresses the problem of teacher shortages in urban, high-needs schools. A qualitative, grounded theory methodology was used to develop a two-part model of recruitment
and retention based on interview data. The model recommends that recruitment practices should be directed at locating individuals who have specific personality traits, cultural awareness and acceptance, and who build effective relationships with students. Organizational retention practices should be focused on increasing teacher empowerment within an organizational learning framework.

Distributed Social Justice Leadership: Leveraging the IBDP in an Urban, High-Poverty High School for Equity. Damien Pattenaude, Kristin Shawn Huggins, Katherine Rodela (Washington State University)

A dearth of current empirical research exists related to how principals leading for social justice utilize academically rigorous programs like the IBDP to improve equity, and eventually, academic achievement for the students attending their schools. Artifact, observation, and interview data were collected in a 7-month interaction with school personnel at an urban, high-poverty high school that implemented the IBDP. Results indicate that the principal utilized a distributive leadership approach to increase academic equity.

How Superintendents Use Stories to Promote Positive Change. Barry Aidman, Texas State University

Stories have the potential to help people connect, develop genuine understanding, and unite around common purposes. This paper reports the results of a qualitative case study that examines if, how, when, and why superintendents intentionally use stories as a leadership strategy. Preliminary results indicate that many superintendents use storytelling purposefully in order to develop relationships, build community, promote a culture of improvement, clarify key expectations, and support positive change.

Chair:
Gaetane Jean-Marie, University of Louisville

141. Leaders’ Building Organizational Capacity Through Design-Based Research
Paper Session
2:00 to 3:10 pm
Manchester Grand Hyatt: Balboa B

Participants:

Building Leadership and Organizational Capacity Through Professional Development: A Design-Based Implementation Research Study. Elizabeth Leisy Stosich, Stanford University; Candice Bocala, WestEd; Michelle Forman, Strategic Education Research Partnership

We used a design-based implementation approach to design and improve PD experiences that support school leadership teams in enacting leadership practices and organizational processes that support teacher learning about instruction. Findings from the first year of the intervention surfaced three key challenges in designing experiences for educators that build leadership capacity: maintaining the connection between organizational work and instruction, approaching school leadership team collaboration as joint work, and utilizing a developmental approach to improvement.

Indicators for Effectively Building Networks for Increased Research Use in Practice. Patricia Briscoe, Western University; Katina Pollock, University of Western Ontario; Carol Campbell, Ontario Institute for Studies in Education/University of Toronto; Shasta Carr-Harris, Ontario Institute for Studies in Education

The purpose of this paper is to focus on the social attributes and constrains of building a network between researchers and practitioners. For networks to work, education leaders will need to gain awareness of building networks, to position themselves in to act as resource boundary spanners or knowledge brokers for disconnected educators and become the link to connect research use to practice.

The Development of Design Partnerships for Educational Innovations: Common Reference—Different Worlds. Mahua Baral, University of California, Berkeley

This paper presents the findings of theory-building case study of a unique research–practice partnership. As a large urban school district transitions to the common core,
they established a partnership with a research university to develop an innovative model around professional learning. This paper discusses how the partnership formed and functioned during the first year of implementation.

Improvement Fluency: Surfacing Conceptual Hurdles to Improvement Science. David Laird, Peabody College, Vanderbilt University; Geeta Motilal, University of Witwatersrand

The school reform literature suggests we lack the capability to reproduce successes at scale and that to overcome this hurdle we must prioritize their implementation. Improvement Science is a rigorous set of tools and methods for improving the ability of schools to improve. With a track record of success in delivering systematic improvements in the technically and socially complex field of health care, this work presents reflections from our initial efforts to promote improvement science.

Chair:
Irene H. Yoon, University of Utah

142. Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professoriate

Special Session
2:00 to 3:10 pm
Manchester Grand Hyatt: Balboa C

Are you interested in being a faculty member? Do you wish you had better insights into how the academic job search process works? Do you want practical tips and resources to help you be a better candidate? This session is for you! Please check out the UCEA Job Search Handbook before you arrive (www.ucea.org/opportunities/ucea-job-search-handbook) and other resources for the academic job search in the UCEA Opportunities section (www.ucea.org/ucea-opportunities).

Chair:
John Beuhring Nash, University of Kentucky

Participant:
Jason Salisbury, Iowa State University

143. Student Perceptions and Engagement in Schooling

Paper Session
2:00 to 3:10 pm
Manchester Grand Hyatt: Gas Lamp A

Participants:

Photo-Elicitation: An Alternative Research Method for Investigating Student Perceptions of School. Daniela Torre, Vanderbilt University; Joseph Murphy, Peabody College, Vanderbilt University

This systematic review documents how scholars use Photo-Elicitation Interviews to empower participants and explains how and why PEI should be used by education researchers to support inclusive dialogue. The key features of PEI are that a researcher or a participant takes pictures for use during an interview. PEI allows participants to explain their perceptions of their lived experiences and can be especially useful in understanding the lives of children in schools.

New Frontiers in Leading for Student Belongingness in PK-12 Schools: A Teaching Case Study. Penny L. Tenuto, University of Idaho, Boise; Julie Kay Yamamoto, Vallivue School District; Mary E. Gardiner, University of Idaho, Boise

This original teaching case study focuses on how PK-12 educational leaders can foster a sense of belongingness as part of a socially just and equitable education. The framework includes (a) awareness of students’ need to experience a sense of belonging within complex school environments, (b) educators serving as role models for managing and processing emotion, and (c) educators reflecting on their own identities and social and cultural constructs of emotion as essential to building communities.

Learning in the New Land: School leadership Supporting Refugee Students. Nathern Okilwa, University of Texas at San Antonio; Kerry Haupert, Educational Service Center

The purpose of this study was to examine how an elementary school situated in a large urban
Muslim Girlhood Public Schooling Experiences. Wafa Hozien, Central Michigan University
To gain insight with the bursting U.S. Muslim immigrant population, 30 public high school Muslim females who wear a headscarf or hijab were interviewed in NJ, NY, PA. This mixed methods study examined the ways that these girls view the role of the headscarf in their schooling and how this symbol reflects their attitudes toward their Muslim identity. Subjects were surveyed and interviewed about their school experiences as headscarf wearers, their ethnic self-identifications, and their perceptions.

Chair:
Nathern Okilwa, University of Texas at San Antonio

144. Developing Culturally Responsive Leadership
Paper Session
2:00 to 3:10 pm
Manchester Grand Hyatt: Gas Lamp B
Participants:
Women Faculty in Educational Leadership: Cross Cultural Mentoring and Distributing Leadership. Zorka Karanxha, University of South Florida; Vonzell Agosto, University of South Florida; Laurette Bristol, Catholic College of Mandeville; Christine W. Nganga, South Dakota State University
This study examines the relationship between mentoring and faculty development among women faculty in educational leadership, including creating and using knowledge and activities related to mentoring and professional development in their roles as academics. Three themes emerged from narratives that describe reciprocal learning and development. This paper gives attention to the praxis of women academics from diverse backgrounds who “do leadership and mentoring” work in spite of organizational structures not configured for distributed leadership.
Enacting Social Justice Leadership: One Urban District’s Search for Cultural Competency, Communication Skills, and Commitment. Deena Khalil, Howard University; Elizabeth Brown, William Paterson University
A description of the teacher qualities urban school and district leaders search for as they act from a social justice viewpoint is provided in detail. The authors interpret the other qualities as the 3 Cs: (a) cultural competency, (b) the ability to communicate with the students and parents, and (c) commitment to serve the students in urban communities. Implications for a social justice human resource management paradigm are made at the close of the article.
Latina Culturally Responsive Leadership. Sylvia Mendez-Morse, Texas Tech University; Anna Pedroza, Austin Independent School District
This paper presents Latina educational leaders’ testimonios as they explored and critically reflected on how leadership practice is enriched by cultural background. The authors describe how these dichos exemplify how various leadership actions demonstrate Latina/o culturally responsive leadership practices that contributed to the students’ academic success, and how they relate to research on educational leadership and school transformation. This paper relates to the “fluid nature of leadership” and how identities shape Latina educational leaders work.
Ten Years Later: The Impact of a Doctoral-Level Cultural Immersion Experience on Educational Leadership. Cristine Hinman Chopra, University of Washington; Margery B. Ginsberg, University of Illinois at Chicago
This paper examines how educational leaders can be prompted as advocates of social justice through visits to the homes of recent immigrants within the context of practice-oriented doctoral education. We examine the extent to which these experiences might be
considered transformative and what the long-range implications may be. To explore this topic we examine written narratives by students and semi-structured interviews with students 10 years later to examine evidence of learning.

Chair:
Sharon I. Radd, St. Catherine University

145. Tensions Between Accountability and Equity
Paper Session
2:00 to 3:10 pm
Manchester Grand Hyatt: Gas Lamp CD

Participants:
Re-imaging the Frontiers of Educational Opportunity: Mapping Race, Place, and Opportunity
Hoarding. Terrance L. Green, Emily Germain, Joanna Sánchez (University of Texas at Austin)
The purpose of this study is twofold. First, we analyze the distribution of educational opportunity in Austin, Texas, particularly by place, race, and social class. To do so, for each neighborhood in Austin we use Geographic Information Systems (GIS) to map the relationship between “quality schools,” race, and social class. Second, we examine how these patterns reinforce opportunity hoarding particularly for some students and neighborhoods in Austin.

Educational Stratification and Ability Grouping in Early Grades Reading Instruction. Susan Kemper Patrick, Vanderbilt University
Ability grouping, or sorting students into instructional groups based on past performance or perceived capability, is a common educational practice utilized by elementary teachers during reading instruction. This study examines whether ability grouping operates as a form of educational stratification by examining the following research question: To what extent do student literacy skills, behavior, and student and family characteristics predict ability group placement within kindergarten and first-grade classrooms?

Crafting Coherence for Internal Accountability in the Age of Annual Professional Performance Review. Kathryn Schiller, University at Albany; Sarah J. Zuckerman, University at Albany; Kristen C. Wilcox, University at Albany; Francesca Durand, Esteves School of Education, SAGE Colleges
Annual Professional Performance Review (APPR) is one of three Race to the Top policies aimed at changing teacher and school leader behavior. School and district leaders must negotiate external demands with local needs in order to craft coherence. This study examines strategies used by leaders in implementing APPR in locally meaningful ways. Leaders in schools performing above expected levels were more likely to engage in buffering, brokering and bridging strategies to craft coherence.

Equity or Enrichment? Principals and the Paradox of Fundraising and Social Justice. Sue Winton, York University; Bradley W. Carpenter, University of Louisville
The paper demonstrates how fundraising policy positions school leaders in the Toronto District School Board as implicated advocates. Implicated advocates are school leaders that, while desirous of realizing their democratic identities as advocates for social justice, are implicated by a policy context shaped by neoliberalism. Specifically, Toronto principals are embedded within a policy context that espouses commitments to equity and inclusion yet encourages and normalizes fundraising, a practice that reproduces inequities between schools and communities.

Chair:
Casey Cobb, University of Connecticut

146. Early Career Principals
Paper Session
2:00 to 3:10 pm
Manchester Grand Hyatt: La Jolla AB

Participants:
Diagnosing the District: How First Year Principals Frame the District. Jennie Weiner, University of Connecticut; Sarah Woulfin, University of Connecticut
This qualitative study explores how 7 new principals trained as turnaround leaders came to frame the district's role in school improvement. At the beginning of their tenure, participants tended to frame the district as hindering school improvement, and with it, their ability to successfully advocate for their schools. Over time, this framing shifted and principals called for a coherent district system of support arguing that they couldn't effectively leverage their skills and knowledge without it.

The Impact of Isolation on New Principals' Job Satisfaction & Persistence. Scott C. Bauer, Lori W. Silver, Jessica Schwartz (George Mason University)
This paper tests how role ambiguity, role overload, social support, and involvement in a coaching program affect new principals’ isolation, and how these variables influence job satisfaction and intention to leave. We find that isolation partially mediates the impact of these factors, and appears to play an important role in influencing both satisfaction and intention to leave the principalship.

Exploring the Career Decisions and Early Experiences of Charter School Leaders. Alfred Chris Torres, Katrina Bulkley, Suzanne McCotter (Montclair State University)
Schools serving low-income populations are least likely to have and keep effective leaders. This problem is even more pronounced in urban charter schools that are even less likely to keep principals compared to traditional public schools. This paper uses in-depth interviews with current charter leaders to better understand their career paths, focusing in particular on analyzing and describing their pathways to leading in a charter school and how this shaped their early experiences as leaders.

Why Principalship Succession and Socialization Matter in Charter Schools. Marytza Gawlik, Florida State University
While much has been written about the role of traditional principals in school succession, little is understood about the role of charter school principals and how succession coupled with the process of socialization influences the success of charter schools. Thus, the current study explores the ways in which charter schools manage succession and control the socialization of individuals as they move into principalship roles.

Chair:
David Eddy-Spicer, University of Virginia

147. Understanding Racial Attitudes in the Classroom
Paper Session
2:00 to 3:10 pm
Manchester Grand Hyatt: Old Town AB
Participants:
Chicago Teacher Union Strikes of 1987, 2012 and Possibly 2015: Lessons Learned From Jacqueline and Karen. Marla Susman Israel, Loyola University Chicago
The public currently holds the belief that teachers’ salaries, teachers’ unions and teachers’ pensions are financially crippling Illinois and the United States. It is therefore critical that a balanced and thorough knowledge of both Jacqueline Vaughn (the first female black CTU president) and the current CTU president, Karen Lewis, are made visible in order for educational leaders to positively shape the collective bargaining landscape in today’s schools.

Teacher Satisfaction and Race: The Impact of Teacher–Principal Race Matching. Samantha Viano, Vanderbilt University; Seth Hunter, Vanderbilt University
The factors contributing to teacher job satisfaction are not fully understood. Drawing upon the theory of similarity-attraction and previous empirical findings, we hypothesize that race congruence between principals and teachers is positively associated with teacher job satisfaction. Using a series of cross-sectional surveys given to a nationally representative sample of public school teachers, we find teachers whose race matches their principal's race are predicted to be more satisfied although this relationship is decreasing over time.

Teachers of Color: Where Are They Teaching? And What Does it Mean for Students? Karen Jackson, Hofstra University; Wellinthon Garcia, Hofstra University
148. Informal Session on UCEA and UCEA Membership

Special Session
2:00 to 3:10 pm
Manchester Grand Hyatt: Seaport A

During this session, members of UCEA’s Executive Committee and Membership Committee will provide information about UCEA membership and answer any questions that attendees might have. This is an excellent way to find out more about the benefits of members, key UCEA initiatives, and to meet and interact with members of UCEA leadership team. All convention attendees are welcome.

Chair:
Pamela D. Tucker, University of Virginia/UCEA

149. Educational Policy and Social In/Justice: Examining the Effects of Student Growth Measures in Educator Evaluations

Symposium
2:00 to 3:10 pm
Manchester Grand Hyatt: Seaport B

The recent sea change (Doherty & Jacobs, 2013) in educator evaluation policy has the potential to advance or undermine equity and social justice, in terms of overall teacher effectiveness and the equitable distribution of effective teachers. Papers in this symposium offer insight into how these policies are advancing or undermining equity and social justice for students from culturally and economically diverse backgrounds, as well as the educators who serve them.

Participants:
Study of a School’s Journey With Student Growth Measures: Redefining Effectiveness. Jessica Holloway-Libell, Kansas State University
Louisiana’s Compass: Wrong Direction for Narrowing Disparities in Teacher Effectiveness. Timothy G. Ford, University of Oklahoma; Mary Van Sickle, Northwestern State University of Louisiana; Michelle Fazio Brunson, Northwestern State University of Louisiana

Chair:
Audrey Amrein-Beardsley, Arizona State University

150. Insightful Strategies for Addressing Complex Challenges

Ignite Session
2:00 to 3:10 pm
Manchester Grand Hyatt: Seaport C

Participants:
Transforming School District Office Structures to Interrupt our Gaps in Achievement. Leigh Ellen Wallace, University of Wisconsin-Milwaukee; Elise M. Frattura, University of Wisconsin-Milwaukee

We will present the preliminary findings of a qualitative study that explored the efforts of five Midwestern school districts working toward interrupting practices of marginalization and developing proactive integrated comprehensive services for all learners. Through transforming the manner in which district office personnel framed and structured their roles, promising practices emerged.

The Challenges of Sustaining Authentic Organizational Change With Discontinuous Leadership. Bryan A. VanGronigen, University of Virginia

This Ignite presentation raises questions about how education leaders can be prepared to build authentic relationships with faculty and students in order to start transparent, collaborative culture change in a PK-12 school. Using Senge’s learning organization framework, I will share my personal experiences of being on the front lines of major institutional change during the past
4 years and how that change has been influenced by competing visions of departed and newly-hired school administrators.

Mapping Barriers to School Improvement. Daniel Casebeer, University of Pittsburgh
The purpose of this Ignite presentation is to demonstrate the utility of social cartography for mapping the frontiers of educational leadership. As an effective method for counter hegemonic boundary work, this approach is particularly suited to the UCEA Convention 2015 because it addresses the call for alternate research paradigms that can affect the current and future practice of our school leaders and broaden existing knowledge bases.

Fulfilling the Dream: The Influence of PK-12 Leaders on the Educational Trajectory of Undocumented Immigrant Students. Roberto Lozano, New Mexico State University
In an effort to ignite discourse that encompasses the preparation of PK-12 leaders within a transnational and transcultural context a historically marginalized student population, Latino/a undocumented immigrant students will be the focus of the presentation.

Post-Secondary Institutions and Publishing Houses: Addressing the Needs of Military and Other Non-Traditional Students. Angus S. Mungal, University of Texas at El Paso
This paper examines the emerging phenomenon of partnerships between post-secondary institutions and publishing houses to provide online-degree programs that utilize faculty to develop and teach courses and are aimed non-traditional students such as the military and part-timers. Such partnerships may allow for cheaper, quicker online programs aimed at non-traditional students. This paper explores the rationale, benefits transparency of partnerships. Such partnerships may establish monopolistic contracts, reducing choice and forcing specific resources onto students and faculty.

Mapping “Pop-Up” Newcomer Programs: Why so Unsustainable? M. Chandler Patton, New York University
Programs that intend to serve the needs of Newcomers are quickly “popping-up”—and quickly shutting down—across the U.S. I will use a series of 20 interactive maps to demonstrate this phenomenon. Each map will contribute to a narrative tracing the opening and closing of Newcomer programs in relation to the geographic settlement of new immigrants and language policy implementation.

Frontera Education: Cultivating a Transnational/Transcultural Curriculum in a Jesuit Secondary School Setting. Jesus Rodriguez, Creighton University; Christine Alcantar, Loyola High School of Los Angeles
Classifications and frames in curriculum reflect/mirror physical and abstract borders. What are the ways secondary school students reflect on their own identity while exploring and researching the physical border of Nogales, Mexico–United States? By posing that question, it is our hope to lead students, in partnership with the KINO Border Initiative, towards the constructing of a new immigrant narrative through the stories of those living, working, and dying on the border.

Discussant:
Jayson Richardson, University of Kentucky

Symposium
2:00 to 3:10 pm
Manchester Grand Hyatt: Seaport F
Employing critical race theory, this symposium will (a) present scholarly and practical work exploring how students and teacher leaders of color can respond to racism in K-12 schooling, and how teacher leaders can offer insights and innovative approaches to school leadership; (b) demonstrate how critical race praxis can inform leadership preparation, practice and community engagement/partnerships; and (c) offer insight into socially just practices that promote equity, excellence and access in K-12 educational contexts.
Participants:
Chican/o K-16 Policy, Partnership and Leadership: A Critically Reflective Analysis of Ten
Years of Community-Based Scholarship. Enrique Aleman, University of Utah

The Community Cultural Wealth of Teacher Leaders of Color: The Institute for Teachers of Color Committed to Racial Justice. Rebeca Burciaga, San Jose State University

“Por Nuestros Hijos”: Latina/o Parent Leadership Retreats as Out of School Empowerment Spaces. Pedro Enrique Nava, Mills College; Argelia Lara, Mills College

Paper #1: “Conversations” About Race and Privilege in an Educational Leadership Class. Maria Estela Zarate, California State University, Fullerton

Chair:
Pedro Enrique Nava, Mills College

152. From Fronteras to Borders in Transcultural Spaces: Research on Educational Leadership in Multiple Binational Settings

International Community Building Session
2:00 to 3:10 pm
Manchester Grand Hyatt: Seaport G

Researchers from two countries and transnational settings will discuss the work of schools and leaders from public and private agencies focused on student success. The researchers will include how certain schools in binational settings are addressing the needs of vulnerable populations with emphasis on policies and practices that serve students justly and equitably. Discussion will address how educators exemplify cross cultural competence as they respond to the multiple communities found in varied educational settings.

Presenters:
Ramón Leonardo Hernández Collazo, Centro Chihuahuense de Estudios de Posgrado
Claudia García-Louis, University of Texas at Austin
Gerónimo Mendoza-Meraz, Universidad Autónoma de Chihuahua
Brenda Rubio, University of Texas at Austin
Sabrina S. Sanchez-Zamora, New Mexico State University
Maria Luisa Gonzalez, University of Texas at El Paso
Sara Torres Hernandez, Centro Chihuahuense de Estudios de Posgrado

Chair:
Beverley Argus-Calvo, University of Texas at El Paso

153. New Approaches to Preparing Practitioners for Applied Research

Innovative Session / Mini-Workshop
2:00 to 3:10 pm
Manchester Grand Hyatt: Seaport H

This Innovative Mini-Workshop will present examples and resources that can be used by participants (web-based, free) that have been developed with an explicit focus on providing education practitioners with a solid foundation for applied “improvement science” research. Our research with practitioners and the literature on practitioners’ use of research in many different disciplines have brought us to some unique ways to introduce and position research methods so that they resonate with practitioners, while bringing a social justice and equity lens to research preparation. The 2-day professional development series was developed to build the capacity of teachers and leaders to be true peers at the research table, able to access research and utilize data better to frame their needs, and to collaborate and contribute to the co-design of research that will inform their improvement efforts. The Education Doctorate year-long series was developed to provide a strong foundation in accessing research, designing inquiry, and understanding the most important research methods.

Chair:
Kent Seidel, University of Colorado-Denver

Participant:
Kristina Astrid Hesbol, University of Denver
Critical Conversations
3:20 to 4:10 pm
Manchester Grand Hyatt: Balboa A

The purpose of this critical conversation session is to explore how leadership faculty integrate the spaces of spirituality, work, and not-work. How do leadership faculty feel “called” spiritually to their work in schools? What meaning and purpose do people find in their work? What spiritual traditions or personal experiences propel people towards this work? How do people integrate non-work or family into this calling, meaning or purpose?

Chair: Joanne M. Marshall, Iowa State University
Participants:
- Karen Stansberry Beard, The Ohio State University
- William Kyle Ingle, University of Louisville
- Wayne D. Lewis, University of Kentucky
- April L. Peters-Hawkins, University of Georgia
- Sharon I. Radd, St. Catherine University
- Martin Scanlan, Boston College

155. Leading for Equity and Social Justice Through and With the Arts
Critical Conversations
3:20 to 4:10 pm
Manchester Grand Hyatt: Balboa B

Researchers have proven the value of an arts integrated curriculum for K-12 students. However, leadership preparation programs have very few, if any, requirements to teach about or through the arts. This critical conversation brings together a panel of four graduate-level leadership programs to discuss the opportunities, strategies, and means by which their programs currently incorporate art as a pedagogical method and a way to teach leadership, as well as persistent questions that remain unanswered.

