UCEA 2016
5th Annual
Graduate Student Summit

Graduate Student Summit Program, Jackson Scholars Network Program, and UCEA Convention Guide for Graduate Students
# Table of Contents

Welcome .................................................. 3  
Meet the GSC ........................................... 4  
Sponsors ................................................. 5  
Schedule Overview ..................................... 6  
GSS Sessions and Presenter Directory .............. 9  
Barbara L. Jackson and the Jackson Scholars Network .......................................................... 35  
Jackson Scholars Network Sessions and Cohorts .................................................................. 36  
Graduate Student Sessions at the 2016 UCEA Convention ................................................. 47  
Convention Center Map .................................. 52  
UCEA Online and Social Media ....................... 53  
Notes ....................................................... 54
Welcome from the UCEA Graduate Student Council!

The UCEA Graduate Student Council (GSC) is pleased to welcome you to the 5th Annual Graduate Student Summit (GSS). As emerging scholars in the field, this Summit offers a unique opportunity for us to create new professional and social relationships that can allow us to learn from and share our knowledge with each other. The Summit will provide graduate students with the opportunity to critically examine and share our own research and practices, and to purposefully develop new partnerships and networks. These opportunities aim to enhance our work both at and beyond the Summit.

It is our hope that the array of programming offered for graduate students before, during, and after the Convention will support the growth of graduate students in all stages of their programs. The purpose of the 2016 UCEA GSS is to provide graduate students a space to engage in authentic dialogue with distinguished UCEA faculty and peers about their scholarly work. This year it includes:

- **Paper sessions**, in which students will present current research and receive constructive feedback;
- **Ignite! sessions**, in which students will share their research and/or ideas for research projects and receive constructive feedback;
- **Roundtable sessions**, in which students will share their research and/or ideas for research projects and receive constructive feedback;
- **Feedback sessions**, in which presenters receive additional feedback on their research and presentations in a small group format; and
- **Social networking events**, in which students will have an opportunity to form lasting connections with others from across the country and beyond.

Additionally, the GSC offers a series of professional development sessions designed for graduate students throughout the UCEA Convention. See the list of these sessions on pp. 47-51 along with the last page and back cover of this program—be sure to attend!

Finally, join in the conversation happening on Twitter by tweeting your thoughts and reactions with #UCEA2016 and @UCEAGSC, and be sure to complete the survey at the close of this year’s events to help us plan for next year!

#UCEA2016
@UCEAGSC
Meet the Graduate Student Council

2015-2017 UCEA Headquarters Representative

Bryan A. VanGronigen, University of Virginia (bav9wb@virginia.edu)

2014-2016 Representatives

Wesley Henry, University of Washington (weshenry@uw.edu)
Hilary Lustick, Texas State University (hal35@txstate.edu)
Isaiah McGee, Iowa State University (icmcgee@iastate.edu)
Jada Phelps-Moultrie, Portland State University (jphelpsmoultrie@pdx.edu)

2015-2017 Representatives

Da’vid Aguayo, University of Missouri (david.aguayo@mail.missouri.edu)
Elizabeth Gil, Michigan State University (gileliza@msu.edu)
Rachel S. White, Michigan State University (whitera3@msu.edu)

2016-2018 Representatives

Kevin Clay, Rutgers, The State University of New Jersey (kevin.clay@gse.rutgers.edu)
Nakia M. Gray, New York University (nmg312@nyu.edu)
Chandler Patton Miranda, New York University (chandler.p.miranda@nyu.edu)
Meredith L. Wronkowski, University of Oklahoma (mlwronowski@ou.edu)

Join the GSC!

Interested in becoming a member of the GSC? Contact a current member or visit our page on the UCEA website and follow us on Twitter (@UCEAGSC) to watch for the call for new members in late winter/early spring!

http://gradstudents.ucea.org
Our Sponsors

We want to give a very special thank you to our sponsors!

Their generous support helps make the Graduate Student Summit and graduate student programming at UCEA possible.

From all of us, thank you!
# Schedule Overview

**Summary of Graduate Student Summit (GSS) and Jackson Scholars Network (JSN) Sessions**

### Wednesday, November 16, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
<th>Discussant/Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00pm – 1:00pm</td>
<td>Graduate Student Summit Orientation</td>
<td>Columbus</td>
<td>UCEA Graduate Student Council</td>
</tr>
<tr>
<td>1:10pm – 2:15pm</td>
<td>GSS Session 1 – Ignite! – Collaborations and Partnerships: Bringing People Together</td>
<td>Joliet</td>
<td>James W. Koschorreck</td>
</tr>
<tr>
<td>1:10pm – 2:15pm</td>
<td>GSS Session 2 – Reshaping Dominant Structures within Schools</td>
<td>Duluth A</td>
<td>Colleen Larson</td>
</tr>
<tr>
<td>1:10pm – 2:15pm</td>
<td>GSS Session 3 – Rural Schools</td>
<td>Duluth B</td>
<td>Cindy J. Reed</td>
</tr>
<tr>
<td>1:10pm – 2:15pm</td>
<td>GSS Session 4 – Developing Principals Before and On the Job</td>
<td>Nicolet A</td>
<td>Gary M. Crow</td>
</tr>
<tr>
<td>1:10pm – 2:15pm</td>
<td>GSS Session 5 – The Current State of Educator Preparation</td>
<td>Nicolet B</td>
<td>Michael O'Malley</td>
</tr>
<tr>
<td>2:25pm – 3:30pm</td>
<td>GSS Session 6 – The Intersection of Culture and Principal Leadership</td>
<td>Joliet</td>
<td>Michael Dantley</td>
</tr>
<tr>
<td>2:25pm – 3:30pm</td>
<td>GSS Session 7 – Maintaining Focus on Student Achievement in Schools</td>
<td>Duluth A</td>
<td>Scott C. McLeod</td>
</tr>
<tr>
<td>2:25pm – 3:30pm</td>
<td>GSS Session 8 – Understanding and Tackling Policies and Politics</td>
<td>Duluth B</td>
<td>Stephen Jacobson</td>
</tr>
<tr>
<td>2:25pm – 3:30pm</td>
<td>GSS Session 9 – School Working Conditions and Climate</td>
<td>Nicolet A</td>
<td>Diana G. Pounder</td>
</tr>
<tr>
<td>2:25pm – 3:30pm</td>
<td>GSS Session 10 – Using Theory and Discourse to Explain Complexity</td>
<td>Nicolet B</td>
<td>Joan P. Shapiro</td>
</tr>
<tr>
<td>3:40pm – 4:45pm</td>
<td>GSS Session 11 – Ignite! – Leaders and Leadership in Schools</td>
<td>Joliet</td>
<td>María Luisa González</td>
</tr>
<tr>
<td>3:40pm – 4:45pm</td>
<td>GSS Session 12 – Examining Today’s Teachers</td>
<td>Duluth A</td>
<td>JoBeth Jimerson</td>
</tr>
<tr>
<td>3:40pm – 4:45pm</td>
<td>GSS Session 13 – The Influence of Legislation &amp; State Education Policies</td>
<td>Duluth B</td>
<td>Andrea K. Rorrer</td>
</tr>
<tr>
<td>3:40pm – 4:45pm</td>
<td>GSS Session 14 – Graduating High School and The Prospect of College</td>
<td>Nicolet A</td>
<td>Martha N. Ovando</td>
</tr>
<tr>
<td>3:40pm – 4:45pm</td>
<td>GSS Session 15 – Issues on Diversity in U.S. Schools</td>
<td>Nicolet B</td>
<td>Katherine Mansfield</td>
</tr>
<tr>
<td>4:55pm – 6:00pm</td>
<td>GSS Roundtable Session A – Building and Tuning Identities</td>
<td>Joliet</td>
<td>Katherine C. Rodela</td>
</tr>
<tr>
<td>4:55pm – 6:00pm</td>
<td>GSS Roundtable Session B – Charter Schools</td>
<td>Joliet</td>
<td>Lolita Tabron</td>
</tr>
<tr>
<td>4:55pm – 6:00pm</td>
<td>GSS Roundtable Session C – Community Partnerships</td>
<td>Joliet</td>
<td>Jada Phelps-Moultrie</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Room</td>
<td>Discussant/Chair</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>4:55pm – 6:00pm</td>
<td>GSS Roundtable Session D – International Students and Education Policy</td>
<td>Nicolet A</td>
<td>Angela Urick</td>
</tr>
<tr>
<td></td>
<td>GSS Roundtable Session E – Media and Technology in Education</td>
<td>Nicolet A</td>
<td>Yining Wang &amp; Kathleen Winn</td>
</tr>
<tr>
<td></td>
<td>GSS Roundtable Session F – School Policies and Decision-Making</td>
<td>Nicolet B</td>
<td>Hilary Lustick</td>
</tr>
<tr>
<td></td>
<td>GSS Roundtable Session G – Student Performance in Schools</td>
<td>Nicolet B</td>
<td>Erin Anderson</td>
</tr>
<tr>
<td></td>
<td>GSS Roundtable Session H – The Principal Pipeline</td>
<td>Nicolet B</td>
<td>Bradley Davis</td>
</tr>
<tr>
<td>6:00pm – 7:45pm</td>
<td>Tested – A Documentary Film and Reception hosted by the UCEA Executive Committee and GSC (Light refreshments will be provided)</td>
<td>Cartier</td>
<td>Mónica Byrne-Jiménez &amp; Wesley Henry</td>
</tr>
<tr>
<td>8:15pm – 9:30pm</td>
<td>Graduate Student Social Networking Event @ Central Kitchen+Bar, 660 Woodward Ave., Detroit</td>
<td>UCEA Graduate Student Council</td>
<td></td>
</tr>
</tbody>
</table>

**Thursday, November 17, 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
<th>Discussant/Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30am – 8:00am</td>
<td>Light Breakfast for GSS Registrants and Jackson Scholars</td>
<td>Level 5 Lobby</td>
<td>N/A</td>
</tr>
<tr>
<td>8:00am – 9:05am</td>
<td>GSS Session 16 – Ignite! – Critical Examinations of Education and Educational Leadership</td>
<td>Joliet</td>
<td>Jeffrey S. Brooks</td>
</tr>
<tr>
<td>9:15am – 10:20am</td>
<td>GSS Session 17 – Designing the Next Generation of Educational Leadership Preparation Programs</td>
<td>Joliet</td>
<td>Paula Short</td>
</tr>
<tr>
<td></td>
<td>GSS Session 18 – Creating More Capable Change Agents</td>
<td>Duluth A</td>
<td>Anthony Normore</td>
</tr>
<tr>
<td></td>
<td>GSS Session 19 – Methods to Raise Awareness and Advocacy</td>
<td>Nicolet A</td>
<td>Jayson Richardson</td>
</tr>
<tr>
<td></td>
<td>GSS Session 20 – The Changing Role of School Districts</td>
<td>Nicolet B</td>
<td>Karen L. Sanzo</td>
</tr>
<tr>
<td>10:30am – 11:20am</td>
<td>GSS Mentor Feedback Session A (Sessions 1-5)</td>
<td>Joliet</td>
<td>See GSS Session Mentor Feedback Session A (Sessions 1-5) Discussant/Chair</td>
</tr>
<tr>
<td></td>
<td>GSS Mentor Feedback Session B (Sessions 6-10)</td>
<td>Duluth A</td>
<td>See GSS Session Mentor Feedback Session B (Sessions 6-10) Discussant/Chair</td>
</tr>
<tr>
<td></td>
<td>GSS Mentor Feedback Session C (Sessions 11-15)</td>
<td>Nicolet A</td>
<td>See GSS Session Mentor Feedback Session C (Sessions 11-15) Discussant/Chair</td>
</tr>
<tr>
<td></td>
<td>GSS Mentor Feedback Session D (Sessions 16-20)</td>
<td>Nicolet B</td>
<td>See GSS Session Mentor Feedback Session D (Sessions 16-20) Discussant/Chair</td>
</tr>
</tbody>
</table>
## Jackson Scholars Network Research Seminar Sessions
### Thursday, November 17, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
<th>Discussant/Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30am – 8:00am</td>
<td>Light Breakfast for GSS Registrants and Jackson Scholars</td>
<td>Level 5 Lobby N/A</td>
<td></td>
</tr>
<tr>
<td>8:00am – 9:00am</td>
<td>Jackson Scholars Network Convocation</td>
<td>La Salle A Hollie Mackey &amp; Lisa Bass</td>
<td></td>
</tr>
<tr>
<td>9:00am – 9:50am</td>
<td>JSN Session 1 – School Leaders and 21st Century Change: Re-envisioning Leadership for New Challenges and Opportunities</td>
<td>La Salle B María Luisa González</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JSN Session 2 – Teachers as Social Justice Leaders: Understanding Complex Relationships Between Teachers, Equity, and Student Success</td>
<td>Brule A Ann M. Ishimaru</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JSN Session 3 – Examining the Curricular and Pro-Social Contributions of the Broader School Community</td>
<td>Brule B Jeffery S. Brooks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JSN Session 4 – Examining Higher Education Programming and Policy Effecting Underrepresented Students</td>
<td>Duluth B Elizabeth Murakami</td>
<td></td>
</tr>
<tr>
<td>10:00am – 10:50am</td>
<td>JSN Session 5 – Student Success: Examining What We Know to Improve Schooling in Complex Contexts</td>
<td>La Salle B Sonya Douglass Horsford</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JSN Session 6 – Redefining Success: Developing Cultural Competence through Partnerships, Social Capital, and Mindfulness</td>
<td>Brule A Daniel D. Spikes</td>
<td></td>
</tr>
<tr>
<td>1:40pm – 2:50pm</td>
<td>Julie Laible Memorial Session for New UCEA Jackson Scholars</td>
<td>Nicolet B Hollie Mackey &amp; Lisa Bass</td>
<td></td>
</tr>
</tbody>
</table>