Chair: Rebecca Cheung, University of California, Berkeley
Participants:
- Christopher Thomas, University of San Francisco
- Nancy Parachini, University of California, Los Angeles
- Kelly Wilson, High Tech High Graduate School of Education

156. Tales From Virtualville: Where Principal Preparation Candidates Actively Engage Within a Virtual School District
Innovative Session / Mini-Workshop
3:20 to 4:10 pm
Manchester Grand Hyatt: Balboa C

At a nationally-ranked university, K-12 administrative candidates are embedded within Virtualville USD, a virtual school district that includes multiple communities, businesses, 33 fully-staffed schools, achievement and financial data, and even some skeletons in its virtual closet. The purpose is to provide a unifying program-wide virtual learning environment where students experience realistic scenarios and apply concepts, theory, and practical decision-making in a virtual setting. This paper is framed using adult learning theory, simulations, and data-informed decision-making.

Chair: Joseph C. Novak, University of Kansas
Participants:
- Thomas A. DeLuca, University of Kansas
157. Eliminating the Margins: Examining Issues of Educational Access for Immigrant Students
Critical Conversations
3:20 to 4:10 pm
Manchester Grand Hyatt: Gas Lamp A
The purpose of this dialogue is to discuss the impact that immigration legislation reform will have on the access to education and the social mobility for immigrant students and their families.
Chair:
Chinasa Elue, Kent State University
Participant:
Mayagul Satlykgylyjova, Kent State University

158. Redefining Community as District Boundaries Disappear: Leadership and Community in the Era of School Reform
Critical Conversations
3:20 to 4:10 pm
Manchester Grand Hyatt: Gas Lamp B
This round table serves as a platform for scholars and graduate students to have a critical conversation about the new challenges faced by communities and community-school relationships in an era of neighborhood school closures and rapid charter school expansion. The panelists will discuss the impact of school closures on community, the ways in which community may need to be re-conceptualized, and the role schools and leaders must play in sustaining existing and developing new communities.
Chair:
Emily Germain, University of Texas at Austin
Participants:
Sonya Douglass Horsford, George Mason University
Terrance L. Green, University of Texas at Austin
Muhammad Khalifa, University of Minnesota

159. A Silent Crisis in Educational Leadership: Leadership Preparation Programs for School Leaders Serving Deaf Students
Critical Conversations
3:20 to 4:10 pm
Manchester Grand Hyatt: Gas Lamp CD
There's a critical need for an educational leadership program designed to prepare school leaders to meet the needs of schools and programs for the deaf. As reported by CEASD (2015), there are over 60 vacancies in leadership positions nationally in schools for the deaf with few qualified applicants to fill these positions. Many school leaders are not licensed and/or are incompetent because they lack knowledge of Deaf culture, language, pedagogy, and the Deaf community.
Chair:
Anjalé Welton, University of Illinois at Urbana-Champaign
Participants:
Katherine Cumings Mansfield, Virginia Commonwealth University
Kerry Kathleen Robinson, University of Tennessee
Judy Alston, Ashland University
Margaret Grogan, Claremont Graduate University
Catherine A. Lugg, Rutgers University
Maricela Oliva, University of Texas at San Antonio
Catherine Ann O’Brien, Gallaudet University
160. Supporting Student Practitioner-Scholars in the Amorphous World of Dissertation Work
Critical Conversations
3:20 to 4:10 pm
Manchester Grand Hyatt: La Jolla AB

The purpose of this critical conversation is to call attention to the problem of attrition at the dissertation stage of doctoral studies. When doctoral students finish coursework, they lose the consistent structures and relationships to which they have grown accustomed. As a result, many fade from sight and permanently become ABD (All But Dissertation). During this critical conversation, we will engage session participants in identifying structures and strategies that lead to greater doctoral student support.

Chair:
Carl A. Lashley, University of North Carolina at Greensboro

Participants:
Ulrich C. Reitzug, University of North Carolina at Greensboro
Ann W. Davis, University of North Carolina at Greensboro

161. Harnessing the Power of Data for School Turnaround
Critical Conversations
3:20 to 4:10 pm
Manchester Grand Hyatt: Old Town AB

This critical conversation session features multiple perspectives about the use of different types of data in school turnaround efforts presented by scholars who study and work with practitioners engaged in systematic improvement efforts. Using an interactive format, participants will have the opportunity to engage in dialogue about effective processes, models, and challenges of using multiple data sources for school turnaround efforts.

Chair:
Cori Groth, University of Utah

Participants:
Joseph F. Johnson, Jr., San Diego State University
Lynne Perez, National Center for Urban School Transformation
Cynthia Uline, San Diego State University
Vicki Park, San Jose State University
Amanda Datnow, University of California, San Diego
Janice Bradley, Utah Education Policy Center
Ashley McKinney, University of Utah
Andrea K. Rorrer, University of Utah
Irene H. Yoon, University of Utah
Ellen Goldring, Peabody College, Vanderbilt University

162. Voices 4 Moving Forward!
Symposium
3:20 to 4:10 pm
Manchester Grand Hyatt: Seaport A

The intent of Voices 4 is to explore practicing school education leaders’ perception of how the new ISLLC standards will guide their actions in creating productive schools and improving educational outcomes for all students.

Chair:
Michelle D. Young, UCEA/University of Virginia

Participants:
Donna Augustine-Shaw, Kansas State University
Julia N. Ballenger, Texas A&M University
Gary Ivory, New Mexico State University
163. Rectifying the Separation between Academia and Schooling: A Critical Conversation About Scholarly Work and Service

Critical Conversations
3:20 to 4:10 pm
Manchester Grand Hyatt: Seaport B

Not all scholarly output is of direct benefit to public schools, as tenure and promotion guidelines often incentivize research that is about schools, rather than for schools. By authentically interacting with a diverse and engaging panel of educational administration scholars including three past UCEA presidents, this session will provide attendees an opportunity to discuss and develop strategies for successfully navigating tenure and promotion processes while simultaneously making a direct, positive impact on schools.

Chair:
Ian Mette, University of Maine

Participants:
Erin Anderson, University of Virginia/UCEA
Terah Talei Venzant Chambers, Michigan State University
Michael Dantley, Miami University
Mark A. Gooden, University of Texas at Austin
Cynthia Reed, Northern Kentucky University
Bradley W. Davis, University of Texas at Arlington

164. Action-Oriented Design Research in Doctoral Programs: Developing the Leaders Our School Systems Need

Critical Conversations
3:20 to 4:10 pm
Manchester Grand Hyatt: Seaport C

In recent years, several promising design-based approaches have emerged for developing scholar practitioners. This conversation will bring together scholars who use design development studies and improvement science in EdD programs in diverse communities. We will discuss emerging perspectives on these approaches and the affordances and challenges associated with using these approaches as signature pedagogies. Attendees will interact with one another and the panelists in small-group discussions, focusing on critical questions related to these approaches.

Chair:
John Hall, University of California, Berkeley

Participants:
Robert Kelly Crow, Western Carolina University
Jill Alexa Perry, University of Pittsburgh
Rick Mintrop, University of California, Berkeley
Debby Zambo, Arizona State University
Betsy Kean, Carnegie Project on the Education Doctorate

165. UCEA Film Festival II

UCEA Film Festival
3:20 to 4:10 pm
Manchester Grand Hyatt: Seaport DE

Join us for a selection of the 2015 Film Festival Winners. Sit back to enjoy these 5-minute films. Session will include an intro and Q&A with the filmmakers. The following films will be shown:
166. Making Invisible Children and Youth Visible in Research, Theory, and Practice
Critical Conversations
3:20 to 4:10 pm
Manchester Grand Hyatt: Seaport F

Contemporary neoliberal policies have placed great demands on U.S. public education. Educational leaders and teachers not only must address myriad justice-oriented problems like homelessness, trafficking, and juvenile justice, but must understand the intersections between student subpopulations vulnerable to being pushed from U.S. schools. Through a series of problem-posing questions, 12 scholars from eight institutions aim to reimagine researcher-driven “possibilities” for how to better incorporate “invisible children and youth” into mainstream educational research, theory, and practice.

Chairs:
Melinda Anne Lemke, University of Texas at Austin
Angela Valenzuela, University of Texas at Austin

Participants:
Beverley Argus-Calvo, University of Texas at El Paso
Christen E. Clemson, Pennsylvania State University
Michael Dumas, New York University
Maria Luisa Gonzalez, University of Texas at El Paso
Lisa Fetman, University of Arizona
Erin Matyjasik, University of Arizona
Azadeh Farrah Osanloo, New Mexico State University
Alexandra E. Pavlakis, Southern Methodist University
Brenda Rubio, University of Texas at Austin
Daniel D. Spikes, Iowa State University

167. Mentoring for Socialization Into the Educational Leadership Professoriate
Critical Conversations
3:20 to 4:10 pm
Manchester Grand Hyatt: Seaport G

The purpose of this critical conversation session is to better understand the nature and features of successful mentoring relationships, with emphasis upon both scholarly and practical implications. This session will be facilitated by three educational leadership faculty members and their protégés, each of whom recently transitioned into the professoriate. Mentors and protégés will provide reflections about salient mentoring aspects and considerations.

Chair:
Donald G. Hackmann, University of Illinois at Urbana-Champaign

Participants:
Joel Robert Malin, University of Illinois
Carolyn J. Kelley, University of Wisconsin-Madison
168. Preparing Aspiring Leaders for the Reality of Leading a Social Justice Agenda

Critical Conversations
3:20 to 4:10 pm
Manchester Grand Hyatt: Seaport H

Evidence indicates leaders for social justice face considerable barriers and risk being normed back into the status quo, demotion, or dismissal. This critical conversation examines ways in which faculty can better prepare aspiring leaders for advancing social justice in this hazardous context and encourage their persistence. Drawing from their research/experiences, participants will discuss existing barriers and share strategies for preparing aspiring leaders for these realities, identifying additional supports that would strengthen their preparation efforts.

Chair:
Patricia Guerra, Texas State University

169. Leadership Across International Borders

Paper Session
4:20 to 5:30 pm
Manchester Grand Hyatt: Balboa A

Participants:
Leadership Development in Affordable Private Schools in Developing Nations. Paula Cordeiro, University of San Diego; Joi Spencer, University of San Diego; Corinne Brion

The Millennium Development Goals are international development goals established by the UN. Two goals are closely connected to education: achieving universal primary education and promoting gender equality. This paper describes research conducted in sub-Saharan Africa as these goals were implemented. Using a train-the-trainer model, leadership trainings with 150 school leaders were undertaken in two nations. Six months later, researchers conducted follow-up visits to explore whether or not learning was transferred to the school settings.


Researchers and policymakers have largely ignored the role that school leadership plays in implementing reforms to address differential opportunities for students to learn. The purpose of this study is to understand the extent that leadership influences student opportunity to learn in a cross-national comparison using 1995 and 2011 TIMSS. These results provide evidence for the extent that leadership can moderate the influence of background on achievement through more equitable opportunities to learn.

Teaching for Global Competence: A Case Study of Two Globally Committed School Districts. Ariel Tichnor-Wagner, University of North Carolina at Chapel Hill

Global competence development is one way the organizational culture of a school district can respond to the diversity of cultures, experiences, and needs within the student body and can prepare students for civic and economic participation in an intercultural, interconnected world. This qualitative comparative case study explores the ways in which district leaders in two globally committed school districts develop, adopt, and implement policies aimed at teaching global competence.

Chair:
Bruce Barnett, University of Texas at San Antonio

170. Multiple Perspectives on Working Toward Leadership for Social Justice

Paper Session
4:20 to 5:30 pm
Manchester Grand Hyatt: Balboa B
Participants:

Countering Colonialism in Conjunction With the History and Cultural Recognition: The Yaqui School Case. Elia M. Villasenor, Arizona University

Drawing on Postcolonialism and Recognition, this qualitative study examines an Indigenous school that has been recognized by its academic outcomes, as an example of resistance against dominion and subjugation suffered since European colonization. Findings illustrate the necessity to enforce a politics of multicultural recognition, and how culturally responsive shared leadership in conjunction with pride for cultural identity create a positive climate for students, which results in a successful school within the Yaqui Indigenous community.

Defying the Odds: What We Know About Teachers who Flourish as Leaders for Social Justice. Chelsey Lee Saunders, Teachers College, Columbia University

This paper is a literature review that examines what we already know about teachers who stay renewed in the classroom while consistently pushing against the status quo. We know that teaching has become a revolving door profession, especially in high poverty areas. We must know more and better understand the voices and experiences of the teachers who defy the odds and not only stay in the classroom but also flourish as leaders for social justice.

Reimaging the Frontiers of Education: Leadership for Social Justice for LGBTQ Students. Todd Pettit, Collinsville Unit 10 School District; Jo Nell Wood, Saint Louis University

Ensuring social justice for all students is an increasing issue for school leaders as diverse populations enter schools. To investigate the guidance received by superintendents and principals in Missouri public schools in regard to ensuring social justice for students, a 21 statement survey was distributed to all Missouri superintendents and principals focusing on the guidance provided in Missouri in the areas of lesbian, gay, bisexual, transgender, and questioning (LGBTQ).

The “R” Word and Administrator Conceptualizations of Students, Their Behavior, and Student Discipline. Regina Hopkins, University of Connecticut at Storrs

This paper describes the misalignment between a school leader’s stated emphasis on school strategies to create equitable school disciplinary practices and a socially just school, and his surfaced views about Black students.

Chair:
Deborah L. West, Eastern Kentucky University

171. Demystifying the Academic Job Search, Part II: The Nuts and Bolts Workshop

Special Session
4:20 to 5:30 pm
Manchester Grand Hyatt: Balboa C

After listening to faculty old and new talk about their experiences with the job search process, you probably have a lot of questions about the things you heard: What does a good cover letter look like? Do I need to create a research statement, a teaching philosophy, or both? When should I start this process? In this session we will look at examples of different parts of the application package, discuss how to tailor your package to best position yourself for the job you want, and talk about how to time and organize your job search.

Chair:
Julian Vasquez Heilig, California State University, Sacramento

Participants:
Lisa S. Romero, Sacramento State
Michael Dumas, New York University

172. Personalizing Education for All Students

Paper Session
4:20 to 5:30 pm
Manchester Grand Hyatt: Gas Lamp A
Participants:
Creating Legacy Through an Ethic of Care and Justice: Black Teacher Leaders’ Praxis. Rosalind M. Oliphant, Texas State University
Drawing from a qualitative study, this paper describes a framework that focuses on creating an ethic of care and justice for school improvement (Siddle Walker & Snarey, 2004). It describes how to apply this framework to learn about self and praxis. Through the narratives and work of Black teacher leaders, the paper aims to promote reflection and awareness for creating healthy transcultural spaces at schools.

The intertwining of conservative politics and evangelical Christianity in Texas public schools has influenced policies, practices and curriculum resulting in negative consequences for some student groups, specifically LGBTQ students. Utilizing queer theory and narrative thematic analysis, we examine the experiences of nine LGBTIQ former students in Texas public schools. We conclude with discussing possible steps to be taken to begin to create more positive, nurturing school climates for LGBTIQ students in Texas schools.

The Development and Validation of the Intergroup Relations Classroom Environment Scale (IRCES). Matthew Phillip Cunningham, Loyola Marymount University; Karen Huchting, Loyola Marymount University
The purpose of this exploratory sequential mixed methods study was to create and validate the IRCES, a survey instrument that measures the optimal situational conditions of the contact hypothesis within inclusive education environments. An exploratory factor analysis and bivariate correlations were used to test the hypothesized factor model and assess convergent and discriminant validity. Results of the analyses show initial support for the construct validity of the IRCES.

Contested Ground: Examining the Cost of Success in Terms of Student Connectedness not Student Scores. Nicola A. Alexander, University of Minnesota; Aaron Ruhland, University of Minnesota
The primary purpose of U.S. K-12 education is contested. Studies that estimated the cost of an “adequate” education typically did so in terms of the cost of meeting state and federal performance expectations as measured by standardized test scores. This paper presents an alternative view by describing the expenditures associated with an “adequate” education in terms of the cost of meeting cultural expectations as measured by school climate and student connectedness on student surveys.

Chair: Margery B. Ginsberg, University of Illinois at Chicago

173. Turnaround Principal Experiences
Paper Session
4:20 to 5:30 pm
Manchester Grand Hyatt: Gas Lamp B
Participants:
How Principals Effect Change: A Multiple Case Study. Dorian Dawn Olsen, Asih Askin-Garmager, Kathleen Winn, Liz Hollingworth (University of Iowa)
This multiple case study examined the role of four principals in their implementation of change initiatives in their schools. Organizational culture and change theories are the lenses for analysis. The research question guiding the study was: How do principals influence organizational culture to support professional growth? The principals consistently exhibited three characteristics: they cultivate trust; have an acute awareness of the staff members’ personalities, expertise, and needs; and engage in purposeful communication.

Understanding Principals’ Experiences With the Biennial Leadership Audit: A Phenomenology. Charles Davis, University of Louisville; Joseph R. Ellison, III, University of Louisville; Roger A. Kissling, University of Louisville; R. A. Wisman, University of Louisville; Tiffanie Lewis, Pennsylvania
State University

This study takes a phenomenological approach to investigate the lived experiences of principals in Persistently Low Achieving schools related to a leadership audit. The context of the study provides a unique opportunity to elucidate the school turnaround process initiated by NCLB and offers a glimpse into how comprehensive school reform policy may impact the decision making process, prioritization of resources and leadership activities, school culture, and student achievement in our lowest performing schools.

The Double Bind for Women: Exploring the Gendered Nature of Turnaround Leadership. Jennie Weiner, University of Connecticut; Laura Burton, University of Connecticut

This study of 9 participants in a turnaround principal preparation program explores how gender role identity shaped participants’ view of the role and their place within it. We find that, although female and male participants initially framed effective leadership similarly, their conceptualizations of self as leader, the feedback they received regarding their skills, and their access to employment were sharply divided based on gender, with female participants having greater difficulty being hired to lead.

The Tensions of “Strong” Principal Leadership: Examining the Case of a Successful Turnaround Principal. Ulrich C. Reitzug, University of North Carolina at Greensboro; Kim Kappler Hewitt, University of North Carolina at Greensboro

Principals have long been positioned as foundational to a school's success. Dating back to Instructionally Effective Schools research and extending through the current emphasis on school turnaround, the necessity of strong principal leadership to school success has become a truism. However, simply advocating for “strong” principal leadership falls short of being helpful for practice. This paper explores the meaning and tensions of being a “strong” principal through an in-depth analysis of one turnaround principal's leadership.

Chair:
David Eddy-Spicer, University of Virginia

174. The Daily Work of District Leaders in Advancing Equity

Paper Session
4:20 to 5:30 pm
Manchester Grand Hyatt: Gas Lamp CD

Participants:
“That Wouldn’t Work Here”: Superintendents’ Responses to Speakers’ Presentations on Equity-Focused Leadership Practices. Rachel Roegman, Purdue University; David Allen, College of Staten Island, City University of New York; Thomas Hatch, Teachers College, Columbia University

We examine ways a superintendents network responds to expert-speakers’ presentations at network meetings. A primary network goal was to support participants as equity-focused leaders, which facilitators attempted, in part, with models of successful practitioners (especially other superintendents). Analyzing 7 years of data, we found that participants’ questions and reflections focused on technical aspects of implementation and reasons speakers’ ideas might not work in their contexts. We conclude with implications for facilitating presentations to promote self-reflection.

Understanding the Work of a Multi-District Superintendent. Daniella Hall, Pennsylvania State University; Erin McHenry-Sorber, West Virginia University

Recently, some states consolidated individual school districts into broader, centralized multi-district unions. Multi-district unions are increasingly popular in rural states, yet they have the potential to exacerbate existing challenges and generate new demands for regional superintendents. This ethnographic study examines the work of a multi-district superintendent overseeing 10 local districts. The research team uses 5 years of superintendent time records, interviews and observations to provide a comprehensive examination of the experiences of a multi-district superintendent.

Voices From the Field: Stories of Social Justice Superintendents. Mark T. Weems, Sam Houston State University; Sarah W. Nelson, Texas State University
This paper reports the findings of a qualitative case study exploring how two school superintendents exercised Social Justice Leadership (SJL) in a complex contextual setting influenced by educational policy changes, demographic change and cultural conflict centered on race and ethnicity. We will link themes that emerged during the inquiry to the literature on SJL, and use Valencia’s (1997) Deficit Thinking Model and Bourdieu’s (1992) concept to doxa as interpretive lenses.

Daniel D. Spikes, Iowa State University; Jason Salisbury, Iowa State University; Isaiah Clarence McGee, University of Iowa

This qualitative case study was conducted to understand the roles that school district leaders play in advancing equity in their district and how they enact these roles. Utilizing districts as institutional actors in systemic reform as a theoretical framework, we found that these leaders provided instructional leadership, reoriented the organization, established policy coherence, and maintained an equity focus. They mainly fulfilled these roles through their cultural proficiency training but also did so in other ways.

Chair:
Kristina Astrid Hesbol, University of Denver

175. Culturally Proficient Transformational Leadership
Paper Session
4:20 to 5:30 pm
Manchester Grand Hyatt: La Jolla AB

Participants:
Leadership for English Language Learners via the Biliteracy Awards Program. Alma Carina Castro, California State University, Long Beach

This study explores student and staff perceptions about the impact of an assets-based policy, the Seal of Biliteracy Awards Program. This qualitative case study explored Latino students’ pursuit of language recognition and the perceived academic impact associated with receiving this award. Conclusions suggest the biliteracy program fosters a positive academic climate. Students and families recognize the multiple advantages in biliteracy skills for a 21st century global economy.

Examining Transformational Leadership Preparation for Social Justice. Daniel Reyes-Guerra, Florida Atlantic University; Michael DiPierro, Florida Atlantic University

This research uses a nepantlera activism lens to examine the effectiveness of a preparation program founded on social justice to impact the dispositions of its graduates. A qualitative study of a university–district partnership program, it examines the learning experiences of aspiring and seated assistant principals in one of the nation’s 10 largest urban/suburban districts. Findings demonstrate success at using transformational learning (Drago-Severson, 2004; Mezirow, 1991) to develop transformative leadership dispositions in participants.

Cross-Cultural Proficiency and Conflict Communication: From Transformative Learning to Inclusive Leadership. Sharon I. Radd, St. Catherine University

To posit a model Inclusive Leadership for social justice, this paper examines data gathered in the field from a variety of contexts: communication and conflict courses, cross-cultural proficiency professional development, and adult learning theory research. Using an analytic process from Grounded Theory method, the study gleans important insights into how to support administrator preparation programs in developing more cross-culturally proficient and equity conscious school leaders.

Engaging in Transformative and Culturally Competent School Leadership. Fred Guerra, Jr., Roberto Zamora, Velma Menchaca, Francisco Guajardo (University of Texas Pan American)

This paper examines a leadership development approach concerned with preparation of culturally competent leaders who are sensitive and responsive to diverse cultural, ethnic, gender, and race perspectives of students, families, and school communities. This presentation focuses on elements of the curriculum, including relevant field based experiences, that foster development of the culturally competent school leader. The geography of this work covers the borderland region of the U.S.–Mexico border in South Texas.
Chair:
Andrea Elaine Evans, Governors State University

176. Common Core Implementation
Paper Session
4:20 to 5:30 pm
Manchester Grand Hyatt: Old Town AB

Participants:
Distributed Instructional Leadership in Middle School Implementation of Common Core State Standards. Sarah J. Zuckerman, Kathryn Schiller, Hal A. Lawson, Kristen C. Wilcox (University at Albany)

Middle schools present unique challenges for the implementation of Race to the Top, including greater focus on curriculum content. Using a comparative cross-case analysis, this study examined the actions and activities of distributed instructional leadership in the implementation of CCSS in six “odds-beating” and three “typical-performing” middle schools. Principals, coaches and teachers in odds-beating schools displayed more instructional leadership activities. Additionally, there was greater evidence of relational trust in these schools.