### Friday, November 18, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
<th>Discussant/Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00pm – 8:00pm</td>
<td>Jackson Scholars Network Recognition Ceremony</td>
<td>Columbus Hollie Mackey &amp; Lisa Bass</td>
<td></td>
</tr>
</tbody>
</table>

See pp. 47-51 and the back cover for a listing of all of the sessions offered for graduate students at the 2016 UCEA Convention. Be sure to get the most of your GSS experience by attending both GSS and JSN sessions. Support one another and learn!
Graduate Student Summit Sessions
Full Schedule, Abstracts, and Presenter Directory
Wed., Nov. 16, 12:00pm – 6:00pm; Thu., Nov. 17, 8:00am – 10:00am

Graduate Student Summit Orientation
Wednesday, 12:00 – 1:00pm, Columbus
Facilitators: The UCEA Graduate Student Council
In this session, we will formally welcome all UCEA Graduate Student Summit (GSS) registrants to the 5th annual GSS. During this time, you will have an opportunity to meet the members of the UCEA Graduate Student Council (GSC), learn about programming for graduate students at UCEA, and meet fellow graduate students. We will also honor outgoing members of the GSC during this time.

GSS Session 1 – Ignite! – Collaborations and Partnerships: Bringing People Together
Wednesday, 1:10 – 2:15pm, Joliet
Discussant: James W. Koschoreck, Northern Kentucky University

Educational Leadership Beyond School Walls: Engaging Immigrant Latino Families Through Learning from Community-Based Initiatives
Elizabeth Gil, Michigan State University
Educational leaders can tap into existing community-based ties of the increasingly diverse populations of students and families they serve. They can re-envision leadership by looking beyond school walls in order to better understand and connect with their schools’ students and families. This presentation encourages leaders to refresh practice by learning from effective practices community-based initiatives implement to engage their constituents, and invites leaders to redefine student success by considering holistic aspects of students’ schooling experiences.

Ethnographic Case Study of Collaborative Leadership Structures
Gregory R. VanHorn, Ohio State University
This ethnographic case study will expand current scholarship that explores how teams of teachers and administrators collaboratively increase their collective capacity to extend better learning opportunities for all students. The study will seek insights for educators to better understand how teams of teachers and administrators use student data, collaborative inquiry, and reflection to derive meaningful research-based teaching strategies in order to meet each student’s learning needs within sociocultural, organizational and situated learning environments.

Understanding Faculty Laggards and Administrative Technologies
Robert Benjamin Simon, Clemson University
Universities spend an estimated eight billion dollars annually on information technology advancement, particularly enterprise software programs. However, there is a dearth of literature on the benefits of said innovations, which has forced managers to operate without proven strategies, and rely on inefficient communication strategies during implementations. This session will outline a qualitative study attempting to better understand those individuals least likely to adopt innovations, but to whom communication strategies should be tailored: laggards (Rogers, 2003).
Cultivating Kinship: The Doctoral Student’s Role in a Successful Cohort Model
Cori Canty Woessner, University of Denver; Rana T. Razzaque, University of Denver; Tina Louise Goar, University of Denver; Mary Graft, University of Denver
This presentation is a visually intriguing elicitation of how a cohort with strong ties has been impacted in its learning, resiliency and sense of community through its structure. Bandura’s social learning theory and Tinto’s framework of classrooms as communities are the guiding theoretical frameworks underlying this research. Audience members will understand their agency in creating connections among peers to further develop deep learning for themselves and others, and to support group efforts towards degree completion.

GSS Session 2 – Reshaping Dominant Structures within Schools
Wednesday, 1:10 – 2:15pm, Duluth A
Discussant: Colleen Larson, New York University
Persevering for “Our Kids”: Three African American Women Counternarratives
Osly Flores, University of Pittsburgh
For this paper, I situate the narrative of three African American female school principals and their leadership practices toward equity using a critical race theory framework. These three school leaders discuss educational issues that affect students of color and of low-socioeconomic status (SES). In addition, these three school leaders share the toll that occurs in working toward social justice.

A Case Study of Intersection between Structure and Agency in Indonesia
Asih Asikin-Garmager, University of Iowa
The purpose of this study is to develop a theory on the relationship between existing structure and the principals’ leadership practices through the use of case study research for theory development. The overarching research question guiding this study is how does structure influence principals’ leadership practices? Preliminary data analysis indicate that government regulations and expectations delimit the leadership practices of the principal at Setia Budi school, leaving her little room to express her agency.

Race in Elementary Science Classrooms: Implications for School Leaders
Stefanie Marshall, Michigan State University
This study utilizes Critical Race Theory (CRT) as a framework for analysis, provides insights concerning how one teacher engages with race in his elementary science classroom, aspects of the current educational policy scene that may contribute to the practices observed, as well as inform ways by which school leaders can support the capacity of teachers to address race in science classrooms.

Revolutionizing Data Use in Schools: Student Use of Data in Personalized Learning Environments
Alan Arthur Barnicle, University of Wisconsin-Madison
Can the leadership tasks of data-driven instructional decision-making be shared with students? This paper presents evidence that school leaders and teachers are designing “personalized learning” environments to scaffold students in assuming these tasks – tasks which have traditionally been reserved for school leaders. Conferring between teachers and students emerges as an essential routine which, when paired with tools selected for collecting and making sense of data, builds student capacity to use data to inform instructional decisions.
GSS Session 3 – Rural Schools
Wednesday, 1:10 – 2:15pm, Duluth B
Discussant: Cindy J. Reed, Northern Kentucky University

Exploring the Influence of Context on the Leadership Capacity of Rural Public School Principals
Ian Christopher Kinkley, Michigan State University
This study examines how experience, preparation, and context interact to influence the instructional leadership capacity of rural school principals. Interviews with two Illinois principals explore: how they perceive themselves within their contexts; the challenges and successes as instructional leaders; the expectations of the district, community, and state; and how they are held accountable. Findings suggest these principals prefer rural settings and feel their abilities are well suited for the contexts in which they operate.

Fostering Regional Learning Improvement Coherence: A Study of Educational Service Agencies and Successful Rural Schools
Wesley Henry, University of Washington
This paper explores the structures that promote coherence for learning improvement efforts between rural schools, districts and educational service agencies (ESAs) and, regionally, across districts within an ESA. Structural and service links between sustainably improving rural schools/districts across three ESAs were investigated, and findings highlight the ability of ESA administrators to leverage economies of scale and marshal broad improvement initiatives. Additionally, the challenges of remoteness are explored in the context of ongoing improvement efforts.

GSS Session 4 – Developing Principals Before and On the Job
Wednesday, 1:10 – 2:15pm, Nicolet A
Discussant: Gary M. Crow, Indiana University

Transformative Learning in Principal Leadership Development
Taeyeon Kim, Michigan State University
The purpose of this study is to examine how school principals experience transformative learning in relation to leadership development and how these experiences affect principals’ perceptions and actions. By using qualitative data collected through in-depth interviews with ten school principals in K-12 level, this study examines the process of principals’ transformative learning. Analyzing principals' leadership development with a transformative learning theory lens is useful to expand theoretical discourses in leadership and to draw practical implications.

Leading from the Inside Out: Examining Principal Efficacy and Practice
Lori Wilt Silver, George Mason University
Social cognitive research in efficacy is one lens for examining not only how effectiveness is identified, enacted, and evaluated within schools, but how efficacy may be manifested and demonstrated at leadership positions and collective levels. This paper is meant to provide a review of the broad conceptual study of efficacy and its relationship to leadership practices.

School Leaders and School Leadership Standards: An Exploratory Case Study
Annie Reinish, University of Michigan
The purpose of this paper is to examine how current K-12 mentor principals in one Midwestern state make sense of and utilize school leadership preparation standards. This qualitative, exploratory case study used interview data from a purposive sample of
eight principal mentors in a diverse group of schools. Findings suggest that school leadership standards are a useful tool for mentoring aspiring school leaders, but the way in which this tool is understood and utilized varies.

**Cultivating Leadership for School and Community Change: A Case Study of Theory, Research and Practice**  
*Samuel Garcia, Texas State University*

This qualitative study examines a nuanced space of school leadership by examining the formal educational experiences of teachers enrolled in the emerging leaders pilot program. The emerging leaders pilot program was imagined and implemented after a sustained conversation and mutual partnership between the university and the local school district.

---

**GSS Session 5 – The Current State of Educator Preparation**  
*Wednesday, 1:10 – 2:15pm, Nicolet B*

**Discussant:** Michael O’Malley, Texas State University

**A Systematic Literature Review: Understanding the Research about Principal Preparation Programs**  
*Jeremy B. Landa, University of Connecticut*

This systematic literature review is an evaluation of the reporting on principal preparation programs. It attempts to understand whether reporting uses a dominant framework, the types of stakeholders who participate in the studies, and the quality of the instruments used to collect data. Findings include a majority of articles being oriented towards scientific management, the majority of participants in the study being practicing principals, and unreported analysis of reliability and validity of instruments used.

**Individual Reflections on Principal Certification in the “Third Space”**  
*Karina C. Canaba, University of Texas at El Paso*

Principal certification programs are meant to provide students with tools necessary to allow individuals to professionally transition to educational leaders. They accelerate individual’s socialization into a new position or world they may not be entirely familiar with. This study looks to better understand the process of how one transitions within the “third space,” the realm where you are no longer just a teacher but still not yet a principal.

**Restructuring the ESEA: Articulating Empirically Based Pathways for States to Promote Principal Preparation Program Redesigns**  
*Craig Warner De Voto, University of Illinois at Chicago*

This presentation will show how Title II of the ESEA can be restructured to articulate empirically based pathways for state redesigns of principal preparation programs.

---

**GSS Session 6 – The Intersection of Culture and Principal Leadership**  
*Wednesday, 2:25 – 3:30pm, Joliet*

**Discussant:** Michael Dantley, Miami University

**Leadership Perceptions of Campus Programs for Refugee Students**  
*Richard Pelton, Texas State University; A. Minor Baker, Texas State University*

This study examines how educational leaders perceive the efficacy of campus-based programs for adolescent-age refugees. Campus and district leaders establish programs for these students to grow academically and become members of the local school.
community. This study uses qualitative methods to focus on the perceptions of campus leaders on programs that prepare students to meet campus and district goals. The results show that leadership decisions with greater cultural responsiveness increase program effectiveness.

**Bilingual Teacher Identity Development in a Culturally Relevant Educational Space**

*Brenda Rubio, University of Texas at Austin*

This ethnographic study examines the motivations bilingual Latina/o educators have to seek out and participate in alternative educational spaces outside school that promote the curricular recognition of alternative epistemologies and pedagogies to foster students' race, cultures and languages. This work can potentially help those involved in policy making to better understand the need for inclusive, culturally rich educational space and curriculum for Latina/o teachers and to uncover holistic ways to support bilingual educators.

**Serving Students Through Culturally Proficient Leadership**

*Ivy Foss, University of North Texas; Nakendrick Johnson, University of North Texas; Laura Koehler, University of North Texas; Conrad Streeter, University of North Texas; Renee Agent, University of North Texas; Jeffrey Bradley, University of North Texas*

Three papers jointly authored by seven doctoral students explore what they learned from the literature, theory, research, and interview analyses to develop specific recommendations for moving an institution and individuals within it on the high end of the spectrum toward culturally proficient leadership.