Common Core Controversy: An Actor Network Theory Exploration of Arizona’s HB 2190. Michael Szolowicz, University of Arizona

This paper explores the expansion of a local anti-Common Core movement into a state-level debate in Arizona. I utilize actor network theory to explore and explain the diverse viewpoints that creatively assemble into one policy. As a high school administrator, I bring a practitioner’s viewpoint to this policy assemblage that includes arguments over local control, the relationship of standards and curriculum, and the influence of legislative district’s demographics in this ongoing national reform debate.

Taking Action on the Common Core: Organizational Expectation, Teacher Beliefs, and Motivation. Yi-Hwa Liou, National Taipei University of Education; Yun-Jia Lo, University of Michigan, Ann Arbor; Alan J. Daly, University of California, San Diego; Devin Vodicka, Vista Unified School District

This study addresses the importance work of teachers around implementing the CCSS and specifically investigates the relationships between teachers’ CCSS actions and organizational and individual factors that influence those actions using structural equation modeling. The data comes from all the teachers in one school district serving a diverse student population. Findings suggest direct effects of organizational expectations and intrinsic factors on teachers’ CCSS actions.

Testing State Capacity for Standards-Based Reform: A Social Network Analysis of State-Level Common Core Resources. Serena Jean Salloum, Ball State University; Emily Hodge, Montclair State University; Susanna Benko, Ball State University

This study tests the idea that the CCSS will lead to economies of scale in curriculum and professional development across states. The study codes the resources that state educational agencies endorse as supporting CCSS implementation in English/Language Arts and uses social network analysis to map the connections between states. We find that some states endorse only internally created CCSS resources, while others link to materials from many other states.

Chair:
Jane Clark Lindle, Clemson University

177. Tracking the Leadership Pipeline: A Wallace-Sponsored Session
Special Session
4:20 to 5:30 pm
Manchester Grand Hyatt: Seaport A

Representatives from The Wallace Foundation’s Leadership Pipeline initiative will discuss the development of leadership tracking systems. The systems, which are designed to assist
districts in better understanding the developmental needs and experiences of their school leaders, also provide useful information for universities. Session participants will describe the systems developed for their districts, the challenges and costs involved in developing and implementing the systems, as well as how their districts have benefited from system data thus far.

Chair:
Michelle D. Young, UCEA/University of Virginia

Participants:
William R. Black, University of South Florida
Susan Gates, RAND Corporation
Susan Hagerman, Denver Public Schools
Susan Korach, University of Denver
Francisco Escobedo, Chula Vista Elementary School District

178. Enriching Professional Doctorate Programs
Paper Session
4:20 to 5:30 pm
Manchester Grand Hyatt: Seaport B

Participants:

Learning and Leadership Outcomes of the Peabody College EdD: Case Study Informing Leadership Preparation Programs. Claire Smrekar, Ngaire Honey, Dominique Baker (Vanderbilt University)
The Peabody Capstone project and revamped EdD curriculum is analyzed to assess alignment with elements of effective preparation programs. Focus is on the Capstone and design elements anchoring the program’s organizational scaffolding to features of professional doctorates: cohort-based structure; curricular coherence; and faculty involvement. Semi-structured interviews with graduates 2009–2013 were conducted highlighting leadership and learning outcomes to provide an assessment template for other doctoral programs pegged to re-centering organizational components and programmatic changes.

Preparing Educational Leaders for Social Justice in a Blended Professional Doctorate Program. Kathryn Strom, Bradley Porfilio, Bobbie Plough (California State University, East Bay)
The California State University, East Bay Educational Leadership for Social Justice doctoral program has recently transitioned to a blended format that combines online and face-to-face class sessions. This proposal describes an action research study undertaken by faculty members to investigate (a) how a blended learning program impacted students' learning experiences and (b) how they were able to enact practices that reflected social constructivism and were consistent with the social justice program focus.

A Collaborative Model for Developing an Innovative Professional Practice Dissertation. Robert Kelly Crow, Western Carolina University; Kathleen Topolka Jorissen, Western Carolina University
This paper highlights a framework for leveraging the power of transcultural perspectives to guide program development. Using an adapted ecological model, we explore ways program development is affected by influences of key stakeholders. Data collected from stakeholders are used to guide program elements, such as the capstone exercise. An analysis of practitioners’ roles, impact, sustainability, and insights for program development shows this expertise to be a necessary conduit for transcultural perspectives to affect programing.

Leadership Portfolios: Content Analysis of Alternative Dissertation Capstone Projects. Joan L. Buttram, Elizabeth Farley-Ripple, Doug Archbald (University of Delaware)
This paper summarizes a content analysis of 21 leadership portfolios. These portfolios were used as the capstone project for candidates in the University of Delaware Educational Leadership EdD program. The analysis revealed that candidates focused on problems of practice at the organizational level, were motivated by accountability for student outcomes, and relied on multiple sources of data.

The Figured World of Editing and Peer Review: Norms, Improvisational Practice, and Recommendations. Maricela Oliva, University of Texas at San Antonio
Doctoral students learn about peer review for publication, a process that is typical in the “figured world” of Western academe. However, international doctoral graduates who return to
their home environments may find different publication norms and practices. When they then try to publish in U.S./Western journals, their limited socialization in the conventions of Western publication becomes a barrier, keeping their work from international scholars in the same field.

Chair:
Donald G. Hackmann, University of Illinois at Urbana-Champaign

179. Reframing Perspectives and Experiences of Teacher Evaluation Systems
Paper Session
4:20 to 5:30 pm
Manchester Grand Hyatt: Seaport C

Participants:

Teacher Reflections on Effective Observation Feedback. Margaret A. Scott, University of Colorado, Colorado Springs
Effective feedback from classroom observations is essential to the professional growth of teachers for the purpose of instructional improvement. This mixed-methods study investigates teacher perceptions about the usefulness of observation feedback and its ability to inform changes to instruction that will enhance student achievement. Results from teacher interviews and surveys will be presented.

Teacher Performance Management as Inducement, Incentive, Judgment, and Obligated Procedure. Rick Mintrop, Miguel Ordenes, Laura Pryor, Erin Coghlan (University of California, Berkeley)
The federal Teacher Incentive Fund (TIF) initiative recently spawned experimentation with performance management systems in the field of education. We selected three non-unionized, publicly funded charter schools that voluntarily adopted the TIF initiative as their approach to performance management. This enables us to study the effect of evaluation and incentives without the interference of political resistance, often encountered in regular public schools. Thus, we study how performance management dynamics unfold under propitious conditions.

Teacher Evaluation and Reliability: Additional Insights Gathered From Inter-rater Reliability Analyses. Sally Zepeda, University of Georgia; Albert Jimenez, Kennesaw State University
Through a school district–university partnership, the reliability of a teacher evaluation observation instrument is undertaken, resulting in two major findings. First, establishing the overall inter-rater reliability of an instrument may be problematic as reliability coefficients are not stable across teacher ability levels. Second, evaluators, while having a keen sense of high quality teaching, seem to have a much less consistent idea of poor quality teaching. The findings can have broad impact on teacher evaluation.

The challenge of effective teaching is critical in large, urban schools that are historically underserved. For students of color, and those from multicultural backgrounds, the issue of access to a quality teacher is a question of equity and social justice. This study investigated teacher beliefs on evaluation in a large, urban district school district that serves a high number of minority students, including English learners and immigrant students.

Chair:
Joseph Murphy, Peabody College, Vanderbilt University

180. Advancing Race and Ethnicity Research Methods Within Transcultural Spaces
Networking Session
4:20 to 5:30 pm
Manchester Grand Hyatt: Seaport F
This interactive mini-workshop responds to contemporary inquiry into the need to explore emerging and alternative methodological conceptions and frameworks and their relationship with scholarly praxis. We intend to improve research that has the potential to increase understanding of how diverse school leaders and educators can transcend systematic and deeply embedded inequities and injustices. This workshop draws attention to the transcultural spaces that exist within our field between scholars, practitioners, and communities in and around schools.

Chair:
   Hollie J. Mackey, University of Oklahoma

Participants:
   Dr. Cosette M. Grant-Overton, University of Cincinnati
   Gaetane Jean-Marie, University of Louisville
   Brenda Lloyd-Jones, University of Oklahoma
   Hollie J. Mackey, University of Oklahoma
   Elizabeth T. Murakami, Texas A&M University, San Antonio
   Anne Marie Nunez, University of Texas at San Antonio
   Lorri Michelle Johnson Santamaria, University of Auckland, New Zealand
   Natalie A. Tran, California State University, Fullerton

181. School Choice, Incentive Pay, and Leadership: Implications for Race, Class, and Gender
Symposium
4:20 to 5:30 pm
Manchester Grand Hyatt: Seaport G

In the past several decades, countries around the world are implementing market-based reforms (e.g., school choice, performance pay). These reforms are reshaping the roles of parents, teachers, and school leaders, and have important implications for equity. This symposium presents four new studies that each contribute to our understanding of how market-based reforms actually play out, in different contexts, and the mechanisms by which these policies impact equity in terms of race, class and gender.

Participants:
   Influences on School Marketplace Decisions: Examining Transfers to Charter Schools. Erica Frankenberg, Pennsylvania State University; Stephen Kotok, University of Texas at El Paso; Kai Schafft, Pennsylvania State University; Bryan Arthur Mann, Pennsylvania State University
   Different Choices: A Public School Community's Responses to School Choice Reforms. Amanda U. Potterton, Arizona State University
   A Framework for Examining How Market-Based Reforms Impact Female Leaders. Huriya Jabbar, Wei-Ling Sun, Melinda Anne Lemke (University of Texas at Austin)

Chair:
   Brendan David Maxcy, Indiana University School of Education-IUPUI

182. Black Lives Matter in Educational Leadership
Innovative Session / Mini-Workshop
4:20 to 5:30 pm
Manchester Grand Hyatt: Seaport H

The objective of this innovative session is to give voice to scholars of color with regard to implicit bias, personal experiences with authority (school and law enforcement), and micro aggressions, all within the context of the recent police shootings and rebellions. Scholars will also address how overaggressive policing and imprisonment mirrors the school practices of overaggressive discipline and suspension/expulsion. Finally, they will be asked to elaborate on the practical implications for transcultural competence in leadership.

Chair:
   Floyd Beachum, Lehigh University

Participants:
In keeping with the Convention theme, this Ed Talk will highlight people who represent and work “across borders” (geographic, linguistic, generational, and organizational) and who transform them into unique open border spaces. Each participant has interrupted these borders that separate children, teachers, youth, elders, practitioners, scholars, communities, and nations. By doing so they have not simply broken through borders, but also worked to bring communities from the margins to the center. Bridging these distances can be a daunting task and one that requires a set of skills that were not included in our training as educational leaders or scholars. This session will provide insight into the many borders that exist and how to work across them to best advocate for and inquire with schools, community, and children.
184. UCEA Barbara L. Jackson Scholars Recognition Ceremony

Special Session
7:00 to 8:30 pm
Manchester Grand Hyatt: Seaport A

Members of UCEA leadership team will welcome participants, highlight new and important developments, and recognize each of the new cohort members and their mentors. Subsequently, students from the 2014-2016 cohort will present their mentors with special Barbara Jackson Scholars Lapel Pin. The evening will conclude with a celebratory ceremony of dedication to the careers of new and contending scholars.

Chair:
Gerardo R. López, University of Utah

Participants:
Gerardo R. López, University of Utah
Michelle D. Young, UCEA/University of Virginia
Sonya Douglass Horsford, George Mason University
Noelle Witherspoon Arnold, The Ohio State University
Michael Dantley, Miami University
Khaula Murtadha, Indiana University Purdue University at Indianapolis
Irene H. Yoon, University of Utah

185. LTEL SIG Business Meeting With San Diego Principals

Meeting
7:15 to 8:10 pm
Manchester Grand Hyatt: Seaport DE

Chair:
Liz Hollingworth, University of Iowa

186. Latino Research SIG

Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Balboa A

Chair:
Mónica Byrne-Jiménez, Hofstra University

Participants:
Frank Hernandez, University of Texas of the Permian Basin
Elizabeth T. Murakami, Texas A&M University, San Antonio
Gloria M. Rodriguez, University of California, Davis
Vonzell Agosto, University of South Florida
Israel Aguilar, Texas A&M University, Corpus Christi
Hilario Lomeli Jr., Pennsylvania State University
Leslie D. Gonzales, University of Texas El Paso
Gerardo R. López, University of Utah
Jesse Perez Mendez, Oklahoma State University
187. UCEA Taskforce on Distance Learning
Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Balboa B

This session focuses on the development of a UCEA taskforce focused on distance and
digital education. UCEA will be extending its research and development efforts beyond
the brick and mortar classroom in an effort to understand effective distance and digital
teaching practices and tools, particularly those tools and practices that are meant to support
the learning and development of educational leaders. All interested parties are welcome to
attend and participate in this effort.
Chair:
  John Beuhring Nash, University of Kentucky
Participants:
  April L. Peters-Hawkins, University of Georgia
  Jason LaFrance, Georgia Southern University
  Scott Bailey, Stephen F. Austin State University

188. Jackson Scholars Advisory Board Meeting
Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Balboa C

Chair:
  Gerardo R. López, University of Utah

189. Program Centers Director Board of Directors and Advisory Board Meeting
Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Gas Lamp A

This Program Centers Advisory Board (PCAB) works with the Associate Director for Program
Centers to support and improve the efforts of UCEA program centers. Members work focuses
on UCEA policy, program center reviews, mini-grant proposal reviews, and the selection of
graduate student program center fellowships. Committee members make recommendations
to UCEA for changes in policy and practice.
Chair:
  Jayson Richardson, University of Kentucky
Participants:
  John Beuhring Nash, University of Kentucky
  Gretchen Givens Generett, Duquesne University
  Justin Bathon, University of Kentucky
  Paul Begley, Rock Ethics Institute, Pennsylvania State University
  Michael Burroughs, Rock Ethics Institute, Pennsylvania State University
  Andrea K. Rorrer, University of Utah
  Walter Gmelch, University of San Francisco
  Kelly Anne Ward, Washington State University
  Monika Tornsen, University of Umea
  Katina Pollock, University of Western Ontario
  Elizabeth T. Murakami, Texas A&M University, San Antonio
  Thomas Alsbury, Seattle Pacific University
190. UCEA Sponsored Session: Retired Women in Educational Leadership: Multiple Identities While Navigating the Professoriate

Critical Conversations
7:00 to 7:50 am
Manchester Grand Hyatt: Gas Lamp B
This session investigates impact in our field as the discussants recount their key roles in crossing trans cultural spaces. They represent the group that initiated changes in programs when multiple identities were not accepted nor respected. As professors, they became initiators by navigating our multiple realities of age, race, ethnicity, gender, religion, language, ability, and sexual orientation. The women retirees will include insights into the different stages of social justice and equity in our field.

Chair:
  Maria Luisa Gonzalez, University of Texas at El Paso

Participants:
  Dana E. Christman, New Mexico State University
  Carolyn Louise Wanat, University of Iowa
  Martha N. Ovando, University of Texas at Austin
  Edith Rusch, University of Nevada-Las Vegas
  Adrienne Hyle, University of Texas at Arlington
  Mary Scherr, University of San Diego
  Flora Ida Ortiz, University of California, Riverside

191. Leadership for School Improvement SIG

Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: La Jolla AB

Chair:
  Shelby Cosner, University of Illinois at Chicago

Participants:
  Kristina Astrid Hesbol, University of Denver
  Hans W. Klar, Clemson University
  Angela Urick, University of Oklahoma

192. Gay Straight Alliance

Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Old Town AB

Chair:
  Colleen Capper, University of Wisconsin-Madison

193. UCEA Research on Women in Leadership SIG

Meeting
7:00 to 7:50 am
Manchester Grand Hyatt: Seaport B

Chair:
  Charol Shakeshaft, Virginia Commonwealth University

Participants:
  Margaret Terry Orr, Bank Street College
  Margaret Grogan, Claremont Graduate University
  Kerry Kathleen Robinson, University of Tennessee
  Sharon Adams-Taylor, American Association of School Administrators
Jill Sperandio, Lehigh University  
Linda L. Lyman, Illinois State University  
Michelle D. Young, UCEA/University of Virginia  
Katherine Cumings Mansfield, Virginia Commonwealth University  
Kierstyn Kourtney Johnson, Virginia Commonwealth University

194. Learning and Teaching in Educational Leadership (LTEL) Executive Committee SIG
Meeting  
7:00 to 7:50 am  
Manchester Grand Hyatt: Seaport F  
Chair:  
Liz Hollingworth, University of Iowa

195. Keeping the End in Mind: Taking a Critical Conscious Approach to School Reform
Paper Session  
8:00 to 9:10 am  
Manchester Grand Hyatt: Balboa A  
Participants:  
Culturally Responsive, Anti-Racist, or Anti-Oppressive? How Language Matters in School Change Efforts. Mollie Galloway, Shay James, Petra Callin, Harriette Vimegnon, Lisa McCall (Lewis & Clark College)  
We examined how 14 educators participating on inquiry teams to counter persistent inequities among student subgroups describe culturally responsive pedagogy and practice compared to anti-racist or anti-oppressive pedagogy. Results show how the phrase “culturally responsive” leads educators to discuss individual practices to bring cultural ways into the classroom and school, while the terms anti-racist and anti-oppressive move educators to highlight systemic barriers that maintain gaps for historically marginalized students. We discuss implications for reform efforts.  
What Are Teachers Doing to Educate Refugee Students? Examining Efforts at One Elementary School. Nathern Okilwa, University of Texas at San Antonio; Kerry Haupert, Educational Service Center  
This study explored an elementary school in an urban city, designated by the district as the elementary school to host the refugee students. The purpose of the study was to examine how teachers support the learning of refugee students. We focused on systems and practices being implemented to serve the educational needs of the refugee students.  
Design-Based Research: A New Research Paradigm For Collaboratively Developing More Effective Approaches for Increasing Equity. Stanley Pogrow, San Francisco State University  
Design-Based Research (DBR) may offer the best hope for producing the needed improvements in practice that are critical for enhancing equity. This paper presents research on the common elements of two dramatically successful large-scale DBR projects: One improved the performance of Title I and LD students in Grades 4–8, and the other increased the passing rate of students in Community College developmental math. The implications for leadership practice and EdD dissertations are discussed.  
Teacher Mindsets and Depth of Change during School-based Interventions. Susan Kemper Patrick, Vanderbilt University  
This study focuses on teacher beliefs about intelligence during the implementation of a school-based intervention. A key goal of the intervention studied, growth mindset is a belief that intelligence is malleable and that aptitude can be improved through effort. This study explores whether teacher understanding of and support for growth mindset deepens over time and identifies organizational mechanisms that may encourage depth of change in teachers’ understanding of growth mindset and reported beliefs about intelligence.  
Chair:  
Gerardo R. López, University of Utah
196. Social Contexts of the Superintendency
Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Balboa B

Participants:

Characteristics and Career Pathways of District Leaders in Texas From 1993 to 2013. Ed Fuller, Pennsylvania State University/UCEA; Liz Hollingworth, University of Iowa

This study examines the changing personal characteristics of district leaders and newly hired district leaders in Texas since 1993 by district characteristics, including geographic locale. In addition, the study documents differences in the career pathways taken by those ascending to district leadership positions by race/ethnicity, gender, and district characteristics. Results suggest White males still dominate district leadership positions and have a shorter, more direct route into the superintendency.

Superintendent Stress and Health in Context: The Relation of Gender, Race and District-Level Variables. Charol Shakeshaft, Virginia Commonwealth University; Kerry Kathleen Robinson, University of Tennessee

Superintendent stress is often associated with being the CEO of a complicated enterprise, especially now when districts are under attack. We posit stress might have a differential effect, depending upon the race and gender of the superintendent as well as district-level conditions. Additionally, research shows an established relationship between stress and health. Therefore, we set out to understand superintendent stress levels, health conditions, and their relationship as mediated by gender, race, and district-specific variables.

Visionary Planning and Eagle Ford Shale: A Cross-Case Study of Rural School Superintendents as Sense-Makers. Lynn Hemmer, Israel Aguilar, Kathleen Fleming (Texas A&M University, Corpus Christi)

The purpose of this qualitative cross case study is to understand the processes three rural school superintendents used to frame problems and solutions during the wake of economic gains brought about by the fracking of the Eagle Ford Shale. The superintendents used sense making to help move their district forward. This study helps develop a more critical understanding of the how district leaders impacted by sudden oil wealth prioritize spending district money.

How Did African American Male Superintendents in Texas Traditional Public Schools Navigate the Superintendency? Jerry W. Cheatom, University of Texas at San Antonio; Encarnacion Garza, University of Texas at San Antonio

There has been minimal research conducted on African American male superintendents in Texas and North America. Thus, this study was designed to contribute to the body of knowledge by examining the underrepresentation of this particular group of educational leaders on how they navigated to and succeeded in the superintendency. Three themes emerged: ascension to the superintendency, continuation in the superintendency, and leadership for social justice.

Chair:
   David Gurr, University of Melbourne

Special Session
8:00 to 9:10 am
Manchester Grand Hyatt: Balboa C

When it comes to taking your first (second, or third) academic position, receiving an offer is only the first step in the important process of getting what we want. Come hear experienced academics in education talk about how they and those they hire have navigated their way from job offered to job accepted. This session will provide valuable insights and advice for both graduate students and junior faculty alike.

Chair:
   Paula Cordeiro, University of San Diego

Participants:
198. Women of Color Developing Their Leadership Identities

Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Gas Lamp A

Participants:
Challenges to Female Educational Managers in Khyber Pukhtunkhwa (KPK) Pakistan. Sumaira Taj Khan, University of Iowa
This case study examines the challenges that female educational managers face in KPK, Pakistan. Interviews, observations, and reflective journals were employed to collect data from 10 educational managers in the three districts of KPK. The study found that managers face challenges in management, which tend to limit their efficiency and effectiveness in their jobs. Proper professional licensure for managers and policy level changes can support educational managers in the public sector.

Extraordinary Women in Texas: A Phenomenological Study of Mexican American Female Superintendents. Sonia Rodriguez, Texas State University; Charles Slater, California State University, Long Beach
The Mexican American woman’s ability to access the superintendency is not keeping pace with the increase of the Hispanic population. By 2020 the Hispanic population in Texas is expected to outnumber the White population (Texas State Data Center, 2008). At the time of this study, there were 1,144 superintendents in Texas; 911 were male, 233 were female, and only 14 were Latina. This study captures the voices of seven Mexican American female superintendents.

“I Have a Story to Tell”: Identities of African American Female Secondary Principals. Pamela L. Gray, Sam Houston State University
The purpose of this multiple case study was to examine the ways African American female secondary principals envision their identities and leadership styles within the social context of urban secondary schools. The results of the study yielded five themes that represent the African American female secondary school principal experience: (a) Fearless Game Changer, (b) Othermother/Student Centered, (c) Spiritually Grounded and Guided, (d) Survivor, and (e) Transformational Leader.

The Performative in Identity Formation: The Shaping and Resistance of Aspiring Latina Leaders. Erin Matyjasik, University of Arizona
This study used critical discourse analysis to examine the narratives of six Latinas who aspire to higher administrative positions. Drawing on the work of Butler, Foucault, and Althusser, the data collected provided useful information regarding the ways their professional identities have been shaped by institutional forces, how they were constrained from moving toward their career goals, and in what ways they resisted oppressive and marginalizing discourses that constrained their aspirations.

Chair:
Mariela A. Rodriguez, University of Texas at San Antonio

199. Curriculum Matters: Surfacing the Hidden and Advancing Social Justice

Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Gas Lamp B

Participants:
Recent revisions of the Advanced Placement U.S. History framework have led to contentious debate. The qualitative document analysis of the revised 2014 Framework suggests the need for reconsideration of the type of social justice lens needed to effectively
train students for 21st century global citizenship. Application of a procedural justice lens, rather than distributive justice lens, may better address past social injustices and promote internal values that support voluntary cooperative behavior enhancing social justice outcomes.

Hide and Seek: Searching for What is Hidden in a Demographically Distributed Curriculum. Carrie L. Gentner, University of South Florida

Measurable results of student achievement as determined by standardized tests are the norm in American education. As a result, schools and students are labeled failing and/or in need of remediation. Using ethnographic content analysis and a critical lens, I seek to explore the extent to which a hidden and/or null curriculum is enacted through state and district mandated remediation materials and examine how the curriculum further marginalizes particular groups of students.


Despite all the preparation pre-service teachers receive, they often indicate they were “caught by surprise” and “feel ill-equipped to deal with all the diversity in the classroom.” This paper will describe the importance of a curriculum that meets the needs of all students. It will provide school leaders with three reflective tools that can be used to evaluate the curriculum, facilitate dialogue, and prompt transformation.

The Paradox of Multicultural Education and Unitary Curricula and Policies in the Midst of Globalization. Lisa Fetman, University of Arizona; Rose Ylimaki, University of Arizona

The purpose of this paper is to use a nuanced theoretical lens to explore issues related to increasing multicultural student populations within increasingly unitary and restrictive educational policy environments. We propose new theoretical and epistemological approaches to studying the policy-school interaction, thus creating new possibilities for educational practice and policy making. Drawing on our theoretical discussion, we highlight two empirical examples from Arizona schools to illustrate the challenges of multicultural education, particularly for dispossessed students.

Chair: Michael G. Gunzenhauser, University of Pittsburgh

200. Framing Secondary Leadership for Improvement

Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Gas Lamp CD

Participants:

Navigating Contested Spaces: Principals Leading for Social Justice in a Demoralized Urban High School. Jason Andrew Swanson, Heather Horsley, Sam Whalen, Steven Elliott Tozer, Martha Hebert (University of Illinois at Chicago)

The purpose of this paper is to describe the struggles and successes of two principals attempting to disrupt the status quo of a “deeply demoralized” high school (Payne, 2008) in a highly contested space. This study sheds light on how two principals were able to read the political terrain in effort to lead for social justice within four frameworks: neutral, resolver, partisan, and equity.

Integrated Educational Leadership: A Case Study Examining the Leadership Practices of a High School Principal. Adam Goodman Erdos, Hofstra University

It is important to explore the relationship between leadership style and principal effectiveness. Research has shown principals can impact teacher effectiveness and student achievement (Leithwood & Louis, 2012). By comparing one high school principal’s perspective on his leadership style with that of his teachers this study identified the parts of his practice were effective, what parts were less effective, and what parts may have been misunderstood or in other ways ineffective.

Middle to High School Transition and the Institutional Culture of Care. Robert Cooper, Shena Sanchez, Alison Munzer, DeMarcus Jenkins (University of California, Los Angeles)

The purpose of this study is to examine the unique and complex relationship between Institutional
Culture of Care and students’ college-going behavior during the transition into high school. Institutional Culture of Care, different from individual care, focuses on creating a school culture that results in a learning environment where students and teachers feel respected and valued. Embedded in a 5-year investigation, over 3,000 student surveys shed insight on the research questions of interest.

Re-Imagining the Frontiers of Education for Rural Low-Income Students. Chinasa Elue, Kent State University

The purpose of this paper is to gain an understanding of the factors that impact marginalized student populations when they are deciding whether or not to pursue postsecondary education. Specifically, more understanding is needed to understand how the social and cultural networks, these students belong to impact their college choices.

Chair: David Brazer, Stanford University

201. Assessing the Impact of Leadership Performance
Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: La Jolla AB

Participants:
The Impact of Principal’s Actions on High Performing Hispanic Schools. Christine Kent, Education Service Center 13; Sarah W. Nelson, Texas State University

As changing demographics have shifted Texas to a majority-minority state, Texas public schools have struggled to address the needs of both the changing population and the longstanding disparities in educational achievement between racial and ethnic groups. This study reveals a relationship between principal mindset and sustainability of school improvement efforts. The results of this study have implications for policymakers, those who prepare educational leaders, and researchers of school improvement practices.

Validating an Instructional Leadership Profile of Turkish Primary School Principals With the PIMRS. Philip Hallinger, Chulalongkorn University

The purpose of this study was to develop and validate a Turkish adaptation of the Principal Instructional Management Rating Scale (PIMRS) within the Turkish education context and demonstrate its potential for mapping instructional leadership capacity across Turkey. Results indicated that the adapted PIMRS Turkish Form provided a reliable and valid measure of principal instructional leadership in Turkish primary schools.

Developing a Framework for the Selection of Educational Leadership Indicator Systems: Examining VAL-ED and CALL. Mark Blitz, University of Wisconsin-Madison; Jason Salisbury, Iowa State University; Peter Goff, University of Wisconsin-Madison

This paper provides a framework for researchers and practitioners to use for considering a K-12 leadership assessment system. In developing this framework, researchers examined two notable leadership assessment systems: the Vanderbilt Assessment of Leadership in Education (VAL-ED) and the Comprehensive Assessment of Leadership for Learning (CALL). In conducting this examination, the authors expanded the selection criteria beyond typical measures of reliability and validity; findings according to these criteria, as well as resulting implications, are discussed.

Supervisor Ratings as Measures of Principal Performance: Evidence From the TEAM Evaluation System in Tennessee. Jason Grissom, Vanderbilt University; Richard Blissett, Vanderbilt University

A hallmark of principal evaluation systems is the incorporation of multiple measures. We make use of data from the first 2 years of the Tennessee Educator Accelerator Model (TEAM). We uncover important associations between principals’ observation scores and their individual characteristics. TEAM ratings are positively associated with subjective ratings of leadership by staff. Lastly, we find positive relationships between TEAM ratings and school value-added scores but find little evidence of a relationship with student growth.
202. The Power of Professional Communities and Learning for Teachers

Chair: Margaret Terry Orr, Bank Street College

Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Old Town AB

Participants:

Teacher Leaders Building Social Capital: Using Modeling to Improve Professional Community. Mark Benedict, Brookfield Central High School

For this study, I use a social capital lens to illuminate how three department chairs build social trust in their academic departments. I explicate how chairs utilize modeling as a leadership function for teacher leaders to develop social trust among their peers. These chairs modeled behaviors congruent with trust and professional community such as admitting their own shortcomings as teachers and sharing their own lessons with other teachers.

Race to the Top and Teacher Professional Development: Lesson Study District Policy and Practice in Florida. Gareth Wilkinson, Florida State University; Motoko Akiba, Florida State University

An online survey of district policy and practice on lesson study was conducted. At least half of the districts required at least one type of school to implement lesson study during the 2013-2014 academic year, provided trainings, and had a plan to sustain lesson study after the RTTT funding ended in 2014. However, less than half of the districts provided funding for teacher stipends and substitutes that are critical for facilitation of lesson study.

Learning From the Masters: A Closer Look at the Shanghai Teacher-Expertise Identification and Infusion System. Xiu Cravens, Peabody College, Vanderbilt University; Jianjun Wang, East China Normal University

This paper takes a cross-cultural viewpoint at meeting the challenge of developing system-wide and sustainable pedagogical and content knowledge for teachers. We explore the teacher-expertise identification and infusion system in Shanghai and seek to identify pathways to constructing actionable local models that will develop and maximize instructional expertise in the U.S. and elsewhere.

Teacher Ties Between Subgroups and Professional Community. Kimberly Jansen, Michigan State University; Nicole Jess, Michigan State University

This study examines the relationship between teachers’ advice and friendship ties and their perception of the school’s professional community. By surveying five schools and employing social network analysis, we find that teachers who nominate more relationships with teachers outside of both their informal and formal subgroups perceived the school to have a more positive professional community. A strong professional community is essential for teacher collaboration, trust, and adult learning.

Chair: Sharon Kruse, Washington State University

203. Role-Alike Session for Sitting and Aspiring Deans

Meeting
8:00 to 9:10 am
Manchester Grand Hyatt: Seaport A

Today's colleges and schools of education are facing increasing demands and challenges, particularly regarding the quality and relevance of leadership and teacher preparation programs. Deans, along with faculty and other institutional leaders, must address these challenges and demands while simultaneously developing the leadership capacity of their organizations, overseeing academics and accountability, developing personnel, addressing human resource management and budget issues, and engaging in development activities and public relations. This session is an opportunity to learn from each other, discuss issues of common interest about leadership in higher education settings and continue an ongoing dialogue within UCEA and beyond about how leadership in higher education should and could be engaging with today's political, economic, and
market influences.

Chair:
Cynthia Reed, Northern Kentucky University

Participants:
Cynthia Reed, Northern Kentucky University
Andrea K. Rorrer, University of Utah
Michael Dantley, Miami University
Walter Gmelch, University of San Francisco

204. Ecologies of Engaged Scholarship: Stories From Activist Academics
Symposium
8:00 to 9:10 am
Manchester Grand Hyatt: Seaport B

The purpose of this symposium is to explore the ontologies and multiple entry points of activist academics’ working spaces as they engage in higher learning. We use qualitative methods that include biography, life history, auto-ethnography, and other forms to highlight the ecologies of activist academics in the field of teaching, learning, and leading in public schools, higher education, public policy, and community development.

Chairs:
Stella Flores, Vanderbilt University
Sophie Maxie, University of North Florida
Rudy F. Jamison, University of North Florida
Keon Whaley, University of North Florida
Kaiwipuni Lipe, University of Hawai‘i-Manoa
Miguel Angel Guajardo, Texas State University

Participants:
Francisco Guajardo, University of Texas Pan American
Leslie Ann Locke, University of Iowa
Matthew Militello, East Carolina University
Marjorie C. Ringler, East Carolina University
Lawrence Hodgkins, North Carolina State University
Chris Janson, University of North Florida
Catherine A. Lugg, Rutgers University
Lee Francis, Texas State University
Michael Marie Munson, Montana State University

205. Advocacy and Agency for Students of Color
Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Seaport C

Participants:
Dismantling Borders in Educational Leadership: Urban Communities as Partners in Nurturing Latino Student Academic Resilience. Daisy Denise Alfaro, California State University, Los Angeles

This paper examines the role urban communities have in nurturing Latino academic resilience. A qualitative longitudinal study was used to examine the experiences of nine Latino law students. Findings demonstrate that communities protected them from risk factors in P-12, but in higher education the participants experienced a shift from protectee to protectors. This paper challenges assumptions of urban communities and begins a discussion on how to acknowledge and create authentic partnerships between schools and communities.

From Black Boys to Men: Navigating K-12 Through the Eyes of Black Dads. James S. Wright, Michigan State University; Muhammad Khalifa, University of Minnesota

This study investigates the K-12 school system through the lens of fathers of Black boys
and their parental involvement. America’s K-12 school system is ripe with endemic injustices. Central to our inquiry is Black boys. Identity constructs of Black manhood and the variegated sociocultural phenomenon found in their environments has to be antagonized as well. However, this inescapable misfortune cannot be divorced from a much greater socioeconomic coupling of joblessness, divestment and poor community schooling.

Re-Imagining School Leader Advocacy for Undocumented Immigrant Students. Emily Crawford, University of Missouri-Columbia; Fernando Valle, Texas Tech University

Little is known about how school leaders facilitate connections with school personnel, students and the community to advocate for undocumented students to persist in school. The objectives of this paper are to (a) explore how school leaders use their leadership in schools to create systems of support and distribute their advocacy work and (b) understand school leaders’ efforts and struggles to interpret and implement policies and school structures that may affect undocumented students’ educational access.

Critical Youth Researchers: Using Youth Participatory Action Research to Shape, Inform, and Critique Educational Policies. Van Lac, University of Wisconsin-Madison

This conceptual paper offers youth participatory action research (YPAR) for educational leaders to consider as a viable action-oriented research approach that necessitates youth in shaping policies at multiple levels. YPAR serves as a unique opportunity to re-imagine the role of young people as critical researchers. Highlighting empirical studies where youth utilize their research findings to shape educational policy, the author offers YPAR as an approach to include youth perspectives in policy decisions.

Chair:
Terrance L. Green, University of Texas at Austin

207. Leadership in and Preparation for High-Need Schools: An International Perspective
International Community Building Session
8:00 to 9:10 am
Manchester Grand Hyatt: Seaport G

This session examines high-need schools and problems resulting from principal turnover, initial strategies of newly hired principals, effective practices of leadership teams, and promising ways to prepare turnaround school leaders. These studies not only provide insights into the realities of effective leadership in high-need school settings, but also are highly representative of the combined work of the International School Leadership Development Network researchers.

Presenters:
Monika Tornsen, University of Umeå
Olof Johansson, Umeå University
Linda J. Searby, Auburn University
Ellen Reames, Auburn University
Sailesh Sharma, University of Malaya, Kuala Lumpur, Malaysia
Mette Lise Baran, Cardinal Stritch University
Kristine Kiefer Hipp, Cardinal Stritch University
Jami Royal Berry, Georgia State University

Chair:
Bruce Barnett, University of Texas at San Antonio

208. Teacher Perceptions of Leadership
Paper Session
8:00 to 9:10 am
Manchester Grand Hyatt: Seaport H

Participants:
Teachers’ Perceptions of Effective School Leadership: A Validity Study of NASSP School Administrator Skills Instrument. Tiedan Huang, Fordham University

The study examined the validity of the NASSP School Administrator Skills Instrument using EFA and CFA.
When Teachers Recognize Their Principals’ Leadership. Ana Cristina Prado Oliveira, PUC-Rio de Janeiro; Cynthia Paes de Carvalho, PUC-Rio de Janeiro

This study proposed to deepen understanding if and how school leadership could affect two important school factors: teachers’ job satisfaction and students’ learning. Through a quantitative approach in public schools at Rio de Janeiro, we found that “teachers’ recognition of principals’ leadership at school” has a significant and positive relation with both factors.

Traversing Transcultural Spaces: An Event History Analysis of Teachers’ Pathways to the Principalship. Bradley W. Davis, University of Texas at Arlington; Mark A. Gooden, University of Texas at Austin; Alex J. Bowers, Teachers College, Columbia University

We focus on race, ethnicity, and gender with a particular interest in the way they mediate teachers’ pathways to the principalship. This study employs a variety of event history analyses to determine whether and when teachers with the requisite credentials become head principals. In doing so, we reveal overlooked inequities in the principal pipeline, which can help to inform a variety of processes and policies relating to leadership preparation, selection, and assignment.

Principal-Teacher’s Power Relationship Revisited: A National Study Based on SASS 2011-12 Data. Jiangang Xia, University of Nebraska-Lincoln; Jianping Shen, Western Michigan University

Developing Leaders for Equity and Excellence

Panelists:
Karin Chenoweth, The Education Trust
Mark A. Gooden, University of Texas at Austin
Joseph F. Johnson, Jr., San Diego State University
Joseph Murphy, Peabody College, Vanderbilt University
Francisco Escobedo, Chula Vista Elementary School District

Chair: Michelle D. Young, UCEA/University of Virginia

Raising the bar and closing the gap for all student groups are two important goals for contemporary school and district leaders. In this town hall session, district representatives engaged in The Wallace Foundation Leadership Pipeline Initiative and several high-visibility Wallace Foundation reports on leadership will discuss the contributions of the foundation to the development of leaders and school and district organizations that support both equitable and excellent educational experiences for all students. Participants will identify high leverage strategies as well as areas where more research is needed to guide effective practice.
This study is a revisit of the theoretical controversy over whether the principal-teacher’s power relationship is a zero-sum or a win-win situation. We examined whether, after a decade of school accountability movement, the power relationship has evolved, and whether the power relationship still differed between elementary and secondary schools. The revisit revealed some consistent findings but also added some new findings to the previous study.

Chair:  
Cynthia L. Carver, Oakland University

209. General Session IV: Developing Leaders for Equity and Excellence: A UCEA-Wallace Town Hall

Town Hall  
9:10 to 10:50 am  
Manchester Grand Hyatt: Seaport DE

Raising the bar and closing the gap for all student groups are two important goals for contemporary school and district leaders. In this town hall session, district representatives engaged in The Wallace Foundation Leadership Pipeline Initiative and several high-visibility Wallace Foundation reports on leadership will discuss the contributions of the foundation to the development of leaders and school and district organizations that support both equitable and excellent educational experiences for all students. Participants will identify high leverage strategies as well as areas where more research is needed to guide effective practice. Continental breakfast from 9:10 - 9:30 am. Program begins at 9:30 am.

Panelists:  
Karin Chenoweth, The Education Trust  
Mark A. Gooden, University of Texas at Austin  
Joseph F. Johnson, Jr., San Diego State University  
Joseph Murphy, Peabody College, Vanderbilt University  
Francisco Escobedo, Chula Vista Elementary School District

Chair:  
Michelle D. Young, UCEA/University of Virginia

210. Implementing Teacher Evaluation Policy

Paper Session  
11:00 am to 12:10 pm  
Manchester Grand Hyatt: Balboa A

Participants:  
Implementing a New Teacher Evaluation System in Portugal and a Southeastern U.S. State: Lessons Learned. Mary Lynne Derrington, University of Tennessee  
This paper examines commonalities resulting from two independently conducted studies during the implementation of a new teacher evaluation system. School principals’ perceptions in Portugal and a southeastern U.S. state regarding a new teacher evaluation policy as well as its perceived effects and conditions for its implementation were analysed. Principals balanced perceived conflicting goals, sought maintenance of positive teacher relationships and school culture, and managed tensions of policy implementation while making sense of its effects.

Teacher evaluation has risen in prominence as a key approach to improving teaching quality and as a tool for increasing student academic performance in U.S. schools. In response, school leaders are enacting teacher evaluation mandates in a complex policy environment. Utilizing Weaver-Hightower’s (2008) ecology metaphor for education policy, this paper reports on a case study exploring how educators in two small school districts interpreted mandates and planned local policy responses.

Teacher and Administrator Perspectives on Evaluation Reform. Jennie Jiang, Susan Sporte, Stuart Luppescu (University of Chicago)  
In the 2012-13 school year, Chicago Public Schools unveiled its new teacher evaluation system
in all of its almost 600 schools. This study draws on interviews and surveys of teachers and administrators to measure their perceptions of the new system. Relationships between these measures and teacher characteristics and indicators of leadership and school community are also explored.


Scholars argue that education policy implementation is mediated by the cognitive sense-making of policy implementers (Spillane, Reiser & Reimer, 2002). This study explores the meaning-making processes of principals implementing the NC Teacher Evaluation Process. Utilizing focus groups and discourse analysis, we find variations in meanings principals ascribe to evaluation rubric criteria, as well as differences in using evaluation tools. We conclude with implications for the relationship between policy implementation and the work of social justice.

Chair:
Kathryn Schiller, University at Albany

211. Justice in the Gaps: Purposefully Addressing Race and Conflicts
Paper Session
11:00 am to 12:10 pm
Manchester Grand Hyatt: Balboa B

Participants:
Justice in the Gaps: Principals’ Use of Data to Address the Opportunity Gap. Osly Flores, University of Pittsburgh; Michael G. Gunzenhauser, University of Pittsburgh

This paper draws from an interview study with 15–20 school leaders on their use of data to address differential student achievement, variously characterized by the leaders as “opportunity gap,” “achievement gap,” or some combination. We look at the ethical and philosophical foundations of their understandings of the gaps and how those understandings inform their practice. We explore two themes—positionality and context—and how they play out in ethical responses.

Challenging Incivility With Civility: How Communication and Negotiation Can Transform a Hostile Environment. Deborah L. West, Eastern Kentucky University; Roma B. Angel, Appalachian State University; Leigh Ellen Wallace, University of Wisconsin-Milwaukee; Christine W. Nganga, South Dakota State University

This study focuses on faculty civility. Bullying affects 58% of those working in higher education, where faculty are often key actors who stimulate an uncivil culture where personal, social, cultural, organizational, and structural reasons can promote incivility leading to an academic bully culture. Educational leaders were interviewed where we discovered strategies that stimulate faculty collegiality. This study offers an advantageous perch from which to understand approaches to create more collaborative faculty in higher education.


In these contemporary times, colorblindness has been claimed as the hegemonic racial ideology. However, persistent forms of racial inequities in schools suggest otherwise. Institutionalized racism and race-neutral policies and practices have perpetuated these inequities, vastly affecting Black students. Bonilla-Silva (2013) presents this era as racism without racist—thereby Black students are continuously victims without “crimes” (Newby & Tyack, 1971). This critical qualitative study highlights how Black parents navigate these issues in schools.


Claims of racist speech and harassment in schools are not uncommon yet, educational leaders repeatedly seem caught off-guard when these complaints surface. Too often these
incidents are viewed as anomalies within otherwise well-functioning educational systems. This case, based on real events, explores such an incident and examines the decision-making and actions of leaders who respond to a racist incident in a public high school. The situation presents a complex problem without a clear, correct answer.

Chair:
Judy Jackson May, Bowling Green State University

212. Jigsawing Puzzles While Traveling in a Maze: Simplifying the Complexity of Writing a Literature Review
Special Session
11:00 am to 12:10 pm
Manchester Grand Hyatt: Balboa C
What topic? Which databases? How many articles? How should I organize the literature? What voice should I use when writing? The literature review process can be like jigsawing puzzles while traveling in a maze. This session is designed to simplify the complexity of writing a literature review by providing practical guidelines, provide exemplars, and offer organization tips to help guide you through this journey.

Chair:
Samantha M. Paredes Scribner, Indiana University-Indianapolis
Participants:
Catherine A. Lugg, Rutgers University
Enrique Aleman, University of Utah

213. Conceptions of Educational Leadership Competence
Paper Session
11:00 am to 12:10 pm
Manchester Grand Hyatt: Gas Lamp A
Participants:
This study describes a cognitive skill set associated with the training of educational leaders and reflects on the extent to which this skill set is adequately addressed in professional schools curricula. Building on study data, this research examines that complex cognitive process whereby an individual integrates and brings to bear his/her knowledge, wisdom, and skill to read, frame, and complete a practical task. In the professions, skill in synthesizing distinguishes the novice from the expert.

School Leader Competency Development: The Important Interaction Between Exemplary Program Features. Shelby Cosner, Lisa Walker, Jason Andrew Swanson, Martha Hebert, David Mayrowetz, Sam Whalen, Anne Hoisington Hutchinson, Michelle Shabaker (University of Illinois at Chicago)
This study being presented longitudinally examines two cohorts of aspiring principals from a preparation program identified as “exemplary” by UCEA and with features identified in the principal preparation research as exemplary (Darling-Hammond et al., 2007). This manuscript investigates (a) the contribution of multiple exemplary program features in relation to leader standards-aligned competency development and (b) critical ways in which program-embedded leadership coaching mediates and supports both academic and field-based learning experiences.