**GSS Session 7 – Maintaining Focus on Student Achievement in Schools**

*Wednesday, 2:25 – 3:30pm, Duluth A*

Discussant: Scott C. McLeod, University of Colorado Denver

**Linking Collaborative Leadership Practices to Increased Student Achievement**

*Pamela M. VanHorn, Ohio State University*

This study explores how the implementation of a collaborative leadership model across a school district predicts changes in student achievement. VanHorn & VanHorn (2014) developed a survey to measure the fidelity and level of implementation of the Ohio Improvement Process; a research based collaborative improvement process (OIP). The survey identifies principal perceptions of OIP implementation within their school and district. Multi-level regression analysis is used to explore the influence of collaborative leadership on student achievement.

**Teacher Perception of Attributes Related to Teaching Effectiveness in Urban Schools**

*Meredith Lea Wronowski, University of Oklahoma*

This study was conducted to determine what attributes urban teachers believe are necessary for effective teaching in an urban, high needs school. Three latent constructs, Growth and Adaptability, Professional Teaching Skills, and Relationships with Students, were identified using EFA and CFA. MANOVA indicated overall differences on the set of attributes among teachers of different demographics including teachers at different career stages and different routes to teacher certification. Implications for school leaders are also discussed.
The School Leaders’ Role in Students’ Mathematics Achievement Through the Lens of Complexity Theory

Emma Bullock, Utah State University
This explanatory sequential mixed methods study, utilizing both survey (N=250) and focus group (N=24) data from K-12 principals in a mid-western state, serves to inform current school leaders, and future research, on aspects of school leadership through the lens of complexity theory, including the use of the School Leadership in a Complex Adaptive System (SL-CAS) Framework to understand the role school leaders play in students’ mathematics achievement.

GSS Session 8 – Understanding and Tackling Policies and Politics
Wednesday, 2:25 – 3:30pm, Duluth B
Discussant: Stephen Jacobson, University at Buffalo, SUNY

The Politics of Hungry Students: A Historical Analysis of Paradigm Shifts in School-Based Nutrition Programs
Christine Tran, University of Washington
School-based nutrition policy changes have made the implementation process complex and tenuous across sectors of politics, policy, and educational administration. This research aims to provide context to the paradigm shifts of school-based nutrition programs by analyzing the convergence of social problems, politics, policy, and research overtime. Understanding the history behind the enactment, expansion, and evolution of school nutrition provides a greater understanding between how the relationship between school and nutrition is tenuous today.

Small Schools Re-imagined
Aisha Haynes, New York University
The purpose of this literature review will be to examine how the educational reform efforts that led to small schools are increasingly becoming vehicles of gentrification in New York City. Small schools were created with the intention of disrupting the sorting process that once characterized the large comprehensive school. This study examines how these goals have fared in the face of rapidly changing communities.

Clinical Scholarship: A Tale of Two School Districts, Addressing De Facto Segregation in Montgomery County, PA
Heather Nicole Bennett, Pennsylvania State University
The purpose of this case study is to describe and compare how federal, state, and local housing and school district policies of two suburban school districts, within an affluent Northeast county function together to impact racial and economic demographic segregation between these school districts.

The Power of People: How Grassroots Movements Inspire Change
Debra Sue Vance Noelk, Florida Atlantic University
This qualitative study explores how a grassroots movement, United Opt Out, has impacted state and federal policies concerning high stakes testing. The study identified four themes that contributed to the movement’s success. The movement is fueled by parents’ anger and outrage at the current public school high stakes testing policies and encourages student civil disobedience. It is essential that participants stay focused on one message to remain successful. Social media has played a pivotal role.

GSS Session 9 – School Working Conditions and Climate
Wednesday, 2:25pm – 3:00pm, Nicolet A
Discussant: Diana G. Pounder, University of Utah
Leaders’ Framing of School Climate Policy
*Scott Hurwitz, University of Connecticut; Sarah Woulfin, University of Connecticut*
This paper uses framing theory to understand how district and school leaders interpret and enact school climate policy. We draw on interview data to answer questions about the intersection of leadership and school climate policy. We reveal that leaders’ frames invoked data and experts’ ideas in order to build support around climate policy. We also attend to perceived factors that enable or impede progress in school climate policy implementation.

Teacher Job Satisfaction, Victimization, and Authoritarian Discipline
*Ryan Kapa, Ohio State University*
This study examines the effect of teacher victimization and authoritarian discipline on job satisfaction. A logistic regression analysis was conducted to explore the relationship among these variables. Results show that teachers experiencing threats or attacks from students are less likely to rate their job satisfaction highly. The authoritarian discipline style is positively associated with reporting high job satisfaction. Administrators should be aware of the effects of consistent rule enforcement and teacher victimization on job satisfaction.

Significant Predictors of Urban Principal Turnover
*Lorna Beckett, University of Denver*
Research indicates principal turnover is increasing but there are limited studies within an urban context as to why principals are leaving their schools. This study used multiple regression analysis to examine eight independent variables and their relationship to principal turnover in Colorado urban schools. The findings indicate that the percentage of minority students is the only predictor of principal turnover with urban principals staying at their schools an average of two years.

Re-envisioning Teacher Leadership to Improve Working Conditions: Implications for School Governance and Teacher Retention
*Sara Kemper, University of Minnesota*
Education leaders and researchers have long called attention to high rates teacher turnover in U.S. public schools. Teacher leadership opportunities have been suggested by previous research to play an important role in teacher satisfaction and retention. This paper integrates research on teacher leadership, working conditions, and retention and satisfaction to arrive at a reconceptualization of teacher leadership as legitimate participation in school governance and to frame future research and interventions aimed at addressing teacher turnover.

GSS Session 10 – Using Theory and Discourse to Explain Complexity
*Wednesday, 2:25pm – 3:00pm, Nicolet B*
Discussant: Joan P. Shapiro, Temple University

An Analysis of the Complexity of a District Leadership Team’s Understanding of Inclusion
*Karen Ramlackhan, University of South Florida*
The multiplicity of meanings of inclusion within special education have shaped the development and implementation of policies, procedures, and practices regarding inclusive education. This polarizing issue has created a rift among practitioners and researchers regarding where and how children with disabilities should be educated. This critically-oriented discourse analysis explored how the discourses of inclusion are
constructed, practices are normalized, and power relations are legitimized within a district leadership team via power/knowledge nexus and disciplinary power.

Deconstructing a Complex Context of Discipline Policy Implementation: An Ecology Metaphor Approach

Wei-Ling Sun, University of Texas at Austin

A growing body of work examines discipline outcomes and effects on students of color and students with special needs. But taking a more complex social cultural approach on understanding discipline policy implementation remains a challenge. This paper reviews recent literature on school discipline policies, highlights important research questions, and uses an ecology metaphor to propose a set of conceptual tools to examine the social, political, linguistic aspects of school discipline policy implementation.

A Teacher Leadership Policy-Viewed Through the Lens of Institutional Theory

Matthew Stier, University of Iowa

Using an institutional theory lens, this study seeks to understand the development and implementation of a state policy to promote teacher leadership roles within Iowa K-12 schools. This study uses a qualitative analysis of public discourse to provide a picture of the environmental and organizational factors affecting implementation, with a focus on structural changes and cultural changes. Data sources included policy documents, guidance provided to school districts, and newspaper articles.

Queer the Power! Queer Theory and the Promise of Student Activism

Susan M. Croteau, Texas State University

Humanity is currently facing multiple crises that put our future in great peril. Student activism may offer hope for the solution of these problems. Although many theoretical perspectives can be used to understand student activist movements, Queer Theory provides an overarching concept that helps unify the disparate issues addressed by them: binary thinking. In this paper, the author makes an argument using Queer Theory to analyze and encourage student activism.

GSS Session 11 – Ignite! – Leaders and Leadership in Schools

Wednesday, 3:40 – 4:45pm, Joliet

Discussant: María Luisa González, University of Texas at El Paso

Demanding Inclusivity: An Exploration of Strategies to Cultivate Inclusive Schools and Galvanize Leaders

Rana T. Razzaque, University of Denver

This Ignite will engage the audience in a provocative journey exploring oppression experienced by disenfranchised students, and re-envisioning leadership, praxis, and systemic approaches to creating safe and inclusive spaces for diverse students. The visual experience is complemented with spoken word and a call to action which not only galvanizes leaders from all facets of the education arena to embrace greater urgency in this work, but also provides actionable strategies to cultivate inclusive schools and organizations.

Helping English Language Learners with Their Academic Achievement from Principals’, Teachers’ and Parents’ Perspectives

Sijia Zhang, University of Alabama

The researcher will prepare separate protocols for principals, ELL teachers, and parents. The study aims to find out how perceptions of principals on ELLs are able to help them attain better academic achievement, how principals as instructional leaders are able to facilitate teachers to perform best instructional practice on ELL students, and...
what is the role of parents in supporting schools, principals, and teachers toward a betterment of English language learners.

Community, Culture and School Improvement: A Rural School’s Transformation

*Wesley Henry, University of Washington*

This Ignite! talk highlights school transformation work unfolding in a remote, rural school in Washington state. This talk explores the principal’s learning improvement agenda and provides a snapshot of the work done in this high-poverty school and with the diverse community to improve students’ performance and their educational experience. Themes include: Leveraging external requirements for improvement efforts; Grounding practice in research; and Engaging the community by embracing students’ heritage.

GSS Session 12 – Examining Today’s Teachers

*Wednesday, 3:40 – 4:45pm, Duluth A*

*Discussant: JoBeth Jimerson, Texas Christian University*

**Leadership, Race and “Property”: An Analysis of the Teacher Tracking Phenomenon**

*Darrius A. Stanley, Michigan State University*

Although numerous scholars have tackled student-tracking issues in schools, considerably less research has been done to examine how faculty could be tracked in similar ways. This conceptual paper expands the Finley (1984) definition of Teacher Tracking by illuminating the historical and racial aspects that were previously ignored. Utilizing Critical Race Theory, this paper seeks to both illuminate this phenomenon and ignite discussion about how school leadership should address it.

**The Convenient Credential: Pursuing Legitimacy Through TFA**

*Davis Clement, College of William and Mary*

As we re-envision post-NCLB educational leadership, what is noteworthy in the increasing influence of TFA is not the tide of self-styled hero teachers with simplistic, romantic notions of teaching. It is the legitimation of shallow expertise from the most influential voices in education reform. This study identifies in accepted TFA applicants the idea that classrooms are a testing ground for personal grit and a platform from which to launch policy careers.

**The Need for a System Observation Tool**

*Whitney Hegseth, University of Michigan*

School districts across the country have increasingly relied on standards-based teacher evaluation tools. In this paper, I intersect three widespread tools (FFT, CLASS, and PLATO) alongside the Montessori and IB standards for teachers and schools, and argue that the tools fail to capture three central priorities found in these school systems. These priorities concern restraint, integration, and respect. After highlighting how these tools fall short, I propose reasons for, and ways around, this disconnect.

**A Mixed Methods Study of Teacher Evaluation Reforms and Micropolitics in Illinois**

*David L. Conrad, University of Illinois at Urbana-Champaign*

This mixed methods study will examine the phenomena of teacher evaluation and how micropolitics has influenced the implementation of teacher evaluation policy reforms in Illinois. The study will use an explanatory sequential mixed methods design with the follow-up explanation variant. In phase one, FOIA requests will collect personnel data from Illinois public schools. In phase two, qualified evaluators will be interviewed. The results are important for policymakers to evaluate the effectiveness of policy reforms.
Controlled School Choice: A Review of Policy Implementation Literature

Wesley Edwards, University of Texas at Austin

Increasing levels of school segregation has disturbing implications for the future of student achievement. Controlled school choice (CSC) is a school selection policy with the goal of allowing parents choice in what school their child will attend while also managing the composition of schools in a district, based on various desired demographic factors. This literature review seeks to better understand this policy, providing practical information to districts leaders and policy makers considering CSC.

How State Education Agencies Are Administering School Turnaround: 15 Years After No Child Left Behind

Bryan A. VanGronigen, UCEA/University of Virginia

School turnaround—the rapid improvement of student achievement in low-performing schools—is increasingly a major topic of interest in K-12 public education. Yet, policymakers have divergent views about how to realize turnaround. Federal legislation, especially ESSA, has left varying degrees of school improvement-related responsibilities up to states. This study captures the complexity state education agencies (SEAs) face when administering turnaround and how a majority of SEAs do not lead efforts, but contract with external providers.

The Impact of Michigan’s P.A. 277: Evidence from NAEP

Thomas Drake, Michigan State University

In 2011, Michigan Public Act 277 was passed into law. Public Act 277 of 2011 lifted Michigan’s previous cap on the number of charter schools. The government presented this bill as providing the opportunity of choice to families in failing school districts (Chubb & Moe, 1990; Friedman, 1962; State of Michigan, 2011). To study the impact of Public Act 277 of 2011, this paper will use data from the National Assessment of Education Progress (NAEP).