Rethinking Understanding of Educational Leadership: Theory, Research, and Practice. Phillip A. Smith, Teachers College, Columbia University
Through an integrative review, this paper seeks to illustrate, through an exploration of research, theory, and practice over the last decade, a rethinking and understanding of the educational leadership phenomenon. The notion of culturally competent, social justice leadership provides the central foci of the paper and inquiry. The paper concludes that a culturally competent social justice education leadership approach is appropriate to the contemporary socio-demographic
context of schools, education, and wider society.
The Dispositions, Knowledge, and Skills Principals Need to Lead for Social Justice. Colleen Capper, University of Wisconsin-Madison
Given the gap in the general leadership and social justice leadership literature, the research questions that anchor this paper ask: What are the dispositions, knowledge, and skills that principals need to lead for social justice? What are the features of leadership preparation programs that support the development of DKS in social justice principals?
Chair:
Morgaen Lindsay Donaldson, University of Connecticut

International Community Building Session
11:00 am to 12:10 pm
Manchester Grand Hyatt: Gas Lamp B
This international community building session will examine the findings of a study on an international leadership program aimed at challenging attendees to reimagine their understandings of equity and social justice while simultaneously implementing progressive pedagogy—namely strategies for equity, deeper learning and change leadership. This session examines a year-long process wherein culturally progressive schools designed and implemented educationally progressive structures and practices aimed at deeper learning and equity.
Participant:
Leaders for Equity: Aligning Culturally Progressive Belief Systems With Progressive Educational Strategies in International Settings. Laura McBain, High Tech High Graduate School of Education; Gina Umpstead, Central Michigan University
Presenter:
Gina Umpstead, Central Michigan University
Chairs:
Harry Blyleven, Hamilton District Christian High
Linnea Garrett, ChiTech Academy

215. Connecting Research and Improved Practice
Paper Session
11:00 am to 12:10 pm
Manchester Grand Hyatt: Gas Lamp CD
Participants:
Re-imagining Assessment and Evaluation: Disrupting Prior Beliefs Through Experiential Learning, Yvette Cantu, Patricia A. Rocha, Yvonne Hernandez, Alicia Hill (Texas State University)
This qualitative self-study focused on doctoral students’ transformational experiences in a doctoral evaluation and assessments class. The study employed Dewey’s experiential learning theory as its theoretical framework. Written reflections and a reflective discussion were utilized for data collection. The initial findings highlight a disruption of prior beliefs about evaluation and assessment and a reimagining of what evaluation and assessment can look like as school leaders, researchers, and faculty members.
Spanning Boundaries to Create Action-Oriented Scholarship: An Innovative Research–Practice Partnership Case Study. Frederick C. Buskey, Clemson University; Hans W. Klar, Clemson University; Julie K. Desmangles, Clemson University; Kristin Shawn Huggins, Washington State University; Jane Clark Lindle, Clemson University; George J. Petersen, California Lutheran University
We describe the development of a research-practitioner partnership between a university-based educational leadership program and a 12-district consortium of
rural, high-poverty schools. In particular, we examine how stakeholders overcame challenges commonly associated with such partnerships to form a professional community dedicated to the implementation and long-term success of a leadership development initiative embedded in the districts. The findings of this study have important implications for conducting action-oriented research and scholarship through partnerships.

Preparation for Sustainable Leadership: Incorporating Appreciative Inquiry and Appreciative Organizing Across Three Distinct Preparation Programs. William R. Black, John Mann, Leonard C. Burrello (University of South Florida)

This session will discuss the ways faculty and district leadership development teams at the University of South Florida came together to challenge deficit orientations and incorporate more sustainable and positive frameworks for leadership preparation and development for challenging school environments through the incorporation of an Appreciative Inquiry and Appreciative Organizing approach for aspiring assistant principals, aspiring principals, and experienced principals.

An Automated Text Data Mining Analysis of All EAQ Articles From 1965 to 2014. Yinying Wang, Georgia State University; Alex J. Bowers, Teachers College, Columbia University; David Fikis, Georgia State University

The purpose of this study is to identify the underlying topic structure in the field of educational leadership research by applying a probabilistic latent topic model. We use the statistical computing R package for topic models to automate the analysis of the corpus that contains all text in the articles published in Educational Administration Quarterly 1965–2014. The initial findings suggest 14 topics emerged in the educational leadership research literature.

Chair:
Jami Royal Berry, Georgia State University

216. Negotiating Borders for Equitable Outcomes
Paper Session
11:00 am to 12:10 pm
Manchester Grand Hyatt: La Jolla AB

Participants:
A Snapshot of Equity in Arizona: Findings From the 2011-12 Civil Rights Data Collection (CRDC). Jeanne M. Powers, Kathryn Chapman, Tray Geiger (Arizona State University)

We analyze resource inequities in Arizona in four areas across the elementary and secondary grade span: (a) access to preschool programs, (b) access to experienced and certified teachers, (c) access to gifted and talented programs, and (d) participation in college readiness experiences (SAT/ACT participation and access to mathematics and science courses). Findings highlight how students of color in Arizona face systematic inequalities in access to key educational resources and experiences across the preK-12 grade span.

An Oral History of Bilingual Education in the Borderlands of South Texas. Francisco Guajardo, University of Texas Pan American; Fred Guerra, Jr., University of Texas Pan American; Miguel Angel Guajardo, Texas State University

This paper looks at lessons learned through an oral history project with educators who played a leadership role during the formative years of bilingual education in the Rio Grande Valley of South Texas and who forged a new frontier in public education as they pioneered a new way of engaging English Language Learners between 1970 and the 1990s. This research is guided by the voices of elders.

Bridging Borders: Boundary Spanners’ Role in Fostering Equitable Educational Opportunities in New Immigrant Destinations. Kristina Franciska Brezicha, Pennsylvania State University; Megan Hopkins, University of Illinois at Chicago

This paper presents a case study of one suburban school district in the midst of an immigrant influx that has changed the demographics of the community and raised questions of equitable educational opportunities. We employ a zone of mediation framework and the concept of boundary spanning to understand how the normative and political context shaped the school district’s policy making, and how the community’s construction of the newcomers influenced the
school district’s response.

Border Culture vs. Testing Culture: Tensions and Negotiations of Principals in Border Community Schools. Joan Elizabeth Molera, University of Arizona

This article is about leadership in Arizona–Mexico border community schools and the tensions associated with one particular realm: standardized testing. Literature on Funds of Knowledge, standardization, and curriculum leadership informed my ethnographic, phenomenological study. Findings suggested that participants viewed the culture of the border and the culture of the school as separate, particularly in relation to the content of schooling. This article concludes with implications for research, policy, and leadership practice.

Chair: Juan Manuel Niño, University of Texas at San Antonio

217. Leaders’ Perspectives on School Improvement

Paper Session
11:00 am to 12:10 pm
Manchester Grand Hyatt: Old Town AB

Participants:

Educational Leaders’ Thinking About School Improvement Between PDSA and Garbage Can. Rick Mintrop, University of California, Berkeley; Elizabeth Zumpe, University of California, Berkeley

This qualitative study examines how education leaders think about organizational change in an environment calling for continuous improvement despite institutional tendencies towards garbage-can decision making. Using verbal protocol analysis about leaders conducting design development research in an EdD program, this study finds that education leaders harbor mindsets that inhibit a more rational approach to school improvement, but that reflect a policy environment in which they are expected to act as implementers rather than problem solvers.

Leaders’ Insights About Their Practices in an Improvement Initiative: Combining Frameworks of Practice and Process. Melissa Anderson Morgan, University of Virginia

Leaders at two middle schools received multi-rater perspectives about their practices in a report organized into 11 research-based dimensions and participated in focus groups that probed for how the results could guide them. Findings suggest the report dimensions provided leaders a systemic means to examine their practices and, when combined with a framework for conceptualizing the process of continuous improvement, allowed them to focus their leadership practices towards specific changes in an ongoing initiative.

NCLB and School Principals. Hajime Mitani, Peabody College, Vanderbilt University

Since the implementation of NCLB, many studies have investigated its impact on students and teachers. Yet, few studies have empirically examined its impact on school principals. Given the importance of school principals, this study investigates the impact of the NCLB sanction system on school principals’ working conditions and turnover using a national representative sample of school principals. A preliminary analysis finds that principals working at schools facing NCLB sanctions have more job stress and dissatisfaction.

Leadership as a Subversive Activity: Principals’ Perception. Fei Wang, University of British Columbia

This qualitative study explores subversive leadership practices of school principals. Eighteen school principals from the Metro Vancouver area were interviewed on their perceptions of subversiveness. The study reveals that leadership is essentially having a subversive purpose. The study participants shared their insights on how they exercise subversiveness, the challenges and risks they face in being subversive, and strategies and tactics they use to navigate the social and political challenges from different interest groups.

Chair: Kathrine Gutierrez, University of Oklahoma
218. Chairs Role-Alike
Special Session
11:00 am to 12:10 pm
Manchester Grand Hyatt: Seaport A

Many among our ranks not only teach and mentor students in educational leadership but we live it on a daily basis as program coordinators or department chairs without the benefit of schooling in the special circumstances of higher education. While most faculty in educational leadership programs have advanced degrees in the field and administrative experience in PK-12 schools, we quickly learn that the challenges and rewards of leadership in a university setting are quite unique. This session is an opportunity to share and discuss the challenges and opportunities of leadership in the higher education.

Chair:
Andrea K. Rorrer, University of Utah

Participants:
Gerardo R. López, University of Utah
Gary M. Crow, Indiana University
Mark A. Gooden, University of Texas at Austin
Diana G. Pounder, University of Central Arkansas

219. Re-imagining the Frontiers of Immigrant Education: Leading Increasingly Heterogeneous Schools
Symposium
11:00 am to 12:10 pm
Manchester Grand Hyatt: Seaport B

This panel emerged from qualitative studies in Arizona and in New York, which draw attention to the complexities and contestations of immigrant education across K-12 settings. The papers highlight educational leaders addressing the challenges of educating immigrant students in schools circumscribed by organizational structures and policies, and also show how immigrant students carve out new identities, meanings, and spaces within U.S. schools. Focus is placed on the interactions between educational structures, policies, leaders, and immigrants.

Participants:
Going the Extra Mile: Understanding the Role of Women Mentors for Female Refugee Students. Sowymya Ghosh, University of Arizona
Defying the Norm: Providing Equitable Educational Opportunities for Refugee Students. Linsay DeMartino, University of Arizona
Beyond Parent-Teacher Meetings: Engaging Parents and Community Members in School Leadership. Jill Koyama, University of Arizona
Set up to Fail? How State- and School-Level Policies Silence Multicultural School Communities. Lisa Fetman, University of Arizona

Chairs:
Lisa Fetman, University of Arizona
Linsay DeMartino, University of Arizona

220. Teacher Mobility and Effectiveness
Paper Session
11:00 am to 12:10 pm
Manchester Grand Hyatt: Seaport C

Participants:
What Makes a Good Teacher? An Exploratory Study of Teacher Hiring in Belize. William Kyle Ingle, University of Louisville; Zipporah Abla, Bowling Green State University

We sought to ascertain definitions and measures of teacher quality employed by Belizean educational leaders, drawing from interviews with Belizean educational leaders and Belizean...
laws and policies regarding teacher hiring and evaluation. Informants preferred motivation, caring, subject knowledge, and teaching skills as the most important characteristics. They consistently ranked race and religion as least important candidate characteristics.

Teacher Effectiveness: Examining the Relationship Between Teacher Grit and Teacher Self-Efficacy. Deanna Dobbins, Oklahoma State University

Little is known about the formation of teacher grit or whether a relationship exists between teacher grit and teacher self-efficacy. The purpose of this study is to gain a better understanding of the relationship between teacher self-efficacy and teacher grit. Specifically, this quantitative correlational study will use the theoretical framework of Social Cognitive Theory to explain the relationship between teacher self-efficacy and teacher grit, controlling for gender of teachers and years of teaching experience.

The Impact of Within and Between School Mobility on Teacher Instructional Quality: An Urban District Analysis. Gwendolyn Baxley, University of Wisconsin-Madison; Peter Goff, University of Wisconsin-Madison

With mounting accountability pressures, schools have begun to make data-driven decisions to increase student achievement, particularly through strategic teacher assignment practices. Contrary to well-intentioned efforts, however, this mobility may disrupt the instructional quality and growth of both the reassigned individual and the collective instructional quality of the school. We examine (a) the school and instructional characteristics of mobile teachers and (b) the impact of this mobility on their instructional growth and quality.

School Staff Stability and its Influence on Student Learning Growth. Sun Young Yoon, University of Wisconsin-Madison

The objective of this study is to examine the effects of principal and teacher instability in school on student learning over 9 years. There is little research about school staff stability and its outcomes using longitudinal data. This study provides preliminary results from 9 years of the Florida Department of Education's K–20 Education Data Warehouse. Principal and teacher instabilities are negatively related with average school value-added measures over 9 years.

Chair:
Ian Mette, University of Maine

221. Breaking it Down: Critical Approaches to Policy Analysis
Symposium
11:00 am to 12:10 pm
Manchester Grand Hyatt: Seaport F

We are often asked to recommend examples of critical policy analysis, and, over the years, we have developed a list of such exemplars. This activity has made us increasingly aware of an important gap in the field. In this symposium, we bring together a group of critical educational policy scholars to unpack critical policy analysis. Each scholar will share an example of qualitative critical policy research, making the methods and application of theory explicit.

Participants:
Public Educational Policy as Performance: A Queer Analysis. Michael Patrick O’Malley, Texas State University; Tanya Alyson Long, Texas State University
Consuming Policy: A Writing Teacher’s Role in Commodification. Curtis A. Brewer, University of Texas at San Antonio; Amanda Bell Werts, Appalachian State University
Examining the Theater of “Listening” & “Learning.” Bradley W. Carpenter, University of Louisville
The Politics of Student Voice: Conceptualizing a Model for Critical Analysis. Anjalé Welton, Tiffany Octavia Harris, Karla Altamirano, Tierra Williams (University of Illinois at Urbana-Champaign)
Utilizing Critical Policy Analysis to Examine the Politics and Implementation of Present-Day School Desegregation Plans. Sarah Diem, University of Missouri

Chair: 
Michelle D. Young, UCEA/University of Virginia

222. Leading Low Performing Schools

International Community Building Session
11:00 am to 12:10 pm
Manchester Grand Hyatt: Seaport G

This community building session contains multi-perspective cases of leaders in five countries—USA, Australia, England, Norway, Sweden—whose schools are judged to be low performing in terms of their student outcomes. The aim is to explore what characterises leadership and culture in these low performing schools.

Participants:

Leadership and School Development for Efficacy and Transformation in an Underperforming Arizona School. Rose Ylimaki, University of Arizona; Lynnette Brunderman, University of Arizona

We present results of a case study examining leadership of an underperforming school where students have a relatively high level of educational advantages. The principal has led this school for 4 years with a focus on building leadership capacity for school improvement. What are the characteristics and practices of a principal leading an underperforming school, and what influences these? Who else contributes to school leadership, and how? How does the context influence school performance? A multiple perspective, observational case study was conducted including an internationally validated survey; individual interviews with the school and district administrators and staff; focus group interviews with the leadership team, parents, and students; observations; and document collection. Although the survey and interviews revealed strong trust and relationships among the staff and the principal and a safe and orderly school environment, there were clear barriers to school effectiveness.

Transformation, Innovation and Success in Australian Schools. Fiona Longmuir, David Gurr, Lawrie Drysdale (University of Melbourne)

We report on a multiple-perspective, observational case study of the leadership of an underperforming school serving a community with relatively high educational advantage. The principal has been at the school for 5 years and has embarked on a major transformation of the school. What are the characteristics and practices of a principal leading an underperforming schools and what influences these? Who else contributes to the leadership of this school and what are their contributions? How does the context influence the performance of this school? The school is evolving to become one of the most innovative secondary schools in Australia using a student-centred approach to learning. There is flexibility in the school day, high expectations in relation to student and teacher work, and emphasis on meeting the needs of students at an individual level. Systemic measures of student learning remain lower than expected, however.

A Invisible Low Performing Primary School in Transition—An English Example. Chris Day, University of Nottingham

A primary school in England was under-performing, yet was invisible because many of the teachers, pupils and parents had not recognised this. The incoming new principal has embarked on a major effort to transform the performance of the school. Schools in England have been able to use increasingly sophisticated data, including measuring the value that schools add to pupil performance on entry. Teachers have become more accountable for their work, and schools have become more transparent through external independent inspection. The previous principal was absent from school due to health issues. This had resulted in lowered staff morale, insufficient use of data to inform practice, and a series of temporary principal appointments. The outcome was a decline in results. Despite this, parents remained satisfied with student achievement and teacher conduct. This study shows the negative drift which can be experienced through inaction related to succession planning.

Low Performing Schools in Transition—Two Scandinavian Examples. Olof Johansson, Umeå University; Helene Arlestig, University of Umea; Jorunn Møller, University of Oslo; Marit Aas,
Equity is one of the distinguishing features of the Scandinavian education model. This paper aims to shed light on forces generative of an organizational culture of high expectations in schools characterized as low performing. How do principals and teachers translate multiple policy demands in order to raise standards and the quality of practice in underperforming schools, given the resources available? What is the relationship between the principals’ and teachers’ contribution and the student achievement? Interviews and focus groups were conducted in Norway and Sweden with principals, teachers, students, deputy principals, and superintendents. School observations revealed three key concepts: structure, culture and leadership. The two schools have both gone through a transition after a new principal arrived, and student achievement was improving. Results increase if the staff concentrates on developing a healthy learning environment and relational trust within the school community.

Chair: Olof Johansson, Umeå University

223. Putting Social Justice and Democratic Values at the Heart of Distributed Leadership: A Toolset for Change
Innovative Session / Mini-Workshop
11:00 am to 12:10 pm
Manchester Grand Hyatt: Seaport H

This workshop invites participants to work with a “toolset” that explores the concept of and promotes distributed leadership for equity and learning. The toolset is designed to stimulate reflection and ideas for change that make equity, co-operation and democratic citizenship core values in the practice of distributed leadership.

Chair: Philip Woods, University of Hertfordshire

224. On Democracy and Oligarchy: Educational Governance for Equity
Paper Session
12:20 to 1:30 pm
Manchester Grand Hyatt: Balboa A

Participants:
Leadership and Governance Patterns in Schools of Native and Immigrant Students Exhibiting High Mathematics Performance. Theresa L. Dell-Ross, Georgia State University; Chris Oshima, Georgia State University

This study explored leadership/governance in schools of mathematically high-achieving first- and second-generation students in the U.S. as compared with their native peers using 2012 PISA data to determine whether the patterns of leadership/governance differ between schools for the students in each group. Results indicate that, in schools of high-performing native students, principals have more responsibility for leadership decisions, but principals in high-performing immigrants’ schools reported a higher proportion of parent participation in school government.

Conditions That Foster Participatory Democratic Education: A Qualitative Comparative Analysis of Oakland’s Community-Based Reform Environment. Laura Hernandez, University of California, Berkeley; Rene Espinoza Kissell, University of California, Berkeley

Stakeholders hold disparate and often competing conceptions of democracy, which inform the types of district reforms they are likely to support or resist. In this empirical study, we investigate how different stakeholders conceive of democracy amid one district-wide, democratic reform environment. Employing qualitative comparative analysis (QCA), we illustrate how different stakeholders define democracy and why they arrive at different democratic conceptualizations. We conclude with the conceptual, methodological, and practical implications of the study.

Somos Familia: A Social Network Analysis of a South Texas School Board. Michael C. Barnes,
University of Texas at Austin

The role of the school board has been historically under-examined. Part of this may be due to the difference between “visible” and “invisible” (Doherty, 2006) relationships between student achievement outcomes. The application of social network analysis may assist in giving form and structure to invisible power relations (Doherty, 2006) and may “improve the quality of leadership in our educational organizations” (Deal, Purinton, & Waetjen, 2008, p. 2).

Chair:
Steven Jay Gross, Temple University

225. Policies and Practices That Foster Organizational Learning

Paper Session
12:20 to 1:30 pm
Manchester Grand Hyatt: Balboa B

Participants:
Managerial and Operational Equity Gaps Across Districts Piloting Performance-Pay Programs for Teachers. Kristen Dechert, Mississippi State University; Derick Reid, Mississippi State University
Researchers conducted a mixed-methods study using survey and focus group data provided by teachers and administrators and found that when managing a PBC project, smaller and/or lower performing districts were at a disadvantage. In particular, central-office capacity to manage assessment datasets, coordinate communication and training, and handle legal and ethical issues, revealed equity gaps across the districts in terms of size and performance level.

Leadership, Policies, and Instructional Coaches’ Time Spent in Non-Coaching Activities: A Mixed-Methods Analysis. Brooks A. Rosenquist, Vanderbilt University; Britnie Kane, Vanderbilt University
Instructional coaches are often assigned to administrative tasks relatively unrelated to their work helping teachers improve classroom instruction. This mixed-methods analysis draws upon multiple years of surveys and interview transcripts from 85 instructional coaches to identify cases where coaches experience large shifts in time spent on administrative tasks. Preliminary analysis suggests that leadership’s expectations and district policies encouraging data analysis can influence the amount of time content-specific instructional coaches spend on administrative activities.

Examining Distributed Leadership Practices by School Grade-Configuration using the Comprehensive Assessment of Leadership for Learning. Marsha Modeste, University of Wisconsin-Madison; Carolyn J. Kelley, University of Wisconsin-Madison
We apply a distributed leadership framework to better understand the nature of distributed leadership practices by school grade configuration. What is the relationship between school level (elementary school or secondary school) and the level and distribution of leadership practices in the school? This study uses multilevel confirmatory factor analysis to examine leadership practice in schools using the Comprehensive Assessment of Leadership for Learning.

Exploring the Relationship of Organizational Learning, School Mindset, and a Multicultural View in Schools. Janet Hanson, Azusa Pacific University/Montana State University; Arthur Bangert, Montana State University; William G. Ruff, Montana State University
This quantitative study explored the relationships between selected variables from learning organization theory, culturally responsive teaching, and a growth school mindset. Statistical analyses explored the relationship of the independent variables to teacher perceptions of a growth school mindset culture in their school. The overarching research question was, is there a relationship between principal openness to change, faculty openness to change, work locus of control, and school mindset?

Chair:
Ann O’Doherty, University of Washington

226. “Shoulda, Coulda, Woulda...”: What We Wish We Had Known Before Becoming a Professor, the Remix

Special Session
12:20 to 1:30 pm
Manchester Grand Hyatt: Balboa C
This session will provide an opportunity for graduate students to talk openly with faculty about successfully transitioning to and fostering successful careers in academe. Panelists will share insights from their own experiences and also entertain questions from the audience. This informal conversation will focus on issues graduate students should think about in preparation for the academic job market.
Chair:
Terah Talei Venzant Chambers, Michigan State University
Participants:
Karen Seashore Louis, University of Minnesota
Decoteau J. Irby, University of Wisconsin-Milwaukee
John Yun, Michigan State University
Juan Manuel Niño, University of Texas at San Antonio
Ty-Ron M. O. Douglas, University of Missouri-Columbia

227. Preparation in Multiple Contexts
Paper Session
12:20 to 1:30 pm
Manchester Grand Hyatt: Gas Lamp A
Participants:
Social Justice Critique of Outcome Measures in Evaluating Principal Preparation Programs: A Real World Analysis. Ed Fuller, Pennsylvania State University/UCEA; Liz Hollingworth, University of Iowa
This study uses real-world data from Texas to examine the potential impact of using principal preparation program evaluation metrics focused on three outcomes: placement of graduates, retention of graduates, and effectiveness of graduates based on student growth in achievement. The study ranks/rates all 62 programs with a sufficient sample size of graduates. Further, the study compares the rankings of the award-winning UTSA program to a low-quality program to test the validity of the proposed metrics.
Proposing a Shift in Urban School Principal Preparation in the Gauteng Province of South Africa. Zukiswa Kekana, Teachers College Columbia University
The complexities of urban school settings demand strong leadership—leaders who work with and through people to build and maintain a conducive instructional environment. Yet, in South Africa, few preparation programs focus specifically on the urban school leader, cognizant of the challenges inherent in these transcultural settings. This study presents a proposed model for urban school leader preparation in the Gauteng province of South Africa that builds leaders’ competence for instructional and organizational leadership.
International Student Teaching Experiences as Transpositional Learning Spaces That Affirm the Process of Becoming Intercultural. Jessica Marie Gilway, Appalachian State University
This study positions international student teaching as a profound, transformative experience that influences a student’s personal and professional subjectivity and prepares futures teachers and teacher leaders to affirmatively engage with the diversity of the multicultural, multilingual classrooms that they will enter in schools today. By examining study abroad through multiple disparate lenses, colleges of education can positively promote the experience of international student teaching as a dynamic part of the teacher preparation discourse.
This project highlights how pre-service teachers co-construct understandings of how inequity and inequality impact K-12 students. Using course assignments as artifacts, we use Vygotsky’s social constructivist theory to negotiate how students’ perceptions change during their enrollment in an Education in American Society course at Penn State.
University. We also apply John Dewey’s theories of democratic education to help understand how this class in particular can create learning in the fields of diversity, inclusion, and democracy.

Chair: 
Julian Vasquez Heilig, California State University, Sacramento

228. Approaches to Teacher Learning
Paper Session
12:20 to 1:30 pm
Manchester Grand Hyatt: Gas Lamp B

Participants:
Performance Management in Public Charter Schools: Crowding-Out Effects and Teacher Motivation to Learn Around Instruction. Rick Mintrop, Miguel Ordenes, Erin Coghlan, Laura Pryor (University of California, Berkeley)

After research has revealed weak effects of the Teacher Incentive Fund (TIF) on teacher practices and student outcomes, this paper explores the reasons why the TIF policy design has not shown encouraging results. In order to fulfill this objective, this paper takes a fine-grained look at teachers learning motivation under the spell of evaluations and extrinsic incentives. This work reports on data collected over 4 years in three charter schools in California.

Examining the Role of the Principal in Implementing Teacher Peer Excellence Groups (TPEGs). Laura Rogers Jackins, Timothy Drake, Xiu Cravens, Ellen Goldring, Charlotte Jean Munoz (Vanderbilt University)

Between 2013 and 2015, 27 schools across Tennessee implemented TPEG, a teacher capacity-building structure adapted from the Shanghai lesson study model. Using survey and interview data, we examine (a) how principals understood their roles in supporting the implementation of TPEG and (b) barriers in principal leadership that may limit high-quality implementation. Early findings suggest that TPEGs were more successful when principals were able to differentiate leadership according to group needs.

The Practice of Administrative Supervision in an International Context—The Case of Vietnam. Lou L. Sabina, Oklahoma State University; Katherine A. Curry, Oklahoma State University

This proposal analyzes the effectiveness of instructional supervision training during a week-long intensive in-service session for principals in Vietnam. Faculty members from a midwestern university traveled to Vietnam to provide training regarding perspectives on American education to current vice-principals and principals from one particular province in Vietnam. This training provided an opportunity to gain a better understanding of the expectations of principals in Vietnam and how principals are trained to meet those expectations.

Chair: 
Marla Susman Israel, Loyola University Chicago

229. Reconsidering Critical Problems of Practice: Applying Ethical, Spiritual, Sustainable, and Fiscal Equity Lenses
Paper Session
12:20 to 1:30 pm
Manchester Grand Hyatt: Gas Lamp CD

Participants:
The Problem and Intractability of Fundraising in Public Schools. Sue Winton, York University

Fundraising is known to reproduce inequities in schools, yet it remains common practice. The paper reports findings from a study that examined why an advocacy group’s efforts to reform fundraising practices in Ontario, Canada, have been unsuccessful. The findings show that defining the policy as a problem of equity is not strong enough to challenge neoliberalism’s pressure on parents to provide their children with educational advantages, neoconservative interests in less government spending, and historical practices.

Sustainability in Education: Bridging Disciplines for a New Conceptual Framework. Emily Germain, University of Texas at Austin
A growing body of work examines the relationship between competition and school choice, particularly in districts experiencing rapid charter expansion. This research focuses on individual aspects of choice and market-based systems, like parent decision making or leaders responses to competition. There is, however, a dearth of literature on the sustainability of high-density choice systems. This paper conceptualizes a theoretical framework for assessing the sustainability of the growing “portfolio” type school district across the United States.

Exploring Religiosity and Spirituality in Urban High Schools: A Study of Cross-Cultural Negotiation and Engagement. Margarita Salazar, Robert Cooper, Jonathan Davis (University of California, Los Angeles)

Religion and spirituality function as a protective factor and have positive influence on student success. Thus, this study explores the relationship between religious activities and spirituality and factors associated with academic success among Students of Color in five urban California high schools. Embedded in an ongoing 5-year study, over 3,000 student surveys were collected on student spirituality and religious beliefs. Despite little interest in religion and spirituality, it seems to foster academic skills and self-efficacy.

Developing Partnership in Cross Sector Alliances in the Field of Civic Education. Ori Eyal, The Hebrew University of Jerusalem; Marissa Gross Yarm, Council for Higher Education Jerusalem, Israel

Recent growth in NGOs school involvement has formed cross sector alliances (CSAs) that have become a major concern for policymakers. This study aims to explore schools’ capacity to maintain their organizational identity and autonomy in alliances. For this purpose, in-depth interviews with teachers in 32 CSAs were conducted and analyzed. Findings indicate that school autonomy has been preserved in spite of the alliance, thus bearing implications for policymakers while negotiating collaborative efforts.

230. Improving Instruction Through Strong School Leadership

Paper Session
12:20 to 1:30 pm
Manchester Grand Hyatt: La Jolla AB

Participants:

Advancing a Framework of Instructional Leadership for Racial Justice: Increasing Opportunities for Students of Color. Jason Salisbury, Iowa State University

This paper advances a framework of instructional leadership for racial justice based on a qualitative study of two urban high schools. Findings demonstrate that racially just instructional leaders are able to identify racist instructional practices, be willing to center race in improvement initiatives, demonstrate the courage to stand up to resistance in ending those practices, engage in personal and organizational racial identity work, possess knowledge of culturally relevant practices, and have knowledge of professional development.

When Principals Support Teacher Learning: Relationships Between Context and Instructional Leadership Practice. Nitya Venkateswaran, RTI International

Policymakers call for principals to directly support teachers’ professional learning, yet current research does not explore how policy and organizational context explain what types of learning opportunities principals provide as they interact with teachers. Using cultural historical activity theory, I found that even though two principals intended to support teachers’ learning through direct interactions, accountability pressure and norms of appropriate displays of principal expertise limited opportunities for teachers’ meaning making in their interactions with principals.

Research; Molly Gordon, University of Chicago

Many believe school leaders are crucial to improving student outcomes. However, their role in improving instruction and learning is still not understood. This paper uses qualitative data from an Institute for Education Sciences-funded mixed-methods study to describe the ways school leaders influence instruction and student learning. Findings indicate that successful school leaders impact student learning through providing strong instructional leadership and organizing and structuring their schools around a common vision and goals.

Crossing the Boundary Between Instructional and Transformational School Leadership. Xi Zhan, The Ohio State University

An integrated model of instructional and transformational school leadership was proposed. The study employs confirmatory factor analysis to test the integrated model. Based on the study, the efforts of future research concerning effective school leadership instead of differentiating instructional leadership with transformational leadership for schools are proposed.

Blended, Self-Paced Mathematics Pedagogy Implementation in a Rural Middle School. Douglas M. Wieczorek, Iowa State University; Kaitlin Peterson, Iowa State University

This study examines the implementation of a self-paced blended learning instructional program at a rural middle school in a midwestern state in the United States. The program involves two school administrators and three middle school mathematics teachers in Grades 5 and 6. This paper will report on the leadership experiences of two administrators who are working collaboratively with teachers and a university researcher to implement the blended learning model.

Chair:
Donald G. Hackmann, University of Illinois at Urbana-Champaign

231. Culturally Responsive Leadership

Paper Session
12:20 to 1:30 pm
Manchester Grand Hyatt: Old Town AB

Participants:

Leaders as Local Policy Implementers: How School Leaders Influence the Opportunity to Learn for ELLs. Madeline Mavrogordato, Michigan State University; Rachel White, Michigan State University

The way that school leaders shape the policy implementation process has received little attention in the literature. We examine the role that school leaders play through the lens of one policy, that which dictates the process of reclassifying ELLs as English proficient in Texas. This study qualitatively investigates how leaders shape the way reclassification policy is implemented in their schools and the implications these school-leader-influenced decisions have on equitable access to education for ELLs.

Decolonizing School Leadership: A Literature Review of Indigenous Culturally Responsive Leadership. Muhammad Khalifa, University of Minnesota

We examine non-dominant, non-Western, indigenous and minoritized forms of school leadership. We frame the discussion around five general areas—the role of leader identity, community leadership, leader as mentor/nurturer, leader as anti-oppression advocate, and leader as spiritual being. We utilize literature on decolonization, school leadership, social justice, culturally relevant schooling, and students/communities of color. Finally, we offer implications of indigenous and non-dominant forms of leadership on school leadership in Western societies.

Conditions and Leadership Practices Facilitating Latino Family Engagement. Anne Marie FitzGerald, Duquesne University; Sandra Quiñones, Duquesne University

This qualitative case study observed, described, and analyzed the school conditions and leadership practices facilitating family engagement in an urban, elementary, recently designated community school with predominantly Latino students and families. Three leadership practices emerged from observation and interview data: the ability to seek out or move flexibly to capitalize on community partnership opportunities, distributing and teaching leadership with students and families, and a focus on continuing improvement driven by a “fearless” examination of data.
A meta-analysis of unpublished studies over the past 30 years on school effectiveness that have used the Index of Perceived Organizational Effectiveness was conducted. Four categories of factors related to school effectiveness were identified: leadership, teacher characteristics, organizational features, and contextual variables. Teacher collective efficacy, academic press, school healthiness, and collegial leadership had the strongest relationship with effectiveness. Additionally, there was a significant relationship between perceptions of effectiveness and student achievement.

Chair:
Wafa Hozien, Central Michigan University

**232. Standards for School Leadership Preparation and Practice: ISLLC & ELCC**

Special Session
12:20 to 1:30 pm
Manchester Grand Hyatt: Seaport A

In this session representatives from the ISLLC and ELCC committees will share the approved 2015 ISLLC standards and, subsequently, engage UCEA Convention attendees in small group conversations concerning the implications of those standards for the preparation of educational leaders at both the school and district levels.

Chair:
Michelle D. Young, UCEA/University of Virginia

Participants:
Mark A. Smylie, University of Illinois at Chicago
Joseph Murphy, Peabody College, Vanderbilt University

**233. Using Student Achievement Data to Evaluate the Impact of Principal Preparation Programs**

Symposium
12:20 to 1:30 pm
Manchester Grand Hyatt: Seaport B

This session explores the role of student achievement data in measuring principal preparation programs’ impact and what such measurement looks like in practice. Two papers draw on analyses of student-level test data, and the third draws on publicly available school-level test to assess the impact of the New Leaders program on student achievement. The symposium will describe research findings, challenges faced, and lessons learned from the process.

Participants:
Impacts of New Leaders on Student Achievement in Oakland. Kevin Booker, Mathematica
Using Publicly Available Student Achievement Data to Describe the Impact of Principal Preparation Programs. Brenda Neuman-Sheldon, New Leaders

Chair:
Brenda Neuman-Sheldon, New Leaders

**234. Designing Change That Matters**

Ignite Session
12:20 to 1:30 pm
Manchester Grand Hyatt: Seaport C

Participants:
Re-imagining the School to Prison Pipeline: Leadership Within Your Sphere of Influence. Dionne Cowan, Georgia State University

This Ignite presentation will address the primary question, “How can educational leaders utilize their spheres of influence, both in research and as practitioners, to aid in dismantling the school to prison pipeline?”

A Quest for Consciousness: Mindfulness in School Reform. Aine Garcia-Post, New Mexico State University

This Ignite presentation will discuss how mindfulness could apply to educational leaders in the midst of school reform. Specifically, this presentation will review relevant reform literature and known characteristics of effective leaders in school reform. Through the lens of mindfulness, we will examine how leaders can potentially enact meaningful and sustainable change.

Beyond School Climate: Development and Analysis of the Vibrant Schools Scale. Davis Clement, Linda Feldstein, Marquita Hockaday, Megan Tschannen-Moran (College of William & Mary)

This study reconceptualizes school climate from a positive psychological perspective, framing school effectiveness in terms of student curiosity, adaptability, and initiative. School vibrance is situated in a nomological network of positive correlates like morale and commitment, negative correlates like alienation and bullying, and unrelated distractors like facilities and technology. The factor structure arises from a pilot study of over 500 participants from four key school constituencies: teachers, school leaders, parents, and students.

Collective Action to Address Chronic Absenteeism. Joshua Childs, University of Texas

Year after year stakeholders and school leaders attempt to address the critical issues that impact urban education. Efforts to improve urban education often focus on addressing issues that show up directly in classrooms and schools. However, these educational improvement efforts are undertaken with the assumption that students are present each school day. The Ignite presentation will highlight how chronic absenteeism impacts student outcomes and ways to address the educational problem that impacts many schools.

Next Generation by Design: Bridging the Participation Gap in After School Programs. Patricia E. Burch, University of Southern California

We report challenges and successes in a unique partnership between a network of after-school programs, a school of education, and a for-profit vendor of educational software. The project serves low-income, non-English-speaking students in Southern California via an after-school project aimed on building skills in Science, Technology, Engineering, and Mathematics fields and better aligning school programming and after school programming around Next Generation Standards.

Cultural Clashes Over Student Attire: Implications for School Leaders. Martha M. McCarthy, Loyola Marymount University

This paper addresses litigation involving a bar on students displaying the American flag on Cinco de Mayo, which has ethnic and racial overtones and pits administrators’ duty to maintain a safe school against students’ expression rights. It will also address other student attire cases involving free speech and cultural clashes (e.g., displaying the Confederate Flag and anti-gay slogans). School leaders need to understand the social justice issues involved and the legal precedents governing their actions.

Chair:
Cynthia Uline, San Diego State University

235. A Call to Action: Creating a Meaningful Research Agenda on 21st Century Superintendent Leadership

Networking Session
12:20 to 1:30 pm
Manchester Grand Hyatt: Seaport F

As the district's executive leader, the 21st century school superintendent must be prepared to tackle and embrace a new terrain focused on practices promoting justice and equity for every child as well as responding to myriad contextual and environmental factors. This interactive session seeks to engage participants in investigative thought related to superintendent leadership
and develop a dynamic and responsive agenda for future research on the superintendency.

Chair:
Leigh Ellen Wallace, University of Wisconsin-Milwaukee

Participants:
Donna Augustine-Shaw, Kansas State University
Meredith L. Mountford, Florida Atlantic University
Roma B. Angel, Appalachian State University

236. Women Leading Education Across the Continents—Overcoming the Barriers
Symposium
12:20 to 1:30 pm
Manchester Grand Hyatt: Seaport G

This symposium explores insights into the means by which women in educational leadership across the world overcome the persistent challenges they face and how they strive to achieve a more socially just society. Featured are studies from a number of countries including Afghanistan, Brazil, Germany, Ghana, Hong Kong, the Philippines, New Zealand, and the United States. The studies inform leadership preparation and policy globally through their confirmation of or challenge to present practices. Presenters include questions exploring barriers that women leaders seek to overcome, broadening UCEA's community building internationally.

Chair:
Elizabeth C. Reilly, Loyola Marymount University

Participants:
Quirin Bauer, University of Augsburg
Dana E. Christman, New Mexico State University
Katherine Cumings Mansfield, Virginia Commonwealth University
Margaret Grogan, Claremont Graduate University
Kerry Kathleen Robinson, University of Tennessee

237. The Mediational Role of School Leaders Against Social Injustice
Paper Session
12:20 to 1:30 pm
Manchester Grand Hyatt: Seaport H

Participants:
“What Are We Restoring?” Leadership and Restorative Practices in Diverse Public Schools.
Hilary Lustick, New York University

School leaders seeking to implement restorative justice discipline practices in diverse urban schools have a series of subtle and crucial decisions to make that are omitted in the literature on alternatives to suspension. My ethnographic research in three urban schools using restorative practices illuminates the ways racial and cultural dynamics can complicate how students and teachers experience restorative practices. This has important implications for school leaders trying to implement restorative practices in diverse public schools.

Punitive Discipline Practices on Children With Disabilities. Karen Ramlackhan, University of South Florida

This paper addresses the exclusionary disciplinary practices toward children with disabilities, from particular disability categories, utilizing data of one southeastern state. Quantifiable measures are used to illustrate disproportionality and exemplify the extent of this problem for children within certain categorizations. The sociopolitical and cultural contexts are fundamental in the development and maintenance of this issue. Exclusionary disciplinary actions toward children with disabilities further segregates this population of children and may have detrimental post-school outcomes.

Lippa, Meghan Lehr, Dottie Hall, Mark A. Gooden (University of Texas at Austin)

The Office for Civil Rights (2014) has substantiated decades of research showing how students of color are far more likely to receive disciplinary referrals and suspensions than their White counterparts. This research will explore how school leaders make sense of the racial discipline gap in their organizational context, frame the problem according to race and racism, and enact their learning from their principal preparation program to find solutions while negotiating organizational and personal barriers.

Educational Leadership as Mediation Praxis Against Social Injustices in Education Settings. Patrick M. Jenlink, Stephen F. Austin State University

The purpose of this study was to examine the nature of social injustices as meta-narrative in educational settings and the positioning of educational leadership as mediation praxis and counter narrative against injustices. The study examined what constitutes social injustices, the nature of mediation praxis, and the intersection between injustice and social justice praxis. Narratives, as “social injustice” and “mediational” texts, were analyzed for language and action within/across discourse, illuminating patterns and relationships.

Chair: Colleen Capper, University of Wisconsin-Madison

238. General Session V: Penn State Mitstifer Lecture Featuring Marcellus McRae

Special Session
1:40 to 3:00 pm
Manchester Grand Hyatt: Seaport DE

Join us for Marcellus McRae’s keynote address on Vergara v. The State of California, a landmark case he argued that reaffirmed the fundamental, constitutional right of every California student to learn from effective teachers and have an equal opportunity to succeed in school. McRae will address the legal claims, outcome, and monumental impact of this case.

Emcee: Cheryl Ward, San Diego State University

Keynote: Marcellus McRae, Gibson, Dunn & Crutcher

239. Bridging the Divide: Trust-Building in Collaborative Education Networks

Critical Conversations
3:10 to 4:00 pm
Manchester Grand Hyatt: Balboa A

The purpose of this session is to explore current research related to trust building across race, social class, and organizational differences within cross-sector collaborative education networks (Lawson, 2013). This session will invite participants to engage in dialogue about current research on cross-sector collaboration and the role of building trust between key stakeholders who either serve or live within low-income communities and communities of color for the purpose of initiating and sustaining comprehensive education reforms.

Chair: Amber Joy Banks, University of Washington

240. UCEA 2015 Sponsored Session Expanding our Transcultural Communities to Include Retiring-Retired Educational Leadership Professors

Critical Conversations
3:10 to 4:00 pm
Manchester Grand Hyatt: Balboa B

Professors, retired or who will retire shortly, share their experiences as groundbreakers and their service in breaking gender lines, erasing racial barriers, undertaking nontraditional leadership roles, and/or conducting landmark studies. Each moved the academy in different ways, and this session begins crucial dialogue between retired professors sharing their own experiences in academe and
how through retirement they will expand their research and service to multiple transcultural communities.

Chair:
Maria Luisa Gonzalez, University of Texas at El Paso

Participants:
Joan Poliner Shapiro, Temple University
Leonard C. Burrello, University of South Florida
Bruce Barnett, University of Texas at San Antonio
Catherine A. Lugg, Rutgers University
Diana G. Pounder, University of Central Arkansas
Martha N. Ovando, University of Texas at Austin
Frances Kochan, Auburn University
Adrienne Hyle, University of Texas at Arlington
Martha M. McCarthy, Loyola Marymount University
Mary Scherr, University of San Diego
Edith Rusch, University of Nevada-Las Vegas
Carolyn Louise Wanat, University of Iowa
Flora Ida Ortiz, University of California, Riverside
Steven Jay Gross, Temple University

241. Graduate Student Closing Session
Special Session
3:10 to 4:00 pm
Manchester Grand Hyatt: Balboa C

The UCEA Convention experience can leave those new to the experience bursting at the seams with new ideas, colleagues, and challenges. Come wrap things up with a final gathering of graduate students to exchange business cards/contact information, share ideas, make plans to engage in research with others across institutions, or just share experiences at this closing event. This will also be a chance to share ideas with current UCEA Graduate Student Council members and to find out more if you think you would like to apply to serve on the UCEA GSC in the future.
242. A Critical Conversation on Intersectionality, Inclusivity, and Organizational Competence

Critical Conversations
3:10 to 4:00 pm
Manchester Grand Hyatt: Gas Lamp A

As a people, we are diverse across multiple dimensions of diversity—from race and ethnicity to culture and language to sexual orientation and faith tradition. In schools, these multiple dimensions of diversity intersect in sundry ways. Leadership plays a central role in shaping how schools, as organizations, respond to multiple dimensions. This critical conversation explores these responses through a presentation and guided response to five case studies.

Chair:
Martin Scanlan, Boston College

Participants:
George Theoharis, Syracuse University
Julie Causton-Theoharis, Syracuse University
Sonya Douglass Horsford, George Mason University
Frank Hernandez, University of Texas Permian Basin
Joanne M. Marshall, Iowa State University
Tyson E. J. Marsh, Iowa State University
Keyona Powell, George Mason University

243. The Action Research EdD: An Approach to Developing Effective Scholar-Practitioners

Critical Conversations
3:10 to 4:00 pm
Manchester Grand Hyatt: Gas Lamp B

This critical conversation/dialogue is aimed at examining concepts related to action-oriented research and scholarship in the EdD—work that holds the potential to transcend the borders that exist between scholars and practitioners in educational leadership. More specifically, the goal of this session is to open a broader dialogue among faculty and institutions who might share similar experiences in designing and implementing educational leadership EdD programs.

Chair:
April L. Peters-Hawkins, University of Georgia

Participants:
Karen Bryant, University of Georgia
Sheneka M. Williams, University of Georgia

244. Critical Conversations About the Delivery and Benefits of Study Abroad in Urban Educational Leadership

Critical Conversations
3:10 to 4:00 pm
Manchester Grand Hyatt: Gas Lamp CD
Study abroad experiences are often described as transformational, helping to prepare participants for “global citizenship” in an increasingly multicultural 21st century. The panel will consist of urban educational leadership graduate students and faculty who participated in a study abroad experience to Peru. The panel will discuss the promises and pitfalls of such programs, asking what role do they play in shaping educational leaders and how can they be improved upon?

Chair:
Curtis A. Brewer, University of Texas at San Antonio

Participants:
Oscar Aliaga, University of Louisville
Jodi Adams, University of Louisville
Katie Nuss, University of Louisville
Cabrina Bosco, University of Louisville
Erin Pille, University of Louisville
Cathryn Taylor, University of Louisville
William Kyle Ingle, University of Louisville

245. (Re)presentation or (Mis)representation: Conducting Research in Communities of Color
Critical Conversations
3:10 to 4:00 pm
Manchester Grand Hyatt: La Jolla AB

The facilitators reflect on their experiences in conducting research in communities that they have been a part of and have work with for years as they blur the line between participants and researchers. Through this critical conversation, the facilitators attempt to re-imagine what educational research in communities of color can look like by undertaking a reflexive process of the role of researchers, their methods, and questioning how they are representing the communities they work with/for.

Chair:
Rudy Medina, University of Utah

Participants:
Liliana Castrellon, University of Utah
Nereida Oliva, University of Utah

246. Leaders as Improvers: The Role of Improvement Research in Developing Leaders for Social Justice
Critical Conversations
3:10 to 4:00 pm
Manchester Grand Hyatt: Old Town AB

This critical conversation roundtable will explore the role of improvement research in leadership development programs committed to social justice and systems change. Faculty leaders from graduate-level leadership programs that are preparing educational professionals with the skills of improvement research, and school/organization leaders currently enrolled in doctoral programs and engaged in improvement research efforts in K-12 schools, will discuss the potential, challenges, and opportunities they face in integrating improvement research into their respective programs and organizations.