Toward Understanding School Choice Policies and Practices Through the Interplay of Structure, Culture, and Agency

Amanda U. Potterton, Arizona State University

Market-based school choice policies and practices are rapidly expanding throughout the country, and an increase in charter schools and Education Management Organizations (Miron & Gulosino, 2013) raises new questions about public education’s future. I suggest that the multi-directional interplay of structure, culture, and agency (Datnow, Hubbard, & Mehan, 2002) is a helpful theoretical framework for understanding how school choice policies and practices are constructed as parents and other stakeholders navigate schooling in an education market.

Finding that Balance”: Choosing between Culture, Content, and College Readiness at One International High School

Chandler Patton Miranda, New York University

In the U.S., approximately one out of two students who enter high school with this profile will never graduate. Yet, Fine et al. (2005) found that the International High Schools have extraordinarily high graduation rates and extraordinarily low drop-out
rates, even when compared to native English speaking students. The purpose of this interpretive case study is to explore what assumptions about student learning underpin one IHS’s approach to assessment.

Revitalizing the College Search Phase: An Examination of Student and School Level Effects
Jesse Wood, University of Tennessee at Knoxville; Lee D. Flood, University of Tennessee at Knoxville; Alex Nathan Oldham, University of Tennessee at Knoxville

This quantitative study examined the impact of student college search and school practices that support search on postsecondary enrollment. With the use of college choice theory, analysis from a logistic regression revealed that school counselors and student initiated search practices positively impacted postsecondary enrollment for secondary students, while school organized campus visits reduced the probability of enrollment. The results from this study have implications for better school practices that increase college access for all students.

Persisting Versus Dropping Out: 5th Year Seniors
Gregory White, Michigan State University

This research explores why high school seniors, who do not graduate on time, persist in an effort to obtain a high school diploma instead of dropping out or seeking a GED, which is the more traditional trajectory. Structured interviews tease out underlying reasons for this divergence, interrogating personal and structural domains, while a nationally representative data set exposes this phenomenon on a national level.

Over Aged, Under Credited, and College Ready?
Nakia M. Gray, New York University

Transfer high schools are charged with the task of preparing over aged, under credited students for graduation and college. This purpose of this qualitative case study is to offer a perspective into how a transfer school leader in conjunction with community partnerships utilizes partnerships and pre-college transition programs to redefine college readiness and student success.
to the percentage of Asian students. These findings support prior literature and further emphasize that the absence of Asian educators may explain the perpetuation of the “model minority” myth and its negative consequences for Asian students.

**Cultural and Social Capital of Migrant Families: A Case Study of Korean Visiting Scholars**

*Warapark Maitreephun, University of Missouri; Jinmyung Choi, University of Missouri; Kimberly Renee Starks Berglund, University of Missouri*

Korean visiting scholars encounter complex contexts, preparing their children back and forth to attend the U.S. and Korean schools. Claimed by Bourdieu (1986) and Coleman (1988), cultural and social capital affects children’s education and trajectories. This study aims to examine how the families utilize these capitals to enhance their children’s education. Six migrant parents at Midwest University in Orson City (Pseudonym) will be interviewed and the results will be presented by using content analysis.

**Redefining Student Success: A Look at Nigerian Immigrant Students in the United States**

*Victoria Olubiyo, University of Wisconsin-Madison*

Research shows that Nigerians love western education because it generates a vast array of opportunities for them economically, socially, and otherwise. It is also for this reason that Nigerian immigration in the United States has grown. However, by making their way into the States, forces them to recreate another form of identity so that they are able to assimilate in the American school culture and society to ensure their academic success.

**GSS Roundtable Session A – Building and Tuning Identities**

**Wednesday, 4:55 – 6:00pm, Joliet**

Roundtable Mentor: Katherine C. Rodela, Washington State University Vancouver

**Leadership Efficacy for Cultural Competence in Diverse Schools**

*Jessica Schwartz, George Mason University; Lori Wilt Silver, George Mason University*

The purpose of this proposal is to explore school leaders’ self-efficacy in leadership roles related to cultural competence in order to address the achievement gap due to cultural mismatch within schools.

**The Impact of Cultural Proficiency on Teachers**

*Isaiah Clarence McGee, Iowa State University*

This paper seeks to examine the impact of an in-depth course on cultural proficiency on teacher. Participants will be assessed on their knowledge on issues related to equity and diverse student environments using the Intercultural Development Inventory (IDI). Participants will then participate in a course on the cultural proficiency. Participants will then be given the IDI again as a post-assessment to assess their gain in knowledge on equitable issues.

**Imagine Me a Teacher: Competence and Credibility in Teacher Development**

*Davis Clement, College of William and Mary*

The purpose of this study is to describe the complexity of factors—beyond the education reform milieu—that contribute to a student’s participation in Teach for America and development of teacher identity. In a critical micro-ethnographic comparative case study of the experiences of five TFA applicants and five preservice teachers, I will answer the questions, ‘What factors influence the development of teacher identity in TFA applicants and preservice teachers?’
Dr. Sandra Wright Biography: A Forerunner in Leadership and Ministry
*Karon Radford, Stephen F. Austin State University*

This study was designed to investigate how one woman overcame obstacles to become a success in the fields of leadership and ministry. The method of inquiry used was memoir biography. The research was conducted with an African American woman who is the leader of a rural community hospital and the leader of two United Methodist Churches.

GSS Roundtable Session B – Charter Schools
*Wednesday, 4:55 – 6:00pm, Joliet*
Roundtable Mentor: Lolita Tabron, University of Denver

**A Measure of Efficiency Between Charter schools and Traditional Public Schools in Michigan**
*Michael B. Carrauthers, Wayne State University*

This paper will measure the efficiency between charter schools and traditional public schools in Michigan. A quantitative analysis of archived 4th grade reading and math scores from the MEAP Assessment will be utilized. Over 1700 elementary schools in Michigan will be examined. This paper will have policy implications concerning charter and traditional public school in the US and school finance.

**Charter School Innovation Versus Replication and Expansion: Complementary or Competing Goals?**
*Elise Castillo, University of California, Berkeley*

A primary aim of charter schools is to facilitate innovation in governance and practices. Since 2010, federal grants have supported the replication and expansion of charter schools, particularly charter management organizations (CMOs). As CMOs proliferate with federal policy and funding support, we know little about the implications for innovation. This descriptive study examines the extent to which federal CMO grantees experiment with innovative approaches.

**Neoliberalism Charter Schools: Panacea or Problems for Twenty-first Century Education**
*Donna Michelle Druery, Texas A&M University*

The discussion of charter schools on public and private education is imperative. While I am not against charter schools, per se, I am against the for-profit style of management that allows private entities to earn millions of dollars while public schools are oftentimes left with those the private schools will not take, either based on admissions policies, testing or purported lottery enrollment chances. This loophole must be closed in order to truly educate all students.

GSS Roundtable Session C – Community Partnerships
*Wednesday, 4:55 – 6:00pm, Joliet*
Roundtable Mentor: Jada Phelps-Moultrie, Portland State University

**From Segregation to Celebration: A Dynamic Methodology that Rebuilds Communities**
*Richard Pelton, Texas State University; Brett Lee, Texas State University; Samuel Garcia, Texas State University*

This proposal details an approach to community engagement and change through generating spaces for community and educational leaders. This session introduces a dynamic methodology that invokes P-12 and higher education leadership to re-envision
the complex settings of urban environments to create spaces of participatory action-based research. The intent of this critical conversation is to reclaim public spaces through community inquiry. New partnerships, research methods, and pedagogies contextualize practice and introduce viable and sustainable partnerships.

Understanding the Desires and Theories of Change for Educational Equity and Justice

Frances Free Ramos, University of California, Berkeley
In this study, I will use oral histories to learn more about the desires and theories of action of different community leaders and activists involved in struggles to improve educational access, quality, and outcomes for marginalized communities. How did community members attempt to improve the condition of schooling and of the schools through engaging the district, and when did they shift their focus towards alternative models outside the district?

Building A College Ready Community: A Small School with Big Plans and Big Partnerships

Nakia M. Gray, New York University
As the issue of college readiness gains greater attention, schools work to utilize programs and partnerships to redefine what college readiness means in the context of their school community. Through partnerships with CBOs, philanthropist groups, and pre-college transition programs as an important contribution to preparing students for higher education. This qualitative case study offers a perspective into the pre-college transition program information gathering and disseminating practices of a small high school.

District Governance in Changing Urban Landscapes: Race and Class Politics of Public-Private Partnerships in District Policymaking

René Espinoza Kissell, University of California, Berkeley
This qualitative comparative case study of two school districts seeks to understand the race and class politics of community engagement in portfolio management models (PPM). This paper draws on urban regime theory to illustrate how urban political and historical landscapes shape community support for district-level reforms. Data collection includes interviews, observations, and document analysis. Findings from this study will illuminate the connection between urban austerity under state and federal disinvestment and public-private district partnerships.

GSS Roundtable Session D – International Students and Education Policy

Wednesday, 4:55 – 6:00pm, Nicolet A
Roundtable Mentor: Angela Urick, University of Oklahoma

Higher Education and Empowerment of Saudi Women as an effect of King Abdullah Scholarship Program

Lama Husain Al Assaf, Howard University
This study is ongoing that has a review about feminist and how they be empowered. The study will explore how does culture develop and support leadership and students’ success as a global issues and contexts influencing the field of educational leadership and Saudi policy? How can changes in education policy support the need to revitalize educational leadership in Saudi community as a first time widely for women? How does changing affect educational policy development?

Socialization and Persistence of First Year Non-Western International Master’s Students in a U.S. Midwestern University

Emmanuel Akanwa, Central Michigan University
This qualitative phenomenological study seeks to understand the influence of socialization on the persistence of first year non-Western international master’s students studying at a U.S. mid-Western university. The literature is replete with studies that detail the challenges faced by international students, however, there is a dearth of studies that describe how socialization influences international students’ persistence which in turn enhances degree completion.

GSS Roundtable Session E – Media and Technology in Education
Wednesday, 4:55 – 6:00pm, Nicolet A
Roundtable Mentors: Yinying Wang, Georgia State University; Kathleen Winn, UCEA/University of Virginia

From Digital Divide to Digital Inclusion, Questioning Policy and Practice
Ahmed Mukhtar, University of Missouri
The purpose of this study is to explore the role of education leaders in building and sustaining a positive culture that promotes progress toward equitable technology access among learners. It also attempts to address issues of opportunity, access, and knowledge at the level of policy and practice. Aspects of equity, ethics, digital literacy and digital access gaps will be discussed. The research result contributes to making progress toward digital empowerment and to redefining student success.

Lawrence Ikechukwu Nwabueze, University of Dayton
Computer-Based test is becoming very popular around the world. However, given the complex socio-political and economic context of the Nigerian society, it is not quite evident that Nigeria is prepared for the transition from paper-based to computer-based tests. Motivated by the theoretical framework that the capacity for, and readiness for change are essential for successful educational change initiatives, the proposed study seeks evidence that high schools students in Nigeria are prepared for computer-based tests.

GSS Roundtable Session F – School Policies and Decision-Making
Wednesday, 4:55 – 6:00pm, Nicolet B
Roundtable Mentor: Hilary Lustick, Texas State University

Curriculum Leadership in Changing Demographics: A New Challenge to School Leadership
Mahmoud Sayed Marei, University of Arizona
This study investigated ways in which school leaders responded to the new ‘Accelerated’ English Language Development (ELD) curriculum in public high schools in Southern Arizona (emphasis added). The analysis of the curriculum and class observations alluded to profound discrepancies in the implementation of ELD which created great challenges to teachers. On the other hand, principals had different approaches depicting curriculum and instructional leadership practices.

Behavioral Decision-Makers’ Perceptions of Exclusionary Discipline Decisions and the Influence of Implicit Bias
Gina Laura Gullo, Lehigh University
Behavioral decision-makers, such as principals and assistant principals, use exclusionary disciplinary despite inefficacies and detrimental effects. Major inequities in ED exist by race, gender, socioeconomic status, and more; but few studies investigated the process and possible predictors of these inequities. One study suggested implicit
bias might predict racial inequities in ED. With research beginning to demonstrate the ability to correct for implicit biases, this connect may be key to eliminating inequities.

**Leading Through Externally Mandated Curriculum Reform in Indonesian Elementary Schools**

*Asih Asikin-Garmager, University of Iowa; Enny Asmororini, Universitas Mataram, Indonesia*

This conceptual paper aims to propose hypotheses on leadership practices needed to get teachers to embrace student-centered pedagogy beyond mere compliance. Our research is guided by the following research question: What leadership practices do Indonesian elementary school principals should implement to successfully lead their schools through the change? To develop hypotheses, we draw from the literature on organizational change and curriculum implementation.

---

**GSS Roundtable Session G – Student Performance in Schools**

**Wednesday, 4:55 – 6:00pm, Nicolet B**

Roundtable Mentor: Erin Anderson, University of Denver

**AP Access and Equity for All: Recruiting, Supporting, and Securing success for Black and Latin@ Students**

*Michael Kucera, University of Illinois at Urbana-Champaign*

Many school districts are engaged in efforts to increase diversity in Advanced Placement courses. Enrollment trends show both an upswing in diversity and a disparity in proportional enrollment and achievement between Black and Latin@ students and their White and Asian peers (College Board, 2014). This research will examine the role of leadership, community-wide attitudes, and initiatives in recruiting, supporting, and securing success for Black and Latin@ students in AP coursework.

**Impact of Opportunity Structure on the Academic Preparation of African Americans in STEM in High School**

*LaTanya Dixon, University of Mississippi*

The purpose of this roundtable paper is to examine the influence of high school STEM opportunity structures on the academic preparation of African American students majoring in STEM disciplines at four-year universities in Mississippi. Investigating these opportunity structures and others can have implications for school practices, scholar advocates, and policymakers.

**Relationship Between School Climate and High School Students’ Academic Achievement: Focus on Heterogeneity Within Races/Ethnicities**

*Lukretia A. Beasley-Knecht, University of Arizona*

Research shows that there is a relationship between school climate and students’ academic performance. Rather than examining the prevalent race/ethnicity achievement gaps where each race/ethnicity is treated as one homogenous group, this quantitative study explores within race/ethnicity group differences of high school students academic achievement and its relationship to school climate using a current data set (Arizona Safe and Supportive Schools, 2014).

---

**GSS Roundtable Session H – The Principal Pipeline**

**Wednesday, 4:55 – 6:00pm, Nicolet B**

Roundtable Mentor: Bradley Davis, University of Texas at Arlington

**Exploring Match Quality of Principals in Rural Schools**

*Ian Christopher Kinkley, Michigan State University*
This proposed research study seeks to explore the match quality of principals in rural schools. Given the generally small size of rural schools, principals may find themselves as the only administrator in the school. The quality of administrative leadership may hinge entirely on the capacity and quality of a single individual. Therefore, it would seem critical to understand who is accepting principal positions in rural schools and, of these, who are effective.

**Texas Secondary School Latinas**

_Elsa G. Villarreal, Texas A&M University_

In Texas, the 2014 Hispanic population was estimated at 10.4 million. Hispanic women principals are underrepresented in our nation's schools, specifically at the secondary school level. The purpose of this phenomenological case study is to analyze the perspectives and experiences Texas secondary school Latina principals concerning the challenges they may have faced due to their ethnicity and gender. The findings from this study will assist educational leaders in re-evaluating their mentoring and recruitment programs.

**Leading Complex Organizational Change for Principal Quality: A Proposed Study of Principal Pipeline Leadership**

_E Emily Kate Donaldson, University of Washington_

This roundtable session presents and seeks feedback on a proposed dissertation study on the leadership of principal pipeline initiatives in large urban school districts. Principal pipeline initiatives, or district-led programs that align all the learning support principals receive throughout their careers, are theoretically promising; however, their complexity renders them extremely challenging to implement. How do district leaders navigate such challenges while leading for fundamental change in district organization and practice?

**Developing Novice School Principals Through Professional Mentoring and Social Capital**

_Richard Young, University of Illinois at Urbana-Champaign_

Recent scholarship has noted principal turnover in Illinois is a growing phenomenon as well as the trend for younger and less experienced principals entering the profession. This study will examine how principals utilize relationships to support their professional development through a mentorship. Professional Mentoring and Social Capital Theory is a construct through the relationship between a mentor and mentee by combining key tenants of mentoring literature and social capital theory.

---

**Tested – A Documentary Film and Reception hosted by the UCEA Executive Committee and Graduate Student Council**

_Wednesday, 6:00 – 7:45pm, Cartier_

**Presenters: Mónica Byrne-Jiménez, Hofstra University; Wesley Henry, University of Washington**

The gap in opportunities for different races in America remains extreme. Nowhere is this more evident than our nation’s top public schools. In New York City, where Blacks and Hispanics make up 70% of the city's school-aged population, they represent less than 5% at the city's most elite public high schools. Meanwhile Asian Americans make up as much as 73%. This documentary follows a dozen racially and socio-economically diverse 8th graders as they fight for a seat at one of these schools. Their only way in: to ace a single standardized test. _Tested_ includes the voices of such education experts as Pedro Noguera and Diane Ravitch as it explores such issues as access to a high-quality public education, affirmative action, and the model-minority myth. _Tested_ was written and directed by Curtis Chin, a Detroit native and community activist. Curtis has written...
for ABC, Disney Channel, and Nickelodeon, and won awards from the National Endowment for the Arts, New York Foundation for the Arts, and the San Diego Asian American Film Foundation. The GSC and UCEA will host a fireside chat with Curtis on Saturday at 12:20pm in Columbus.

Graduate Student Social Networking Event
Wednesday, 8:15 – 9:30pm, Central Kitchen+Bar, 660 Woodward Ave., Suite 4A
We know the first day is long, but on your way home, stop by Central Kitchen+Bar (just three blocks away!) for a bit to meet fellow graduate students, chat with current and outgoing members of the UCEA GSC (especially if you’re interested in applying for a spot on the GSC in the future!), and catch up with friends. We hope to see you there!

GSS Session 16 – Ignite! – Critical Examinations of Education and Educational Leadership
Thursday, 8:00 – 9:05am, Joliet
Discussant: Jeffrey S. Brooks, Monash University

Alternative Ways for Improving Student Outcomes: A Restorative Approach to Teaching, Learning and Leading
Antonia Issa Lahera, California State University, Dominguez Hills; Jeanne Sesky; Omar Reyes; Tanya Franklin; Harriet Maclean; Abdul Issa; Karen Junker; Jose Navarro; Chris Carr; Amen Rahh; Robert Jacquez; Jeffrey Jarrett; Anthony Normore, California State University, Dominguez Hills
We will examine current realities for disenfranchised populations in several urban high school. Practicing principals and APs posit that an opportune time has come to share alternative models of restorative justice (as opposed to “zero” tolerance, suspensions, expulsions, etc.) and practices that stakeholders will find beneficial. Lessons learned will improve the preparation and practice of school leaders, thus improve educational outcomes for all students, and help prevent the gross injustice done to at-risk children.

Navigating White Racial Identity in Schools
Jessica Schwartz, George Mason University
The purpose of this study is to explore the ways in which racial literacy, specifically around the question of white racial identity, informs the leadership practice of school leaders with predominately white staff working in majority-minority schools. This conceptual analysis seeks to develop clearer connections between the research literature on leadership styles and white racial identity development in ways that address the achievement gap due to cultural mismatch within schools.

A Critical Policy Analysis of the 3rd Grade Reading Guarantee in Ohio
Cleighton J. Weiland, Miami University
The issues put forth in this Ignite! presentation are multifaceted, interconnected, and complex. Standardized assessments have been touted as the fulcrum of the reform movement; a mechanism to supposedly ensure quality learning is occurring in the classroom. However, the increased surveillance of students and schools has left a wake of chaos vis-à-vis unintended outcomes, perhaps even affecting the biology of our students through medical choices.

Principal Preparation and Social Consciousness: Understanding Race and Privilege in Urban Schools
Thomas Joseph Peterson, Chapman University
Two areas will be discussed in this Ignite! session: limitations and criticisms of racial unconsciousness and colorblindness discourse in traditional principal preparation
programs; and, the necessity of an improved social consciousness discourse in urban principal development programs. An integral study of antiracist leadership, critical race theory, and Whiteness ideology would provide emerging urban leaders with a heightened awareness of race and privilege, promoting a better understanding of the social forces that impact urban educational communities.

**GSS Session 17 – Designing the Next Generation of Educational Leadership Preparation Programs**  
**Thursday, 9:15 – 10:20am, Joliet**  
**Discussant: Paula Short, University of Houston**

**Arendtian Thought and Ethical School Leadership**  
**Rodney S. Whiteman, Indiana University**  
In this conceptual paper, I argue for incorporating Hannah Arendt’s moral and political philosophy in educational leadership preparation programs. To date, Arendt’s philosophy is seldom employed in educational leadership and administration. However, if Arendt is taken seriously, school leadership would be re-envisioned as leaders are called to act with both technical correctness as well as moral correctness. The paper describes Arendt’s moral-political philosophy and explores implications for educational leadership preparation and practice.

**Re-envisioning Leader Preparation: Do Critical Disability Studies Belong in Leadership Discourses?**  
**Katherine Lewis, Texas State University**  
This paper examines leader preparation. Using a Critical Disability Studies (CDS) framework in program discourses allows leaders to uncover historical underpinnings of identity categories and their use in sorting students. Despite evidence of overrepresentation of students of color in special education, leadership discourses rarely address dis/ability. Viewing current inequities through this framework develops critical consciousness and uncovers social and racialized notions of ability, allowing for deeper discourse about equity for dis/abled students.

**Insights from Student, Parent, Community and School Stakeholders for a Social Justice Principal Preparation Program**  
**Gwendolyn Baxley, University of Wisconsin-Madison; Colleen A. Capper, University of Wisconsin-Madison**  
This study explores the dispositions, knowledge and skills principals (DKS) need to lead for justice and equity as part of their leadership preparation program -- from the perspective of students, parents, community and school practitioners. Critical school practitioners as well as students, families, and communities who are traditionally marginalized in school spaces offer perspectives that radically critique inequitable practices within schools and (re)imagine how school leaders are prepared to respond to their academic and social needs.

**Social Justice Educational Leadership Preparation Programs: Presenting Future School Leaders with Tools for Change**  
**Shahlaine Kaur Dhillon, University of South Florida**  
In this study, I examined a local university's educational leadership preparation program through the lens of social justice leadership. By using the work of Theoharis (2007) and Diem and Carpenter (2015) I created a frame of which tenants should be present in order to present race and have students engage in a curriculum which would best help students internalize these theoretical concepts and be able to use them in practice.
Performance Elicitation: Keeping Performance Central While Interviewing
Andrew David Bratspis, University of South Florida
The purpose of this paper session will be to explicate the need for a newly defined research method, performance elicitation, within the field of educational leadership. Drawing from Performance Theory and Visual Arts Methods, specifically (digital)-photo elicitation, I will make a case that performance elicitation will produce more publishable scholarship, which will encourage and promote the growing trend of using performance within education leadership and development.

Distributing Leadership Around Educational Technology to Diminish the Digital Divide
Jillian Marie Conry, Southern Methodist University; Alexandra E. Pavlakis, Southern Methodist University
Inequities in technology access and use, labeled “the digital divide,” perpetuate societal disparities. Yet, educational leaders are tasked with addressing the divide with little research-based guidance. By synthesizing research on technology use, educational leadership, and home-school connections, we contribute to discussions of how leaders can support effective technology use inside and outside of school. Our findings suggest formal educational leaders can cultivate adults’ technology proficiencies, thereby turning teachers and parents into powerful instruments of change.

Kierkegaard Doesn’t Help During a Fire Drill: Practivist Scholars Bridging the Theory and Practice Divide
A. Minor Baker, Texas State University; Isaac Abram Torres, Texas State University; Richard Pelton, Texas State University; Jason Swisher, Texas State University
Educational leaders seeking doctoral degrees are often divided into two camps, practitioner and scholar. This study provides a reaction to traditional educator leadership programs, which often assume an Ed.D. is a practitioner degree and a Ph.D. is a theoretical degree, by investigating the ways doctoral programs can effectively bridge the gap between student as scholar and student as practitioner in the development of scholar-practitioners through dialogue, support, and collaboration.

Situational Proactive Preparation: An Examination of Ethnic-Racial Socialization Practices of Parents of Young Children
Dawn Williams, University of Washington
A qualitative study was conducted to examine the ethnic-racial socialization practices of a diverse group of parents of young children under eight years old. Parents employed practices to expose their children to culture and prepare them for current and future bias. Parents offered suggestions to teachers about how to address race. Discussions about culture and race occurred because there was something a child was exposed to which resulted in a parent having to address it.

Discussions on Race with a School Community Group
Omar J. Salaam, University of South Florida
Using an IRB approved research study project to inform my dissertation proposal, I expect to defend my proposal during Summer 2016. My study’s focus is on ways in which members of a school community group engage in conversations on race. Through a Critical Interpretivist lens, I am using Participatory Action Research methods (Kemmis & McTaggart, 2011), in facilitating discussions in an elementary International Baccalaureate magnet school with a diverse student population.