Chair:
Stacey Caillier, High Tech High Graduate School of Education

Participants:
Ben Daley, High Tech High Graduate School of Education
Louis Gomez, University of California, Los Angeles
Jill Alexa Perry, University of Pittsburgh
Josefina Hughes, Austin Independent School District
247. Getting Ahead of State and Federal Efforts to Evaluate Leadership Preparation

Special Session
3:10 to 4:00 pm
Manchester Grand Hyatt: Seaport A

Both states and the federal government are designing and implementing new systems for evaluating educator preparation, often in the absence of infrastructure and expertise. Michelle Young of UCEA, Gina Ikemoto of New Leaders, and Pamela Tucker of UCEA will share a new document and set of tools that got in front of efforts to evaluate leadership preparation. The set of tools which include a two-stage evaluation model and state readiness assessment were informed by research and an advisory group of leadership faculty and state department officials. Representatives from preparation and state departments of education will be engaged in conversation about the tools and the implications for their use.

Chair:
Michelle D. Young, UCEA/University of Virginia

Participants:
Gina Ikemoto, New Leaders
Pamela D. Tucker, University of Virginia/UCEA
Erika Lee Hunt, Illinois State University
Susan Gates, RAND Corporation

248. Teaching for Social Justice in K-12 University Leadership Preparation Programs

Critical Conversations
3:10 to 4:00 pm
Manchester Grand Hyatt: Seaport B

This session provides participants a space to share instructional practices related to teaching for social justice. Developing leaders who keep issues of equity at the forefront of their practice is crucial and we recognize our students approach this responsibility from multiple contexts, understandings, and positionalities. This critical conversation will increase understanding of teaching for social justice and provide practical insights and strategies that can be utilized in the participants’ own teaching spaces.

Chair:
Leigh Ellen Wallace, University of Wisconsin-Milwaukee

Participants:
Christine W. Nganga, South Dakota State University
Roma B. Angel, Appalachian State University
Deborah L. West, Eastern Kentucky University

249. Mujeres Guerreras/Warrior Women: Latina Scholars Talk Life, Balance, & Leadership

Critical Conversations
3:10 to 4:00 pm
Manchester Grand Hyatt: Seaport C

The educational trajectories of high achieving Latinas is like passing through the eye of a needle (Gándara, 1982). For every 100 Latinas who begin elementary school, less than 1% complete a doctoral degree (Burciaga, et al., 2010). This session seeks to create a space for Latina scholars to share experiences and develop a professional network. To strengthen the pipeline into the professoriate for communities of color, then Latina faculty must be supported.

Chair:
Mónica Byrne-Jiménez, Hofstra University

Participants:
Rebeca Burciaga, San Jose State University
Erica Fernández, University of Connecticut
Rosa L. Rivera-McCutchen, Lehman College CUNY
Patricia A. Rocha, Texas State University
Adriana Villavicencio, New York University

250. Twitter School for Educational Leadership Scholars
Special Session
3:10 to 4:00 pm
Manchester Grand Hyatt: Seaport DE

Still don't get Twitter? Or want to learn more? Most educational leadership scholars know that Twitter is a micro-blogging network of real-time posts that are limited to 140 characters or less, but few understand how they might benefit from Twitter. Participants will have an opportunity to move from Twitter 101 to Advanced Tweeting. Session facilitators will help participants create a Twitter account, decide who to follow, and learn how to tweet and use hash tags. Additionally, participants will be introduced to a number of helpful Twitter tools, like TweetDeck, bit.ly, HootSuite, Slipstream and more! Be sure to bring your mobile device or laptop to this session, and we guarantee you will leave tweeting!

Chair:
John Beuhring Nash, University of Kentucky

Participants:
Sara L. Dexter, University of Virginia
Jayson Richardson, University of Kentucky
Nick J. Sauers, Georgia State University
Nicholas J. Pace, University of Northern Iowa
Jo Beth Jimerson, Texas Christian University
Katherine Cumings Mansfield, Virginia Commonwealth University

251. Issues in Transition: Native American Student Transitions From Elementary to Graduate School
Critical Conversations
3:10 to 4:00 pm
Manchester Grand Hyatt: Seaport F

The transition from one educational level to another is a critical time for Native American students, yet the level of understanding we have of each one varies wildly. In this critical conversation we hope to explore and define what we, as educational leaders, can do to prepare and support Native American students as they work through the transitions as each level.

Chair:
John Carl Sandstrom, New Mexico State University

Critical Conversations
3:10 to 4:00 pm
Manchester Grand Hyatt: Seaport G

The goal of this session is to discuss the issues facing EdD students and faculty as they seek to implement equity and social justice oriented, community-based doctoral research projects. Faculty whose mission is to work for critical social change are utilizing a new form of dissertation with the goal of bringing about social transformation (Dantley & Tillman, 2010). We call this new dissertation model the community-based capstone.

Chair:
Christopher Thomas, University of San Francisco

Participants:
Ursula S. Aldana, University of San Francisco
Anjalé Welton, University of Illinois at Urbana-Champaign

Critical Conversations
3:10 to 4:00 pm
Manchester Grand Hyatt: Seaport H

The purpose of the proposed session is to have a critical conversation about academic leadership including the transitions to and from the chair, dean, and associate dean positions as well as the transition out of leadership. The session is focused on the unique experience of faculty and leaders with backgrounds in educational leadership given their experience (in theory or practice) with the leadership landscape.

Chair: Kelly Anne Ward, Washington State University
Participant: Walter Gmelch, University of San Francisco

254. Negotiating the Politics of Anti-Racist Leadership: The Challenges of Leading Under the Predominance of Whiteness

Symposium
4:10 to 5:20 pm
Manchester Grand Hyatt: Balboa A

Anti-racist leaders understand the system of White-racism, its influence on society, and take action against it. Yet, even though school leaders may aim to be anti-racist, this ideal is often challenged when staff members confront them over ideological struggles that maintain the racial status quo, thus upholding Whiteness. Therefore, this symposium brings together scholars who examine the politics of doing anti-racist work in educational leadership preparation programs, policymaking, and school leaders in the front lines.

Participants:
Desirabilizing Whiteness: Understanding a Phenomenon of Passion and Practice. Sharon I. Radd, St. Catherine University; Tanetha Grosland, University of Florida
Where is the Real Reform? African American Students and Their School’s Expectations for Academic Performance. Daniel D. Liou, Arizona State University
Purposeful Leadership Preparation: Developing the Anti-Racist Policy Advocate. Sarah Diem, University of Missouri; Tiffanie Lewis, Pennsylvania State University; Bradley W. Carpenter, University of Louisville; Nicole Spencer, University of Missouri
The Role of the Principal in Leading Race Conscious School Improvement: A Distributed Perspective. Anjale Welton, University of Illinois at Urbana-Champaign; Jason Andrew Swanson, University of Illinois at Chicago

Chair: Kathryn Bell McKenzie, California State University, Stanislaus

255. Delving Into the Drama in School Leadership

Innovative Session / Mini-Workshop
4:10 to 5:20 pm
Manchester Grand Hyatt: Balboa B

This transdisciplinary, creative workshop for educational administration faculty and professionals draws on researched, ethnodramatic methods that simulate the lived experiences of responsive, compassionate school leaders. Participants engage in whole person learning featuring creative team-
building exercises, character and script analysis and coached performances of one-act plays on ethical dilemmas in school leadership. Workshop outcomes are new perspectives, greater empathy, better relational trust, strategies for team-building and increased appreciation for the diversity of perspectives of multiple stakeholders.

Participants:
Jerome Cranston, University of Manitoba
Kristin Kusanovich, Santa Clara University

Chairs:
Jerome Cranston, University of Manitoba
Kristin Kusanovich, Santa Clara University

256. CASTLE (UCEA Program Center)—Leadership for Technology: A Review of Practices and a Research Agenda

Special Session
4:10 to 5:20 pm
Manchester Grand Hyatt: Balboa C

This CASTLE (a UCEA Program Center) session will build upon the findings of the comprehensive literature review completed on K-12 school technology leadership practices to appear in the upcoming Handbook of Research on the Education of School Leaders, edited by Michelle Young and Gary Crow. After summarizing findings on what school leaders should know and be able to do with technology in order to position it as a support for students’ and teachers’ learning in their school, the panel will lead an interactive session designed to gather input on developing and implementing a national survey of K-12 school leaders about the prevalence of such practices. Aspects of the session’s discussion will touch on generating endorsements from groups able to generate awareness schools potentially being randomly sampled and the benefits of participation, generating financial support for this field-based work, and gathering input about the very substantial decision regarding dependent variables (e.g., teachers’ uses of technology and/ or students’ uses, and/or student achievement). This “crowdsourcing” approach will gather input and wisdom from the small, yet active, contingent of UCEA members who research the leadership of technology, as well as those interested in its development and/or related fields.

Chair:
Jayson Richardson, University of Kentucky

Participants:
Sara L. Dexter, University of Virginia
John Beuhring Nash, University of Kentucky
Justin Bathon, University of Kentucky
Scott McLeod, University of Kentucky
Nick J. Sauers, Georgia State University

257. Trust and Verify—The Cases of Finland and Sweden

International Community Building Session
4:10 to 5:20 pm
Manchester Grand Hyatt: Gas Lamp A

In this international research project researchers from six countries are participating. The overall purpose is to describe and analyze how aspects of trust from teachers’ and principals’ perspectives are perceived in different national contexts. This paper focuses the cases of Finland and Sweden. The two countries have a tight history and share Nordic cultural beliefs but perform very differently in the light of PISA.

Participant:
Trust and Verify—The Cases of Finland and Sweden. Lars Svedberg, Karlstad University; Torbjörn Sandén, Abo University; Dean Fink, Cocego

In this international research project, researchers from Australia, Canada, England,
Finland, Lithuania, Sweden and USA are participating. The overall purpose is to describe and analyze how different aspects of trust from teachers’ and principals’ perspectives are perceived in different national contexts. This paper is limited to the cases of the neighboring countries Finland and Sweden. The two countries have a tight history, share Nordic cultural beliefs, and now Finland is a success story in the light of PISA and the opposite could be said about Sweden. Since much of the existing educational literature on trust focuses on the importance trust plays in internal school dynamics and relationships, we feel it is important not only to build on this theoretical framework, but to go further and look at outside forces. There are noticeable differences between the findings from Finland and Sweden. Finland’s educational system has been fairly stable since the introduction of a comprehensive school system as opposed to Sweden, where frequent changes have been commonplace for a number of decades. This means that Finnish teachers gradually have developed functional routines and strategies for teaching, testing and evaluating according to a “lived” curriculum that is well integrated into practice. In Sweden, the “post-modern cocktail” has been contra productive. Professionalism has been undermined and led to a degree of uncertainty among teachers and a lack of trust in the governing bodies. However, Sweden still does well in civic education and to promote skills and competences that are valuable in a democratic society. Another difference is that the teaching profession is in high esteem in Finland. Only about 1 of 5 students is accepted at universities to become teachers. In Sweden almost all applicants are accepted. Thus Finnish teachers have a much higher status and have a more solid academic background.

258. UCEA Center for the International Study of School Leadership: Expanding School Improvement Across Frontiers of Education

International Community Building Session
4:10 to 5:20 pm
Manchester Grand Hyatt: La Jolla AB

This interactive international community-building workshop, organized by the UCEA Center for the International Study of School Leadership, aims to increase the dissemination of knowledge of school leadership at a global level. The Center gathers scholars, practitioners, policy makers and government agencies dedicated to the improvement of schools through leadership. This Critical Conversation provides a space for leadership for school improvement discussions from transnational and transcultural perspectives.

Presenter:
Elizabeth T. Murakami, Texas A&M University, San Antonio

Chairs:
Katina Pollock, University of Western Ontario
Monika Törnsen, Umeå University
Ira Bogotch, Florida Atlantic University

259. A Tribute to Hanne Mawhinney

Special Session
4:10 to 5:20 pm
Manchester Grand Hyatt: Seaport DE

This session showcases the work of the late Hanne Mawhinney, who passed from cancer in January, 2015. Since Hanne’s work spans several fields (notably leadership, policy, politics, and comparative education), a panel will highlight her major contributions to scholarship in these areas as well as her extensive service to her students and the profession. Following the panel presentation, members of the audience will have an opportunity to share their perspectives on Hanne’s work.

Chair:
Betty Malen, University of Maryland

Participants:
Michelle D. Young, UCEA/University of Virginia
Emily Mawhinney
TRIBUTE TO HANNE MAWHINNEY

This session showcases the work of the late Hanne Mawhinney, who passed from cancer in January 2015. Since Hanne’s work spans several fields (notably leadership, policy, politics, and comparative education), a panel will highlight her major contributions to scholarship in these areas as well as her extensive service to her students and the profession. Following the panel presentation, members of the audience will have an opportunity to share their perspectives on Hanne’s work.

Chair: Betty Malen, University of Maryland

Session 259  Sunday 4:10 to 5:20 pm  Seaport DE

Robert L. Crowson, Vanderbilt University
David DeMatthews, University of Texas at El Paso
Catherine A. Lugg, Rutgers University
Sue Winton, York University

260. Mentoring Session for Faculty Seeking Promotion and Tenure
Innovative Session / Mini-Workshop
4:10 to 5:20 pm
Manchester Grand Hyatt: Seaport F

The purpose of this session is to provide assistant and associate professors with access to the cultural and social capital of professors who have successfully achieved the highest academic rank. All the participants are past recipients of the UCEA Jay Scribner Mentoring or Master Professor Award. This session will utilize an interactive “speed dating” format so that attendees have the opportunity to informally dialogue with each of the participating professors in small groups regarding the intricacies of the promotion journey, challenges encountered, and strategies to make the successful transition to various academic ranks. Arrangements can be made for attendees to continue to communicate with the participants following the session. One of the goals of the session is to provide an enriching support network for attendees and participants.

Chair:
Bruce Barnett, University of Texas at San Antonio

Participants:
Leonard C. Burrello, University of South Florida
Gary M. Crow, Indiana University
Steven Jay Gross, Temple University
Maria Luisa Gonzalez, University of Texas at El Paso
Catherine A. Lugg, Rutgers University
Martha N. Ovando, University of Texas at Austin
Diana G. Pounder, University of Central Arkansas
Joan Poliner Shapiro, Temple University
261. Institutional Challenges and Responses to Meeting the Needs of Higher Education Students

Paper Session
4:10 to 5:20 pm
Manchester Grand Hyatt: Seaport H

Participants:

English Language Learners and Postsecondary Enrollment: A Logistic Regression Analysis of Organizational Factors. Lee D. Flood, University of Tennessee; Alex Oldham, University of Tennessee

Despite a specific focus on the issue by the federal government, English language learners (ELLs) lag behind their peers in postsecondary enrollment. This study analyzes the relationship between three organizational factors and the postsecondary enrollment (PSE) trends of ELLs using a national dataset. Results depict a significant relationship between high expectations of teachers and PSE. School–parent communication and participation in college preparatory opportunities were not found to be statistically significant.

Greener Grass: Historically Black College and University Attrition to Predominately White Institutions. Marvin Boomer, North Carolina State University; Drew Tonissen, North Carolina State University

This exploratory qualitative study addresses the questions: What experiences influence students to transfer out of historically Black colleges or universities to predominately White institutions? How do their experiences differ from those who decide to stay? This phenomenon was investigated through interviews and analysis of exit-survey documentation. We found that financial aid, negative experiences with administration, and the reinforcement of racial and cultural stereotypes were most influential in the decision to transfer to PWIs.

Chair:
Maricela Oliva, University of Texas at San Antonio

262. UCEA Annual Banquet

Reception
5:30 to 8:30 pm
Marriott Marina F-Dock

Join us for the 2015 Annual Banquet aboard the Admiral Hornblower! Cruise around the San Diego Harbor while enjoying a complimentary glass of champagne, and then head below deck for a sumptuous sunset dinner. The Admiral departs at exactly 5:30 pm Sunday evening from the Marriott Marina F-Dock and returns at 8:30 pm. Late arrivals who miss the departure of the boat will not be issued refunds. A limited number of tickets are available—please come to the registration desk to purchase yours.

Monday, November 23

263. Creating New Transcultural Spaces Between Faculty and Administrators to Formulate Shared Understanding of Leadership Development

Post Convention Work Sessions and Workshops
8:00 to 9:50 am
Manchester Grand Hyatt: Balboa A

This 2-hour workshop will share strategies, training, and guides for “breaking down border spaces” between faculty and administrators to more effectively prepare the next generation of principals. Illinois regulations for principal preparation have resulted in new transcultural spaces between P-12 education and principal preparation programs. Deep partnerships developed are breaking down walls that often exist between P-12 schools and higher education allowing new
shared understanding for P-12 leadership development and support.

Presenters:
Lenford Charles Sutton, Illinois State University
Carol Webb, Western Illinois University
Michaela Fray, Quincy Public Schools

Chairs:
Mavis Demar, East Aurora School District
Mary Kay Scharf, Bloomington School District
Maureen Kincaid, North Central College
Erika Lee Hunt, Illinois State University

264. ELDE: Multimedia Simulation for Education Leadership Professional Development
Post Convention Work Sessions and Workshops
8:00 to 10:00 am
Manchester Grand Hyatt: Balboa B

Professional development for education leaders is increasingly responsive to the complexity of leading in the current context of reform. Yet, leaders seldom have the opportunity for immersion in the types of planning, resource deployment, navigation of political landscape, and even crisis management situations they may find themselves required to lead throughout their careers (Petersen, Fusarelli & Kowalski, 2008). This innovative workshop is an innovative use of multimedia cases to simulate real-life leadership challenges.

Presenter:
Zukiswa Kekana, Teachers College, Columbia University

Chair:
Brian K. Perkins, Teachers College, Columbia University
265. How True Access Translates Into Increased ESL Student Equity in the Language Classroom

Post Convention Work Sessions and Workshops
8:00 to 9:50 am
Manchester Grand Hyatt: La Jolla A

Community college ESL students traverse a myriad of sections before matriculating into credit-bearing courses. Our interactive session utilizes hands-on practice, demonstrating to practitioners how to foster student equity and shift in voice in the K-16 classroom. Via a combination of leveled Mike Rose readings, mentor texting, reading apprenticeship, and reading circles, participants learn how to provide access to marginalized ESL students across the curriculum, creating an environment of equity and critical analysis.

Presenter:
Sarina Molina, University of San Diego

Chair:
Mark Manasse, San Diego Miramar College

266. Intersectional Dialogues: Tools to Improve Pedagogy in Teaching Social Justice Leadership

Post Convention Work Sessions and Workshops
8:00 am to 12:00 pm
Manchester Grand Hyatt: Seaport B

This post-session expands the literature and practical tools for teaching Social Justice Leadership in administrator preparation programs. Participants will examine the impact of their multiple, socio-cultural identities on their teaching and meaning-making by writing a socio-cultural autobiography and subsequently, engaging in a critical dialogue. After participants have garnered new insights into themselves and their thinking as complex socio-cultural beings, they will reflect on ways this self-consciousness can contribute to more efficacious teaching for Social Justice Leadership.

Chairs:
Sharon I. Radd, St. Catherine University
Latish C. Reed, University of Wisconsin-Milwaukee

267. JRLE Editorial Board Meeting

Meeting
8:00 to 9:30 am
Manchester Grand Hyatt: Seaport C

Chairs:
Michele Anne Acker-Hocevar, Washington State University
Gail Furman, Washington State University
Gordon Gates, Washington State University
Kristin Shawn Huggins, Washington State University
Dana Algeo, Washington State University
Sharon Kruse, Washington State University
Shannon Calderone, Washington State University

Participants:
Nicola A. Alexander, University of Minnesota
William R. Black, University of South Florida
Ira E. Bogotch, Florida Atlantic University
Christa Boske, Kent State University
Curtis A. Brewer, University of Texas San Antonio
Tricia Browne-Ferrigno, University of Kentucky
Ernestine K. Enomoto, University of Hawaii-Manoa
Dick Flanary, National Association of Secondary School Principals
Mark A. Gooden, University of Texas at Austin
The International Summit is a half-day event featuring the work of educational leadership scholars from across the globe. Participants will have the opportunity to engage in generative conversations about the state of international comparative research and knowledge generation and the development of collaborative projects. This year’s summit is comprised of two sessions with international perspectives designed to generate conversation about transcultural practices and leadership preparation. Check-in for the event begins at 8:00 am.

Session 268  Monday 8:30 am to 12:30 pm  Seaport D

Beverly J. Irby, Texas A&M University
Gaetane Jean-Marie, University of Louisville
Lisa A. W. Kensler, Auburn University
James William Koschoreck, Northern Kentucky University
Susan Korach, University of Denver
Jonathan Lightfoot, Hofstra University
Jacky Lumby, University of Southampton
Joanne M. Marshall, Iowa State University
Rhonda L. McClellan, University of Texas at Arlington
Roxanne M. Mitchell, University of Alabama
Carol A. Mullen, Virginia Tech
Maricela Oliva, University of Texas at San Antonio
April L. Peters-Hawkins, University of Georgia
Susan Printy, Michigan State University
Daniel Reyes-Guerra, Florida Atlantic University
Mariela A. Rodriguez, University of Texas at San Antonio
Samantha M. Paredes Scribner, Indiana University-Indianapolis
Megan Tschanne-Moran, College of William & Mary
Pamela D. Tucker, University of Virginia/UCEA
Terah Talei Venzant Chambers, Michigan State University
Teresa Akinyi Wasonga, Northern Illinois University
Anjalé Welton, University of Illinois at Urbana-Champaign
Scott C. Bauer, George Mason University
Shelby Cosner, University of Illinois at Chicago
Alan J. Daly, University of California, San Diego
David DeMatthews, University of Texas at El Paso
Sarah Diem, University of Missouri
Ed Fuller, Pennsylvania State University/UCEA
Decoteau J. Irby, University of Wisconsin-Milwaukee
Matthew Militello, East Carolina University
Terri Nicol Watson, City College of New York/City University of New York
Sheneka M. Williams, University of Georgia

268. 2015 International Summit
International Community Building Session
8:30 to 12:30 pm
Manchester Grand Hyatt: Seaport D
The International Summit is a half-day event featuring the work of educational leadership scholars from across the globe. Participants will have the opportunity to engage in generative conversations about the state of international comparative research and knowledge generation and the development of collaborative projects. This year’s summit is comprised of two sessions with international perspectives designed to generate conversation about transcultural practices and leadership preparation. Check-in for the event begins at 8:00 am.