**Leading Entrepreneurial Education: A South African and Slovakian Perspective**

*Zukiswa Kekana, Teachers College, Columbia University; Jaromir Sedlar, University of Texas at Austin*

Political transformation in any national context is all encompassing, bringing with it the complexities of redefining many aspects of social life. However, developing entrepreneurial skills in high schools demands more from the curriculum, and teachers than producing future small business owners. In this comparative country case session, researchers will discuss a collaborative project between two schools of entrepreneurial leadership in South Africa and Slovakia.

**Reimagining the Discourse: A Historical Feminist Poststructural Discourse Analysis of Women Superintendents**

*Lisa Cullington, University of Massachusetts Boston*

Women, particularly women of color, have been disproportionately represented at the highest levels of leadership in United States public schools since the creation of the superintendent position in the 1800s (Blount, 1998). Using feminist poststructuralism as a theoretical frame, this proposal identifies a historical discourse analysis as a useful methodological approach. This research methodology provides an innovative way of reframing and re-envisioning the discourse depicting educational leadership.

---

**GSS Session 20 – The Changing Role of School Districts**

**Thursday, 9:15 – 10:20am, Nicolet B**

Discussant: Karen L. Sanzo, Old Dominion University

**Superintendents, School Boards, or Outsiders: Re-envisioning the Role of District Leaders in Enacting Policy Reforms**

*Samantha E. Holquist, University of Minnesota*

I propose an analysis to understand (1) how radical education policy reform occurs at the district level and (2) the role of district education leadership in making this reform. I analyze case study findings to ascertain the factors that influenced a radical policy reform’s formation and adoption. Findings increase our comprehension of how these reforms occur in district politics. Additionally, they challenge our understanding of the role of district leadership in advancing these reforms.

**Educational Service Agency Use of Collaboration in Supporting Instructional Reform**

*Julie R. Freeman, University of Michigan*

Drawing on comparative case study methodology, this study explores how three educational service agencies used collaboration as they supported their constituent districts in implementing the Common Core State Standards, an example of ambitious instructional reform. My findings suggest there are varying, yet overlapping, ways for these agencies to successfully leverage collaboration to support district and school reform, including providing resources, being the center for “common work,” and developing relationships.
Re-envisioning School Leadership in a Rapid Growth District
Jacye Jamar, University of North Texas; Greg Axelson, Lewisville Independent School District; Laurie Tinsley, University of North Texas
This study examined the role of the central office staff to support capacity building in elementary principals in a rapid growth district. The theoretical framework consists professional capital, intrinsic motivation, the educational change process, and professional learning communities. This descriptive case study explored the current systems and structures in a rapid growth district. The findings from this study generated six themes necessary for continuous improvement in principals to occur within a rapid growth district.

Central Office Transformation: A Shift in the Role of District Principal Supervisors
Becky Slothower, Oklahoma State University
Questions regarding the role and organizational structure of central office administration in public school districts across the nation have recently come to light of high-stakes policy environments mandating enhanced student performance. Federal and state policy mandates have placed demands on school district central offices. This paper examines the perceptions of principals involved in central office transformation, specifically principal supervision, that focuses on developing assistive relationships, and further developing instructional leadership skills with central office leaders.
<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agent, Renee</td>
<td><a href="mailto:ReneeAgent@my.unt.edu">ReneeAgent@my.unt.edu</a></td>
</tr>
<tr>
<td>Akarrow, Emmanuel</td>
<td><a href="mailto:akarrow1ee@cmich.edu">akarrow1ee@cmich.edu</a></td>
</tr>
<tr>
<td>Al Assaf, Lama Hussein</td>
<td><a href="mailto:Lamaalassaf000@gmail.com">Lamaalassaf000@gmail.com</a></td>
</tr>
<tr>
<td>Askin-Garmager, Asih</td>
<td><a href="mailto:asih-askin@uiowa.edu">asih-askin@uiowa.edu</a></td>
</tr>
<tr>
<td>Asmororini, Enny</td>
<td><a href="mailto:ibu.enny@nussalem.net">ibu.enny@nussalem.net</a></td>
</tr>
<tr>
<td>Axelson, Greg</td>
<td><a href="mailto:greg.axelson@yahoo.com">greg.axelson@yahoo.com</a></td>
</tr>
<tr>
<td>Baker, A. Minor</td>
<td><a href="mailto:minorbaker@gmail.com">minorbaker@gmail.com</a></td>
</tr>
<tr>
<td>Barnicle, Alan Arthur</td>
<td><a href="mailto:barnicle.alan@gmail.com">barnicle.alan@gmail.com</a></td>
</tr>
<tr>
<td>Baxley, Gwendolyn</td>
<td><a href="mailto:gbaxley@wisc.edu">gbaxley@wisc.edu</a></td>
</tr>
<tr>
<td>Beasley-Knecht, Lukretia A.</td>
<td><a href="mailto:lukretiabeasley@email.arizona.edu">lukretiabeasley@email.arizona.edu</a></td>
</tr>
<tr>
<td>Beckett, Loma</td>
<td><a href="mailto:lorna.beckett@du.edu">lorna.beckett@du.edu</a></td>
</tr>
<tr>
<td>Bennett, Heather Nicole</td>
<td><a href="mailto:hnb110@psu.edu">hnb110@psu.edu</a></td>
</tr>
<tr>
<td>Bradley, Jeffrey</td>
<td><a href="mailto:JeffreyBradley2@my.unt.edu">JeffreyBradley2@my.unt.edu</a></td>
</tr>
<tr>
<td>Bratspis, Andrew David</td>
<td><a href="mailto:bratspis@mail.usf.edu">bratspis@mail.usf.edu</a></td>
</tr>
<tr>
<td>Bullock, Emma</td>
<td><a href="mailto:ekpbullock@gmail.com">ekpbullock@gmail.com</a></td>
</tr>
<tr>
<td>Canaba, Karina C.</td>
<td><a href="mailto:kccanaba@uteo.edu">kccanaba@uteo.edu</a></td>
</tr>
<tr>
<td>Canty Woessner, Cori</td>
<td><a href="mailto:coricw@msn.com">coricw@msn.com</a></td>
</tr>
<tr>
<td>Capper, Colleen A.</td>
<td><a href="mailto:capper@education.wisc.edu">capper@education.wisc.edu</a></td>
</tr>
<tr>
<td>Carr, Chris</td>
<td><a href="mailto:ccarr@laalliance.org">ccarr@laalliance.org</a></td>
</tr>
<tr>
<td>Carruthers, Michael B.</td>
<td><a href="mailto:ak2077@wayne.edu">ak2077@wayne.edu</a></td>
</tr>
<tr>
<td>Castillo, Elise</td>
<td><a href="mailto:elise.castillo@berkeley.edu">elise.castillo@berkeley.edu</a></td>
</tr>
<tr>
<td>Choi, Jinyung</td>
<td><a href="mailto:jchoi@mail.mizzou.edu">jchoi@mail.mizzou.edu</a></td>
</tr>
<tr>
<td>Clement, Davis</td>
<td><a href="mailto:dclment@email.wm.edu">dclment@email.wm.edu</a></td>
</tr>
<tr>
<td>Conrad, David L.</td>
<td><a href="mailto:dconr2@illinois.edu">dconr2@illinois.edu</a></td>
</tr>
<tr>
<td>Corry, Jillian Marie</td>
<td><a href="mailto:jconnym@smu.edu">jconnym@smu.edu</a></td>
</tr>
<tr>
<td>Croteau, Susan M.</td>
<td><a href="mailto:susan.croteau@rocketmail.com">susan.croteau@rocketmail.com</a></td>
</tr>
<tr>
<td>Cullington, Lisa</td>
<td><a href="mailto:lmcull10@gmail.com">lmcull10@gmail.com</a></td>
</tr>
<tr>
<td>De Voto, Craig Warner</td>
<td><a href="mailto:cdevot2@uic.edu">cdevot2@uic.edu</a></td>
</tr>
<tr>
<td>Dhillon, Shalaine Kaur</td>
<td><a href="mailto:shahnaine@mail.usf.edu">shahnaine@mail.usf.edu</a></td>
</tr>
<tr>
<td>Dixon, LaTanya</td>
<td><a href="mailto:latanyadixon2015@gmail.com">latanyadixon2015@gmail.com</a></td>
</tr>
<tr>
<td>Donaldson, Emily Kate</td>
<td><a href="mailto:ekd8@uw.edu">ekd8@uw.edu</a></td>
</tr>
<tr>
<td>Drake, Thomas</td>
<td><a href="mailto:tdrakejr@umich.edu">tdrakejr@umich.edu</a></td>
</tr>
<tr>
<td>Druery, Donna Michelle</td>
<td><a href="mailto:many2try@tamu.edu">many2try@tamu.edu</a></td>
</tr>
<tr>
<td>Edwards, Wesley</td>
<td><a href="mailto:wlogan@utexas.edu">wlogan@utexas.edu</a></td>
</tr>
<tr>
<td>Flood, Lee D.</td>
<td><a href="mailto:lfflood@vols.utk.edu">lfflood@vols.utk.edu</a></td>
</tr>
<tr>
<td>Flores, Ody</td>
<td><a href="mailto:of2@pitt.edu">of2@pitt.edu</a></td>
</tr>
<tr>
<td>Foss, Ivy</td>
<td><a href="mailto:lvy.Foss@kellerist.net">lvy.Foss@kellerist.net</a></td>
</tr>
<tr>
<td>Freeman, Julie R.</td>
<td><a href="mailto:freemjul@umich.edu">freemjul@umich.edu</a></td>
</tr>
<tr>
<td>Garcia, Samuel</td>
<td><a href="mailto:sgarcia1251@gmail.com">sgarcia1251@gmail.com</a></td>
</tr>
<tr>
<td>Gil, Elizabeth</td>
<td><a href="mailto:gileliza@msu.edu">gileliza@msu.edu</a></td>
</tr>
<tr>
<td>Goar, Tina Louise</td>
<td><a href="mailto:tinalouisegoar@yahoo.com">tinalouisegoar@yahoo.com</a></td>
</tr>
<tr>
<td>Graff, Mary</td>
<td><a href="mailto:mary.graff@du.edu">mary.graff@du.edu</a></td>
</tr>
<tr>
<td>Gray, Nakia M.</td>
<td><a href="mailto:rmg312@nyu.edu">rmg312@nyu.edu</a></td>
</tr>
<tr>
<td>Guillo, Gina Laura</td>
<td><a href="mailto:glic211@ehigh.edu">glic211@ehigh.edu</a></td>
</tr>
<tr>
<td>Haynes, Aisha</td>
<td><a href="mailto:ah2603@nyu.edu">ah2603@nyu.edu</a></td>
</tr>
<tr>
<td>Hegseth, Whitney</td>
<td><a href="mailto:whegseth@umich.edu">whegseth@umich.edu</a></td>
</tr>
<tr>
<td>Henry, Wesley</td>
<td><a href="mailto:weshenry@uw.edu">weshenry@uw.edu</a></td>
</tr>
<tr>
<td>Holquist, Samantha E.</td>
<td><a href="mailto:samantha.holquist@gmail.com">samantha.holquist@gmail.com</a></td>
</tr>
<tr>
<td>Hurwitz, Scott</td>
<td><a href="mailto:scott.hurwitz@uconn.edu">scott.hurwitz@uconn.edu</a></td>
</tr>
<tr>
<td>Issa, Abdul</td>
<td><a href="mailto:abdulmissa@gmail.com">abdulmissa@gmail.com</a></td>
</tr>
<tr>
<td>Jacquez, Robert</td>
<td><a href="mailto:trebore.jacquez@me.com">trebore.jacquez@me.com</a></td>
</tr>
<tr>
<td>Jamar, Jacye</td>
<td>jamanjfriscoisd.org</td>
</tr>
<tr>
<td>Jarrett, Jeffrey</td>
<td><a href="mailto:jeffrey.jarrett@partnershippla.org">jeffrey.jarrett@partnershippla.org</a></td>
</tr>
<tr>
<td>Johnson, Nakendrick</td>
<td><a href="mailto:nakendrickjohnson@my.unt.edu">nakendrickjohnson@my.unt.edu</a></td>
</tr>
<tr>
<td>Junker, Karen</td>
<td><a href="mailto:kjunker2015@gmail.com">kjunker2015@gmail.com</a></td>
</tr>
<tr>
<td>Kapa, Ryan</td>
<td><a href="mailto:kapa.2@osu.edu">kapa.2@osu.edu</a></td>
</tr>
<tr>
<td>Kekana, Zukiswa</td>
<td><a href="mailto:zk2176@tc.columbia.edu">zk2176@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Kemper, Sara</td>
<td><a href="mailto:kempe062@umnn.edu">kempe062@umnn.edu</a></td>
</tr>
<tr>
<td>Kim, Taeyeon</td>
<td><a href="mailto:marytaeyeonkim@gmail.com">marytaeyeonkim@gmail.com</a></td>
</tr>
<tr>
<td>Kinkley, Ian Christopher</td>
<td><a href="mailto:kinkleyi@msu.edu">kinkleyi@msu.edu</a></td>
</tr>
<tr>
<td>Kissell, René Espinoza</td>
<td><a href="mailto:rkissell@berkeley.edu">rkissell@berkeley.edu</a></td>
</tr>
<tr>
<td>Koehler, Laura</td>
<td><a href="mailto:Laurakoehler@my.unt.edu">Laurakoehler@my.unt.edu</a></td>
</tr>
<tr>
<td>Kucera, Michael</td>
<td>kucera@<a href="mailto:ir06025@gmail.com">ir06025@gmail.com</a></td>
</tr>
<tr>
<td>Landa, Jeremy B.</td>
<td><a href="mailto:jeremy.landa@uconn.edu">jeremy.landa@uconn.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>E-mail Address</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Lee, Brett</td>
<td><a href="mailto:bill61@bstate.edu">bill61@bstate.edu</a></td>
</tr>
<tr>
<td>Lewis, Katherine</td>
<td><a href="mailto:ksl40881@txstate.edu">ksl40881@txstate.edu</a></td>
</tr>
<tr>
<td>Maitreephun, Warapark</td>
<td><a href="mailto:maitreephunw@missouri.edu">maitreephunw@missouri.edu</a></td>
</tr>
<tr>
<td>Marei, Mahmoud Sayed</td>
<td><a href="mailto:mahmoudmari@email.arizona.edu">mahmoudmari@email.arizona.edu</a></td>
</tr>
<tr>
<td>Marsh, Joshua Jeremiah</td>
<td><a href="mailto:jeremiahshiloh@gmail.com">jeremiahshiloh@gmail.com</a></td>
</tr>
<tr>
<td>Marshall, Stefanie</td>
<td><a href="mailto:marshall413@msu.edu">marshall413@msu.edu</a></td>
</tr>
<tr>
<td>McGee, Isaiah Clarence</td>
<td><a href="mailto:icmcgee@iastate.edu">icmcgee@iastate.edu</a></td>
</tr>
<tr>
<td>Miranda, Chandler Patton</td>
<td><a href="mailto:mcp477@nyu.edu">mcp477@nyu.edu</a></td>
</tr>
<tr>
<td>Mukhtar, Ahmad</td>
<td><a href="mailto:ahmedmukhtar@mail.missouri.edu">ahmedmukhtar@mail.missouri.edu</a></td>
</tr>
<tr>
<td>Navarro, Jose</td>
<td><a href="mailto:jose1.navarro@lausd.net">jose1.navarro@lausd.net</a></td>
</tr>
<tr>
<td>Nguyen, Chi Phuong</td>
<td><a href="mailto:cpn110@psu.edu">cpn110@psu.edu</a></td>
</tr>
<tr>
<td>Nwabueze, Lawrence Ikechukwu</td>
<td><a href="mailto:nwabueze1@udayton.edu">nwabueze1@udayton.edu</a></td>
</tr>
<tr>
<td>Oldham, Alex Nathan</td>
<td><a href="mailto:aoldham5@vols.utk.edu">aoldham5@vols.utk.edu</a></td>
</tr>
<tr>
<td>Olubiyi, Victoria</td>
<td><a href="mailto:volubiyi@wisc.edu">volubiyi@wisc.edu</a></td>
</tr>
<tr>
<td>Pavlakis, Alexandra E.</td>
<td><a href="mailto:pavlakis@smu.edu">pavlakis@smu.edu</a></td>
</tr>
<tr>
<td>Pelton, Richard</td>
<td><a href="mailto:rmp80@txstate.edu">rmp80@txstate.edu</a></td>
</tr>
<tr>
<td>Peterson, Thomas Joseph</td>
<td><a href="mailto:peter347@mail.chapman.edu">peter347@mail.chapman.edu</a></td>
</tr>
<tr>
<td>Potterton, Amanda U.</td>
<td><a href="mailto:amanda.cazin@asu.edu">amanda.cazin@asu.edu</a></td>
</tr>
<tr>
<td>Radford, Karon</td>
<td><a href="mailto:radford.karon@gmail.com">radford.karon@gmail.com</a></td>
</tr>
<tr>
<td>Rahh, Amen Mandela</td>
<td><a href="mailto:arah123@gmail.com">arah123@gmail.com</a></td>
</tr>
<tr>
<td>Ramlackhan, Karen</td>
<td><a href="mailto:karen1@mail.usf.edu">karen1@mail.usf.edu</a></td>
</tr>
<tr>
<td>Ramos, Frances Free</td>
<td><a href="mailto:freeramos@berkeley.edu">freeramos@berkeley.edu</a></td>
</tr>
<tr>
<td>Razzaque, Rana T.</td>
<td><a href="mailto:rana.razzaque@du.edu">rana.razzaque@du.edu</a></td>
</tr>
<tr>
<td>Reinish, Annie</td>
<td><a href="mailto:areinish@umich.edu">areinish@umich.edu</a></td>
</tr>
<tr>
<td>Rubio, Brenda</td>
<td><a href="mailto:brerubio@utexas.edu">brerubio@utexas.edu</a></td>
</tr>
<tr>
<td>Salaam, Omar J.</td>
<td><a href="mailto:ojs@mail.usf.edu">ojs@mail.usf.edu</a></td>
</tr>
<tr>
<td>Schwartz, Jessica</td>
<td><a href="mailto:jschwa19@gmu.edu">jschwa19@gmu.edu</a></td>
</tr>
<tr>
<td>Scott, Michael R.</td>
<td><a href="mailto:michael.scott@utexas.edu">michael.scott@utexas.edu</a></td>
</tr>
<tr>
<td>Sediar, Jaromir</td>
<td><a href="mailto:jaro@utexas.edu">jaro@utexas.edu</a></td>
</tr>
<tr>
<td>Silver, Lori Witt</td>
<td><a href="mailto:lsilver@masonlive.gmu.edu">lsilver@masonlive.gmu.edu</a></td>
</tr>
<tr>
<td>Simon, Robert Benjamin</td>
<td><a href="mailto:rbsimon@q.clemson.edu">rbsimon@q.clemson.edu</a></td>
</tr>
<tr>
<td>Slothower, Becky</td>
<td><a href="mailto:becky.slothower@okstate.edu">becky.slothower@okstate.edu</a></td>
</tr>
<tr>
<td>Stanley, Darrius A.</td>
<td><a href="mailto:darrius34@hotmail.com">darrius34@hotmail.com</a></td>
</tr>
<tr>
<td>Starks Berglund, Kimberly Renee</td>
<td><a href="mailto:krs4h5@mail.missouri.edu">krs4h5@mail.missouri.edu</a></td>
</tr>
<tr>
<td>Steir, Matthew</td>
<td><a href="mailto:mathew-j-stier@uiowa.edu">mathew-j-stier@uiowa.edu</a></td>
</tr>
<tr>
<td>Streeter, Conrad</td>
<td><a href="mailto:ConradStreeter@my.unt.edu">ConradStreeter@my.unt.edu</a></td>
</tr>
<tr>
<td>Sun, Wei-Ling</td>
<td><a href="mailto:suwei27@utexas.edu">suwei27@utexas.edu</a></td>
</tr>
<tr>
<td>Swisher, Jason</td>
<td><a href="mailto:js2291@txstate.edu">js2291@txstate.edu</a></td>
</tr>
<tr>
<td>Tinsley, Laurie</td>
<td><a href="mailto:tinsleyj@friscoisd.org">tinsleyj@friscoisd.org</a></td>
</tr>
<tr>
<td>Torres, Isaac Abram</td>
<td><a href="mailto:it10@txstate.edu">it10@txstate.edu</a></td>
</tr>
<tr>
<td>Tran, Christine</td>
<td><a href="mailto:ctran5@uw.edu">ctran5@uw.edu</a></td>
</tr>
<tr>
<td>Vance No elk, Debra Sue</td>
<td><a href="mailto:dvance@fau.edu">dvance@fau.edu</a></td>
</tr>
<tr>
<td>VanGronigen, Bryan A.</td>
<td><a href="mailto:bav9wb@virginia.edu">bav9wb@virginia.edu</a></td>
</tr>
<tr>
<td>VanHorn, Gregory R.</td>
<td><a href="mailto:grego10331@aol.com">grego10331@aol.com</a></td>
</tr>
<tr>
<td>VanHorn, Pamela M.</td>
<td><a href="mailto:pmvanhorn@aol.com">pmvanhorn@aol.com</a></td>
</tr>
<tr>
<td>Villarreal, Elsa G.</td>
<td><a href="mailto:elisavillarreal.ev@tamu.edu">elisavillarreal.ev@tamu.edu</a></td>
</tr>
<tr>
<td>Weiland, Cleighton J.</td>
<td><a href="mailto:weilancj@miamioh.edu">weilancj@miamioh.edu</a></td>
</tr>
<tr>
<td>White, Gregory</td>
<td><a href="mailto:whitegr4@msu.edu">whitegr4@msu.edu</a></td>
</tr>
<tr>
<td>Whiteman, Rodney S.</td>
<td><a href="mailto:whiteman@indiana.edu">whiteman@indiana.edu</a></td>
</tr>
<tr>
<td>Williams, Dawn</td>
<td><a href="mailto:dawnwill@uw.edu">dawnwill@uw.edu</a></td>
</tr>
<tr>
<td>Wood, Jesse</td>
<td><a href="mailto:jwood54@vols.utk.edu">jwood54@vols.utk.edu</a></td>
</tr>
<tr>
<td>Woullfin, Sarah</td>
<td><a href="mailto:sarah.woullfin@uconn.edu">sarah.woullfin@uconn.edu</a></td>
</tr>
<tr>
<td>Wronowski, Meredith Lea</td>
<td><a href="mailto:mwrwalowski@ou.edu">mwrwalowski@ou.edu</a></td>
</tr>
<tr>
<td>Young, Richard</td>
<td><a href="mailto:ayoung22.6@gmail.com">ayoung22.6@gmail.com</a></td>
</tr>
<tr>
<td>Zhang, Sijia</td>
<td><a href="mailto:szhang33@crimson.ua.edu">szhang33@crimson.ua.edu</a></td>
</tr>
</tbody>
</table>
GSS Mentor Feedback Sessions
Assignments for GSS Presenters and Discussants
Thurs., Nov. 17, 10:30am – 11:20am

During this closed session, Graduate Student Summit Paper Session and Ignite! Session presenters will have the opportunity to receive additional high-quality feedback on both their papers and their presentations from their distinguished faculty discussants. Students and faculty should plan to meet in the assigned rooms, but may elect to move to other locations to conduct their discussions, as needed and desired.

Please refer to which number GSS Session you presented in to determine the feedback session location to which you are assigned.

Also, note that roundtable presenters do not participate in these feedback sessions.

GSS Mentor Feedback Session A (GSS Sessions 1-5)
Thursday, 10:30am – 11:20am
Joliet

GSS Mentor Feedback Session B (GSS Sessions 6-10)
Thursday, 10:30am – 11:20am
Duluth A

GSS Mentor Feedback Session C (GSS Sessions 11-15)
Thursday, 10:30am – 11:20am
Nicolet A

GSS Mentor Feedback Session D (GSS Sessions 16-20)
Thursday, 10:30am – 11:20am
Nicolet B
THE LEGACY WE HONOR
Dr. Barbara Loomis Jackson

In 2003, UCEA established the Barbara L. Jackson Scholars Network as a two-year program to provide networking, mentoring and professional development of graduate students of color who intend to become professors of educational leadership. UCEA offers a robust pipeline of faculty and talented graduate students of color to enhance the field of educational leadership and UCEA with their scholarship and expertise.

Dr. Jackson served as a teacher, professor, scholar, center director, department chair, associate dean and dean, and was professor emerita at Fordham University in New York. As a trailblazer, she opened avenues of research and practice at Morgan State University and Atlanta University to establish new doctoral programs in education before continuing her distinguished career at Fordham University.

Dr. Jackson earned a bachelor’s degree from Wellesley College in 1950 (later serving as Trustee Emerita), a master’s degree from Teachers College, Columbia University in 1967, and a doctorate of education from the Harvard Graduate School of Education in 1970.
Jackson Scholars Network
Research Seminar Sessions
Full Schedule, Abstracts, and Cohort Directories
Thu., Nov. 17, 8:00am – 10:50am

Jackson Scholars Network Convocation (Closed Session)
Thursday, 8:00am – 9:00am, La Salle A
Facilitators: Hollie Mackey, University of Oklahoma; Lisa Bass, North Carolina State University

JSN Research Seminar Session 1 – School Leaders and 21st Century Change: Re-envisioning Leadership for New Challenges and Opportunities
Thursday, 9:00am – 9:50am, La Salle B
Discussant: María Luisa González, University of Texas at El Paso
Gentrification and Schools: Implications for School Principals
Chy Benelli McGhee, New York University
The demographics in many urban neighborhoods are shifting. A growing body of scholarship explores the ways in which gentrification is influencing these shifts and reshaping the educational landscape. However, less research explores the influence of these shifts on school principals. Utilizing Critical Race Theory and Bacharach and Mundell’s “Logics of Action” as lenses to frame this concept, the purpose of this study is to understand how gentrification influences urban school principals’ decisions and processes.