Presenters:
- Ross Notman, University of Otago, New Zealand
- David Gurr, University of Melbourne
- Lawrie Drysdale, University of Melbourne
- Helen Margaret Goode, University of Melbourne
- Corinne Brion, student
- Paula Cordeiro, University of San Diego
- Lea Ann Hubbard, University of San Diego
- Joi Spencer, University of San Diego
- Maria Kelly, University of San Diego

Chair:
- Stephen L. Jacobson, University at Buffalo

269. JCEL Editorial Board Meeting

Meeting
8:45 to 10:15 am
Manchester Grand Hyatt: Balboa C

Chair:
- William R. Black, University of South Florida

Participants:
- Zorka Karanxha, University of South Florida
- Vonzell Agosto, University of South Florida
- Sean Dickerson, University of South Florida
- Ira E. Bogotch, Florida Atlantic University
- Laura Trujillo-Jenks, Texas Woman’s University
- Bassel Akar, Notre Dame University in Lebanon
- Anika Anthony, The Ohio State University
- Margaret E. Barber, University of Utah
- Bruce Barnett, University of Texas at San Antonio
- Floyd Beachum, Lehigh University
- Christa Boske, Kent State University
- Mónica Byrne-Jiménez, Hofstra University
- Bradley W. Carpenter, University of Louisville
- Gary M. Crow, Indiana University
- Robert Donmoyer, University of San Diego
- Karen Dunlap, Texas Woman’s University
- Scott Ferrin, Brigham Young University
- Mark A. Gooden, University of Texas at Austin
- Frank Hernandez, University of Texas at the Permian Basin
- Liz Hollingworth, University of Iowa
- Lisa A. W. Kensler, Auburn University
- Angeliki Lazaridou, University of Thessaly
- Jane Clark Lindle, Clemson University
- Catherine A. Lugg, Rutgers University
- Katherine Cumings Mansfield, Virginia Commonwealth University
- Patricia Maslin-Ostrowski, Florida Atlantic University
- Carlos McCray, Fordham University
- Kerry Brian Melear, University of Mississippi
- Zulma Mendez, University of Texas at El Paso
Erica Mohan, University of British Columbia
Cynthia Reed, Northern Kentucky University
Mariela A. Rodriguez, University of Texas at San Antonio
Ulrich C. Reitzug, University of North Carolina at Greensboro
Ricardo Rosa, University of Massachusetts-Dartmouth
Karen L. Sanzo, Old Dominion University
Jim Scheurich, Indiana University-School of Education Indianapolis (IUPUI)
Alan Shoho, University of Texas at San Antonio
Valerie Anne Storey, University of Central Florida
Fat Hee Tie, University of Malaya
Terah Talei Venzant Chambers, Michigan State University
Chris Willis, Bowling Green State University
Michelle D. Young, UCEA/University of Virginia

270. EAQ Editorial Board Meeting
Meeting
9:40 to 11:00 am
Manchester Grand Hyatt: Seaport C
Chair:
   Casey Cobb, University of Connecticut
Participants:
   Mónica Byrne-Jiménez, Hofstra University
   Morgaen Lindsay Donaldson, University of Connecticut
   Shaun Dougherty, University of Connecticut
   Rachel Gabriel, University of Connecticut
   Richard Gonzales, University of Connecticut
   Preston Green, University of Connecticut
   Kimberly LeChasseur, University of Connecticut
   Melinda Mangin, Rutgers University
   Anysia Peni Mayer, California State University, Stanislaus
   Margaret Terry Orr, Bank Street College
   Richard Schwab, University of Connecticut
   Larisa Warhol, University of Connecticut
   Jennie Weiner, University of Connecticut
   Megan Welsh, University of California, Davis
   Anjalé Welton, University of Illinois at Urbana-Champaign
   Sarah Woulfin, University of Connecticut
   Melissa Berggren, University of Connecticut
   Curt M. Adams, University of Oklahoma
   Karen Stansberry Beard, The Ohio State University
   Alex J. Bowers, Teachers College, Columbia University
   Dana E. Christman, New Mexico State University
   Shelby Cosner, University of Illinois at Chicago
   Alan J. Daly, University of California, San Diego
   Sara L. Dexter, University of Virginia
   Chris Dunbar, Michigan State University
   Andrea Elaine Evans, Governors State University
   Gail Furman, Washington State University
   David Garcia, Arizona State University
   Roger Goddard, Texas A&M University
   Philip Hallinger, Chulalongkorn University
   Sonya Douglass Horsford, George Mason University
   Eric Houck, University of Georgia
   Ben Kelcey, Wayne State University
   Theodore Kowalski, University of Dayton
271. How to Be a Successful Reviewer
Post Convention Work Sessions and Workshops
10:00 to 11:50 am
Manchester Grand Hyatt: Balboa A

The review process is a foundational tool for an editor as he or she works to prepare a high-quality journal. This interactive session would educate potential and current reviewers in the art of reviewing. Drawing on the editorial skill set of UCEA journal editors as well as reviewers who have won outstanding reviewer awards the session will provide instruction and practice for quality reviewing.

Presenters:
Gordon Gates, Washington State University
William R. Black, University of South Florida

Chair:
Sharon Kruse, Washington State University

272. UCEA Publications Meeting
Meeting
10:30 am to 12:00 pm
Manchester Grand Hyatt: La Jolla A

Chair:
Participants:
Pamela D. Tucker, University of Virginia/UCEA
Jeanne M. Powers, Arizona State University
Cynthia Reed, Northern Kentucky University
William R. Black, University of South Florida
Megan Tschannen-Moran, College of William & Mary
Pamela Angelle, University of Tennessee
Michelle D. Young, UCEA/University of Virginia
Donald G. Hackmann, University of Illinois at Urbana-Champaign
Mónica Byrne-Jiménez, Hofstra University
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UCEA Member Institutions

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- Auburn University
- Bowling Green State University
- Brigham Young University
- Chinese University of Hong Kong
- Clemson University
- College of William & Mary
- Duquesne University
- Florida Atlantic University
- Florida State University
- Fordham University
- Georgia State University
- Hofstra University
- Howard University
- Illinois State University
- Indiana University
- Iowa State University
- Kansas State University
- Kent State University
- Lehigh University
- Louisiana State University
- Loyola Marymount University
- Miami University of Ohio
- Michigan State University
- New Mexico State University
- New York University
- North Carolina State University
- Northern Illinois University
- Ohio State University
- Oklahoma State University
- Pennsylvania State University
- Rutgers University
- St. Johns University
- St. Louis University
- Sam Houston State University
- San Diego State University
- Temple University
- Tennessee State University
- Texas A&M University
- Texas State University
- University at Buffalo, SUNY
- University of Alabama
- University of Arizona
- University of Cincinnati
- University of Connecticut
- University of Dayton
- University of Florida
- University of Georgia
- University of Houston
- University of Illinois at Chicago
- University of Illinois at Urbana-Champaign
- University of Iowa
- University of Kansas
- University of Kentucky
- University of Louisville
- University of Maryland
- University of Minnesota
- University of Missouri-Columbia
- University of Nebraska-Lincoln
- University of New Mexico
- University of North Carolina at Chapel Hill
- University of North Carolina at Greensboro
- University of Northern Colorado
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- 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
- Virginia Commonwealth University
- Virginia Tech
- Washington State University
- Wayne State University

**Associate Members**
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- Bank Street College
- Portland State University
- Southern Methodist University
- Stephen F. Austin State University
- Texas Christian University
- Texas Woman’s University
- University of Arkansas
- University of Central Arkansas
- University of Denver
- University of Massachusetts-Boston
- University of Michigan
- University of North Carolina at Charlotte
- University of North Texas
- University of Texas Pan American

**Previous UCEA Conventions**
- 1987...Omni Charlottesville Hotel, Charlottesville, VA
- 1988...Omni Netherland Plaza Hotel, Cincinnati, OH
- 1989...Red Lion’s La Posada Resort, Scottsdale, AZ
- 1990...Pittsburgh Hilton and Towers, Pittsburgh, PA
- 1991...Omni Inner Harbor, Baltimore, MD
- 1992...Minneapolis Marriott City Center, Minneapolis, MN
- 1993...Houston Doubletree at Post Park, Houston, TX
- 1994...Philadelphia Doubletree, Philadelphia, PA
- 1995...Red Lion Hotel, Salt Lake City, UT
- 1996...The Galt House, Louisville, KY
- 1997...Orlando Marriott, Orlando, FL
- 1998...St. Louis Marriott, St. Louis, MO
- 1999...Hyatt Regency, Minneapolis, MN
- 2000...Albuquerque Hilton, Albuquerque, NM
- 2001...Omni Netherland Plaza Hotel, Cincinnati, OH
- 2002...Hilton Pittsburgh and Towers, Pittsburgh, PA
- 2003...Portland Hilton and Towers, Portland, OR
- 2004...Kansas City Marriott, Kansas City, MO
- 2005...Gaylord Opryland, Nashville, TN
- 2006...St. Anthony Wyndham, San Antonio, TX
- 2007...Hilton Alexandria Mark Center Hotel, Alexandria, VA
- 2008...Buena Vista Palace Hotel, Orlando, FL
- 2009...Anaheim Marriott, Anaheim, CA
- 2010...Sheraton New Orleans, New Orleans, LA
- 2011...Westin, Pittsburgh, PA
- 2012...Denver City Center, Denver, CO
- 2013...Hyatt Regency, Indianapolis, IN
- 2014...Washington Hilton, Washington, DC
The Jack A. Culbertson Award

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

1983 ....................................... Patrick B. Forsyth, Oklahoma State University
1984 ........................................... L. Dean Webb, Arizona State University
1985 ........................................... Jeri Nowakowski, Northern Illinois University
1986 ........................................ Joseph Murphy, University of Illinois
1987 ........................................ Walter H. Gmelch, Washington State University
1988 ........................................... Charol Shakeshaft, Hofstra University
1989 ........................................... Carol A. Veir, University of Texas at Austin
1990 ........................................... Paul V. Bredeson, Pennsylvania State University
1991 ........................................... Kent D. Peterson, University of Wisconsin–Madison
1992 ........................................ Ann W. Hart, University of Utah
1993 ........................................ Paula M. Short, Pennsylvania State University
1994 ........................................ Stephen L. Jacobson, SUNY at Buffalo
1995 ........................................... Neil Theobald, Indiana University
1996 ........................................... Frances C. Fowler, Miami University of Ohio
1997 ........................................... Patsy E. Johnson, University of Kentucky
1998 ........................................... C. Cryss Brynnr, University of Wisconsin–Madison
1999 ........................................... Carolyn Kelley, University of Wisconsin–Madison
2000 ........................................... Jeffrey Maiden, University of Oklahoma
2001 ........................................... Jay Paredes Scribner, University of Missouri–Columbia; Linda Skrla, Texas A&M University
2002 ........................................... Julie Fisher Mead, University of Wisconsin–Madison; Roger D. Goddard, University of Michigan–Ann Arbor
2003 ........................................... Cynthia Reed, Auburn University
2004 ........................................... Gerardo López, Indiana University–Bloomington
2006 ........................................... Andrea Rorrer, University of Utah
2007 ........................................... Suzanne E. Eckes, Indiana University–Bloomington; Meredith Honig, University of Washington
2008 ........................................... Thomas Alsbury, North Carolina State University; Jeffrey Wayman, University of Texas at Austin
2009 ........................................... Sara L. Dexter, University of Virginia
2010 ........................................... Brendan Maxcy, Indiana University
2011 ........................................... Julian Heilig, University of Texas at Austin
2012 ........................................... Alex Bowers, University of Texas at San Antonio
2013 ........................................... Morgaen L. Donaldson, University of Connecticut
2014 ........................................... Hollie J. Mackey, University of Oklahoma
2015 ........................................... Anjalé D. Welton, University of Illinois at Urbana-Champaign

The Roald F. Campbell Lifetime Achievement Award

The Roald F. Campbell Award was established in 1992 to recognize senior professors in educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. The award is made at the discretion of the UCEA Executive Committee.

1992 ........................................... Daniel E. Griffiths, New York University
1993 ........................................... Jack A. Culbertson, Ohio State University
1994 ........................................... David L. Clark, University of North Carolina at Chapel Hill
1995 ........................................... Richard A. Schmuck, University of Oregon
1996 ........................................... Edwin M. Bridges, Stanford University
1997 ........................................... Donald J. Willower, Pennsylvania State University
1998 ........................................... Norman Boyan, University of California, Santa Barbara
2000 ........................................... Luvern Cunningham, University of Akron
2001 ........................................... Barbara L. Jackson, Fordham University
2002 ........................................... William L. Boyd, Pennsylvania State University
2003 ........................................... Wayne K. Hoy, The Ohio State University
The Paula Silver Case Award

The Paula Silver Case Award was instituted by UCEA in 1999 to memorialize the life and work of Paula Silver, 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 UCEA's Journal of Cases in Educational Leadership.

1999 .......................................... James S. Rinehart, University of Kentucky
2000 ........................................... Karen Seashore, University of Minnesota
2001 .......................................................... George White & Thomas Mayes, Lehigh University
2002 ................................... Sandra Lowrey & Sandra Harris, Stephen F. Austin State University
2003 ....................... Sandra Lowrey & Sandra Harris, Stephen F. Austin State University
2004 .......................................................... Duane Covrig, Louis Trenta, & Sharon Kruse, University of Akron
2005 ................................................ Gary M. Crow, Indiana University
2006 ........................................... John Preston Price, Chicago Public Schools
2007 ........................................... Kerry S. Kearney & Judith K. Mathers, Oklahoma State University
2008 .......................................................... Catherine A. Lugg, Rutgers University;
2009 .......................................................... Autumn K. Tooms, Kent State University
2010 ........................................... Catherine A. Lugg, Rutgers University;
2011 ........................................... Candace Head-Dylla, Pennsylvania State University
2012 ........................................... Lisa Bass, Gregg Garm, & Lisa Monroe, University of Oklahoma
2013 ........................................... Carol Karpinski, Farleigh Dickinson University
2014 ........................................... R. Stewart Mayers, Southeastern Oklahoma State University
2015 ........................................... Matthew M. Kaiser, School District of Washington Township;
2016 ........................................... Keshia M. Seitz, School District of Mount Vernon;
2017 ........................................... Elizabeth A. Walters, School District of Perry Township

JRLE Best Article Award

The Best Article Award was awarded in 2014 the Journal of Research on Leadership Education.

2014 ........................................... Philip B. Robey, Loyola Marymount University
2015 ........................................... Chad R. Lochmiller, Indiana University

The Master Professor Award

The UCEA Master Professor Award is made to a faculty member whose record is so distinguished that the UCEA must recognize this individual in a significant and timely manner. The attributes for choosing UCEA Master Professors include professors who have a sustained record as an outstanding teacher, 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; are considered
to be outstanding advisors and mentors of students as evidenced by mentoring students in research projects
that address the needs of K-12 educational systems; and have taken a leadership role in their academic unit,
as administrators or leaders in educational endeavors. They have gained a regional and national reputatio, as
educational leaders and innovators; have provided outstanding leadership in promoting and supporting diversity
in faculty, students, staff, programs, and curriculum in the field of educational leadership; and have 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
2006 ............................................ James Scheurich, Texas A&M University
2007 ............................................... Gary Crow, Florida State University
Colleen Capper, University of Wisconsin-Madison
2008 ............................................. Paul Begley, Pennsylvania State University
                                            Bruce G. Barnett, University of Texas at San Antonio
2009 ............................................ Joan Poliner Shapiro, Temple University
2010 ............................................. Nancy Evers, University of Cincinnati
2011 .............................................. Diana Pounder, University of Central Arkansas
2012 ............................................... Maria Luisa (Malu) Gonzalez, University of Texas at El Paso
2013 ............................................. Paula Short, University of Houston
2014 ............................................. Steven Jay Gross, Temple University
2015 .............................................. Gail C. Furman, Washington State University-Spokane

The Jay D. Scribner Mentoring Award

The Jay D. Scribner Mentoring Award honors 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 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. Of note is
Jay D. Scribner’s unique ability to reach across racial, class, and gender differences, nurturing scholars from
underrepresented backgrounds into a largely homogeneous profession.

2006 ............................................. Jay D. Scribner, University of Texas at Austin
2007 ............................................... Leonard Burrello, Indiana University
2008 ............................................... Bruce Cooper, Fordham University
2009 ............................................. Paul Bredeson, University of Wisconsin-Madison
                                            Linda C. Tillman, University of North Carolina-Chapel Hill
2010 ............................................. Martha Ovando, University of Texas at Austin
2011 ............................................. Fran Kochan, Auburn University
2012 ............................................... James Joseph Scheurich, Texas A&M University
2013 ............................................... Ed Fuller, Pennsylvania State University
2014 ............................................. Catherine A. Lugg, Rutgers University
2015 ............................................. Betty Malen, University of Maryland

Edwin M. Bridges Award for Contributions to the Preparation and Development of
School Leaders

The Edwin M. Bridges Award is given by UCEA annually for original, outstanding work in research or development
that contributes to our knowledge and understanding of how best to prepare and support future generations
of educational leaders. Contributions can be in any of several forms, including the design and evaluation of
an innovative approach to leadership preparation; development of a research-based tool for use in leadership
education; a conceptual or empirical research paper (publication or dissertation) that illuminates important issues;
or a long-term, high-impact program of research and development in this area. The award recognizes contributions
to pre-service preparation as well as continuing professional development aimed at school leaders broadly defined,
and the locus can be in universities or in the field. Contributions are judged on the extent to which the quality and
originality of the effort suggest the potential to create a lasting impact on research and/or practice in this domain.

2010 ............................................... Edwin M. Bridges, Stanford University
2011 ............................................... Martha McCarthy, Indiana University
2013 ............................................... Perry Zirkel, Lehigh University
2014 ............................................... Joseph F. Murphy, Vanderbilt University
2015 ............................................... Margaret Terry Orr, Bank Street College; Allan Walker, Hong Kong Institute of Education
The William J. Davis Award is given annually to the author(s) of the most outstanding article published in Educational Administration Quarterly (EAQ) during the preceding volume year. The article selection is made by a three-member panel chosen from the EAQ Editorial Board members who have not published in the volume being reviewed. The award was established in 1979 in honor of the late William J. Davis, former Associate Director of UCEA and Assistant Professor at the University of Wisconsin-Madison.

1980 .......................... Donald J. Willower, Pennsylvania State University
1981 ..................... Cecil G. Miskel, University of Utah; Jo Ann DeFrain, North Harris County College; Kay Wilcox, Shawnee Mission Public Schools
1982 .............................. Robert A. Cooke, Institute for Social Research; Denise M. Rousseau, University of Michigan
1983 .............................. Donald J. Willower, Pennsylvania State University
1984 .............................. Cecil Miskel, University of Utah; David McDonald, Pomona Public Schools; Susan Bloom, Blue Valley Public Schools
1985 .......................... David L. Clark, Indiana University; Lindo Lotto, University of Illinois
1986 .............................. Tim L. Mazzoni, Jr., University of Minnesota; Betty Malen, University of Utah
1987 .............................. David P. Crandall, NETWORK; Karen Seashore Louis, University of Minnesota; Jeffrey W. Eiseman, University of Massachusetts-Amherst
1988 .............................. James C. Cibulka, University of Wisconsin-Milwaukee
1989 ..................................... Joseph J. Blase, University of Georgia
1990 .............................. Mary Stager, University of Toronto; Kenneth A. Leithwood, OISE
1991 .............................. Ronald H. Heck, University of Hawaii-Manoa; Terry J. Larsen, Alhambra School District; George A. Marcoulides, California State University, Fullerton
1992 .............................. Robert J. Starratt, Fordham University
1993 .............................. Ulrich C. Reitzug, University of Wisconsin; Jennifer Elser Reeves, University of Central Florida
1994 .............................. Brian Rowan, University of Michigan; Stephen W. Raudenbush, Michigan State University; Yuk Fat Cheong, Michigan State University
1995 .............................. Mark A. Smyle, University of Illinois at Chicago; Robert L. Crowson, Vanderbilt University; Victoria Chou, University of Illinois at Chicago; Rebekah A. Levin, University of Illinois at Chicago
1996 .............................. Diana G. Pounder, University of Utah; Rodney T. Ogawa, University of California-Riverside; E. Ann Adams, Granite School District
1997 .............................. William A. Firestone, Rutgers University
1998 .............................. Nona A. Prestine, Illinois State University; Thomas L. McGreal, Illinois State University
1999 .............................. Gail Furman Brown, Washington State University
2000 .............................. Anthony Bryk, University of Chicago; Eric Camburn, University of Michigan; Karen Seashore Louis, University of Minnesota
2001 .............................. Bets Ann Smith, Michigan State University
2002 .............................. Michelle D. Young, University of Missouri-Columbia/UCEA; Scott McLeod, University of Minnesota
2003 .............................. Philip Young, University of California, Davis; Julie A. Fox, Ohio SchoolNet Commission
2004 .............................. Susan Printy, Michigan State University; Helen Marks, Ohio State University
2005 .............................. Marilyn Tallerico, Syracuse University; Jackie Blount, Iowa State University
2006 .............................. Mengli Song, University of Michigan; Cecil Miskel, University of Michigan
2007 .............................. Audrey Addi-Raccah, Tel-Aviv University
2008 .............................. Ronald H. Heck, University of Hawaii-Manoa
2009 .............................. Viviane M. J. Robinson, University of Auckland, New Zealand; Claire A. Lloyd, University of Illinois at Urbana Champaign; Kenneth J. Rowe, Australian Council for Educational Research
2010 .............................. Roger D. Goddard, Texas A&M University; Serena J. Salloum, University of Michigan; Dan Berebitsky, University of Michigan
2011 .............................. Autumn K. Tooms, University of Tennessee–Knoxville; Catherine Lugg, Rutgers University; Ira E. Bogotch, Florida Atlantic University
2012 .............................. Virginia Roach, George Washington University; L. Wes Smith, Early College High School; James Boutin, District of Columbia Public Schools
2013 .............................. Rose M. Ylimaki, University of Arizona; David Arsen, Michigan State University; Yongmei Ni, University of Utah
2014 .............................. Gerardo R. López, Loyola University New Orleans; Rebeca Burciaga, San Jose State University
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1. Emergency Activation

Initiating the Hotel’s Emergency Response System
The hotel’s Emergency Number is “55”. This extension is used exclusively in the event of an emergency and rings directly into a dedicated phone line located in the Security Department. The Security Officers are trained to answer this phone immediately and to obtain all necessary emergency information.

When calling this number, be sure to stay calm and remain on the line until the Security Officer has retrieved all the necessary information regarding the nature and scope of the emergency.

When reporting an emergency on the “55”, Emergency Line, be prepared to give the following information:
1. Your name
2. Exact location where assistance is needed
3. Nature of emergency
4. The number of people, and if applicable the injuries of those involved

2. Emergency Situations

FIRE

If the fire is serious - Remember the word R-A-C-E:
R – Rescue any guests in immediate danger, if it does not put you in imminent danger.
A – Activate the building’s fire alarm and call 55.
C – Confine the fire. Close all windows and doors that would allow the spread of fire or smoke.
E – Evacuate. When you are evacuating from a smoke filled area remember to GET LOW AND GO GO GO.

• Before opening any door, always touch the surface and feel for heat with the back of your hand, not the palm. Never open a door that is hot to the touch.
• Be alert for disabled persons that may require additional assistance.

EARTHQUAKES

During an Earthquake: Duck, Cover and Hold

Duck- Drop to the floor (preferably a protected place away from windows) before the shaking knocks you down.

Cover- Protect yourself by taking cover under a desk or table and remain in a safe area until the shaking ceases.

Hold- Hang on as the shaking may last from a few seconds to a few minutes and the tremors can be forceful enough to toss around furniture.

• DO NOT RUN or use emergency stairwells during an earthquake. The shaking can cause you to lose your balance and fall thus leading to injury.
• Unless the environment is obviously safe, remain in place until you receive instructions.
• If outdoors, quickly move away from buildings, poles and overhead wires to avoid falling objects.
• After the shaking stops try to remain calm. Go to the Evacuation Area if instructed to do so by the Emergency Response Team member or directed by the hotel’s public address system.
• Remember, more people are injured in panicked flight than during the earthquake itself.
• Be alert for aftershocks which can continue after the earthquake and cause additional damage.

ELEVATOR STOPPAGES

• If you found yourself stopped in an elevator DO NOT PANIC.
• The elevators are equipped with emergency assistance telephones that communicate directly with PBX (hotel operator).
• The Security and Engineering Departments will immediately start working to resolve the situation.
• All hotel elevators are designed to operate on emergency backup power in the case of a power outage.
• In the event of a fire alarm, the elevators will return to the lobby level, the doors will open and will remain open.
• During an earthquake, the elevators’ sensors will stop the elevator cars and send them to the nearest floor. After such an emergency, the elevators will not function until they are reset.
EVACUATIONS

The hotel has an Emergency Response Team that will guide you through all emergencies. There is also a public address (PA) system throughout hotel which will advise everyone in the building the nature of the emergency situation and will also provide specific directions.

- Follow the directions provided by the Emergency Response Team and PA system
- Evacuate via the emergency exists in an orderly manner to the designated Evacuation Area.
- Do not leave the Evacuation Area and return to the hotel until you have been directed to do so by the Emergency Response Team.
Emergency Evacuation Area
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