Principal Instructional Leadership, Working Conditions, and Principal Turnover in K-12 Public Schools
Rui Yan, University of Utah
Given the importance of leadership stability to school success, I propose to examine what factors influence different types of principal turnover in K-12 public schools. By utilizing data from the 2011-2012 Schools and Staffing Survey and the 2012-2013 Principal Follow-up Survey sponsored by NCES, I will perform multinomial logistic regressions to examine how principal characteristics, school context, principal instructional leadership practices, and working conditions are associated with different types of principal turnover.

Curriculum Leadership in a Changing Demographic: A New Challenge to School Principals
Mahmoud Sayed Marei, University of Arizona
This study investigated ways in which school leaders responded to the new “Accelerated” English Language Development (ELD) curriculum in public high schools in Southern Arizona (emphasis added). The analysis of the curriculum and class observations alluded to profound discrepancies in the implementation of ELD which created great challenges to teachers. On the other hand, principals had different approaches depicting curriculum and instructional leadership practices.
Exploring the Influence of CARE (Cultivating Awareness and Resilience in Education) on Principals’ Leadership and Well-being

Julia Mahfouz, Pennsylvania State University

In a culture where schools are results driven, focused on student achievement, and increasingly placed under scrutiny, principals are under unprecedented pressure; they need to utilize strategies and develop skills that enable them to interact with others consciously, with full awareness of how their actions impact themselves, others, and their environments. In my study, I will explore the influence of the CARE, a mindfulness-based professional development program, on principals’ leadership and well-being using grounded theory as a method of research.

JSN Research Seminar Session 2 – Teachers as Social Justice Leaders: Understanding Complex Relationships Between Teachers, Equity, and Student Success
Thursday, 9:00am – 9:50am, Brule A
Discussant: Ann M. Ishimaru, University of Washington

Culturally Competent Instructional Leaders: Perceptions of Special Education Teachers in Regards to African American Students

Marilyn McCoy Player, Auburn University

To achieve culturally responsive pedagogy, teachers must be led by culturally competent instructional leaders (IEL, 2005). Although challenging in nature, leaders must commit themselves to promoting success of all students through culturally relevant pedagogy. Along with Hispanics and those considered of low social economic status, Black students face educational challenges which render them powerless when facing the world of academia and hopeless in the pursuit for higher degrees (Smith, 2005).

Redefining Student Success: Teacher Impact on Black Students’ Sense of Belonging, Motivation and Achievement

Jacqueline Jeanetta Perry-Higgs, North Carolina State University

The achievement gap is closing, but not as quickly as desired due to the inconsistencies of school dynamics and curriculum. There is a focus on culturally relevant pedagogy as it relates to how teachers can improve education for Black students. The focus of the research is to examine the sense of belonging of Black students, with regard to motivation and achievement via impact of teacher caring.

Leadership, Race and “Property”: An Analysis of the Teacher Tracking Phenomenon

Darrius A. Stanley, Michigan State University

This conceptual paper evaluates contemporary teacher course assignment practices in secondary schools for underrepresented teachers. This work brings together Desegregation, Sociological, Organizational Theory and Educational Leadership research to fully investigate the causes of Teacher Tracking, which disproportionately affects teachers of color in their relegation to lower-track courses within schools. I utilize Critical Race Theory to illuminate seven contributory factors to this tracking phenomenon.
Teachers Unions and Racial Equity: The Role of Leadership in Social Justice Unionism

*Aditi Rajendran, University of Washington*

Teachers unions across the country have been engaging in a new reform movement called “social justice unionism” to build alliances with communities and fight for issues of education equity. While there is increased rhetoric and policy from unions around topics such as racial equity, little research exists on how unions are understanding and operationalizing the term. Specifically, my dissertation seeks to examine the role of leadership, within teachers unions, in enacting racial equity.

Examining the Relationship Between Teacher Qualification, School Resources, and Affective Factors as Indicators of STEM Career Aspirations: A Cross National Comparison of OECD Countries and the United States Using Multilevel Structural Equation Modeling

*Jocabed G. Márquez, Texas State University*

My proposed study seeks to examine cross-national differences between the United States and other OECD countries as a direct result of the U. S. lagging behind other developed countries in science achievement. Relationships between teacher qualification, school resources, and affective factors in science will be examined as they relate to students’ intent to pursue a STEM career using multilevel structural equation modeling. Utilizing the social cognitive career theory to test a conceptual framework for understanding the intent to pursue a future career in STEM-related fields by 15 year-old students, which is the age that marks the end of compulsory education around the world. Using the Programme for International Student Assessment (PISA 2006) and its database, which includes information concerning perceptions of the general importance of science and science-related education and careers as well as home and school background factors.

**JSN Research Seminar Session 3 – Examining the Curricular and Pro-Social Contributions of the Broader School Community**

**Thursday, 9:00am – 9:50am, Brule B**

Discussant: Jeffrey S. Brooks, Monash University

The Effectiveness of Professional Development for Early Childhood Teachers and their Communication with ESL Parents

*Kimberly Renee Starks Berglund, University of Missouri*

It seems that there has been a lot of attention on early childhood education in the United States. The reason for this attention may come from the increasing diversity of student populations in the classroom, difficulties in communication between the home and school, specially teachers and parents with English as a second language (ESL), and content and quality of teacher professional development programs regarding helping teachers to work effectively with diverse early childhood classrooms.

Perceptions of Quality and Readiness in Early Childhood Education

*Julie Kelly Desmangles, Clemson University*
While there is an abundant amount of research on the benefits of attending an early care center, there is no clear definition for the words ‘high quality’ in preschool settings, or ‘readiness’ for formal school in the field of early childhood education. This study focuses on the discourse surrounding high quality and school readiness and the perceptions of parents and teachers in these settings.

**The Impact of Leadership Content Knowledge on Academic Achievement in S.T.E.M.**

*Charles Derek Collingwood, University of Arizona*

The purpose of this study is to explore the impact of high school administrators’ content knowledge in math and science as it relates to students’ academic achievement in the STEM area. Specifically, the study will explore the supervisory role of instructional leaders as evaluators of math and science teachers, and the impact their content knowledge has on academic achievement. The central goal of the study is to determine if differences in content area knowledge influence academic achievement in STEM.

**Disabling the Disparity: Building Cultural Competence of Educators through Standards-Based, Culturally Relevant Pedagogy**

*Arlisa Armond, University of North Carolina at Greensboro*

Building cultural competence through the implementation of culturally relevant pedagogy is a recommended approach to an inclusive education. Being able to successfully teach minority students requires a mindset shift that values their contributions while capitalizing on cultural strengths they bring to the classroom. In this research, I discuss the impact of professional development to develop the knowledge, skills, and attitudes of teachers through an iterative cycle of development.

---

**JSN Research Seminar Session 4 – Examining Higher Education Programming and Policy Effecting Underrepresented Students**

*Thursday, 9:00am – 9:50am, Duluth B*

Discussant: Elizabeth Murakami, Texas A&M University-San Antonio

**Traveling Abroad Years Ago and Still Talking About It Today: The Effects of Study Abroad**

*Dallawrence Dean, University of Texas at Austin*

Research has shown study abroad to have a positive effect on baccalaureate degree attainment, post baccalaureate degree enrollment, self-awareness and confidence. Despite these findings, research methods used to examine the effects of study abroad have been primarily quantitative. This study will depart from previous literature by using qualitative methods to explore how a study abroad experience has affected and continues to affect the personal and professional lives of individuals who studied abroad as an undergraduate.

**Policy Blackout? What can Educational Policies of PWIs tell us about Black Student Success Rates**

*Genesis Ross, Miami University*

This study will examine the relationship between the level of explicit language in Educational Policies regarding inclusive practices around race and culture
and the successful retention and graduation rates of Black Students attending Predominantly White Institutions (PWIs). In the 1950s, 90% of African American Students pursuing a Higher Education Degree, attended Historically Black Colleges and Universities (HBCUs) (Fleming, 1985). In 2004, 88.1% of African American Students attended PWIs (Harper, Patton, & Wooden, 2009). In 2006, the rates of graduation for African American students attending College was 42% (Men, 2006).

From the Fields to the Professoriate: Underrepresentation of Latino Males in Academia

**Hugo Alberto Saucedo, University of Texas at San Antonio**

The purpose of this study is to examine the under representation of Latino males in the professoriate, particularly in tenure track positions. The study will examine the effects of growing up as a migrant student had on these individuals’ journey into academia. This study will provide case studies that may contribute to the study of Latino attainment, contributions to the Academy, and retention of Latino faculty.

Examining the Influence of Financial Aid Factors on the Graduation of Latina/o College Students at a Hispanic-Serving Institution: A Discrete-Time Hazard Model

**Vanessa Ann Sansone, University of Texas at San Antonio**

Using a discrete-time hazard model, this study responds to the need for research on Latinas/os enrolled in Hispanic-Serving Institutions (HSIs). Financial aid factors predicting graduation at a public four-year HSI in Texas, serving one of the largest Latina/o populations in the continental U.S., are explored to inform future policy, and practice.

A Deeper Understanding: Directors’ Perspectives of Disability Service Programming in Postsecondary Institutions

**Warren Edward Whitaker, University of San Diego**

This study examined the perceptions of four-year postsecondary disability services directors on disability programming. While the number of students with disabilities in higher education has increased, there is minimal literature about the perceptions that disability services directors use to inform everyday practices. This study employed a convenient sample, examining five cases in the southwest United States. Preliminary findings suggest that prior professional disability experiences and inclusive, collaborate university environments are critical in providing adequate services for students.

**JSN Research Seminar Session 5 – Student Success: Examining What We Know to Improve Schooling in Complex Contexts**

**Thursday, 10:00am – 10:50am, La Salle B**

**Discussant: Sonya Douglass Horsford, Teachers College, Columbia University**

**Improving the Practice of Mentoring by Improving the Training of Mentors**

**Paul David Spradley, University of Pittsburgh**

This presentation will explore how mentors who serve low income, African American students, talk about key elements of their ongoing training in relationship to their engagement with their mentee. My findings will provide
insight on mentor training as well as support the literature on the development of mentors.

**Lost in Translation: Academic Achievement of African American Students, Culturally Relevant Pedagogy and Multiculturalism**
*Joycelyn LaTonia Hughes, Howard University*

This study examines the trajectory of culturally-relevant pedagogy and multiculturalism presented in teacher preparation programs thus its effects on the academic achievement of African American students. Most African American students, K-12, are taught by White teachers. Although there has been improvement in diversifying America’s teacher workforce and culturally responding to diverse student populations, African American students may still be adversely affected by cultural mismatch in speech directives and culturally based learning patterns.

**“Hopewell High We Will Remember Thee”: A Critical Look at Black Childhood in Rosenwald Schools (1912-1963)**
*Kimberly Charis Ransom, University of Michigan*

This ethnohistory aims to forward historical research on Rosenwald Schools (RS) by examining the lived experiences of former students of Hopewell Rosenwald School (HRS) in Pickens County, Alabama (1940-1965). This article extends previous historical scholarship by a) exposing historically silenced and erased childhoods of HRS children; b) examining what the collective memory of former school children reveals about the interior life of HRS; and c) revealing the ‘power and presence’ of black childhoods within HRS.

**Examining the Intersectional Invisibility of African-American Girls in High School Advanced Placement Classes**
*Asia Nicole Fuller Hamilton, University of Illinois at Urbana-Champaign*

This qualitative study examines the experiences of African-American girls enrolled in Advanced Placement (AP) classes across two high schools within a racially and socio-economically diverse school district in hopes of better understanding intersectional invisibility in this context. For school leaders, this study draws attention to the needs of students who have been historically marginalized both racially and with respect to gender; potentially influencing the way African-American girls are selected and supported in AP courses.

**Improving Kindergarteners’ Writing Self-Perception**
*Elizabeth Auguste, College of William and Mary*

A dearth of research and a lack of focus on writing instruction has contributed to a national trend of students struggling with writing from kindergarten to college. The purpose of this study is to make practitioners aware of the disparities that may exist between students’ perceptions of the process of authorship and teachers’ perceptions of the same process in order to support teachers in making informed pedagogical decisions about writing instruction.
Leveraging Interpersonal Trust Networks in Place-Based Partnerships to Achieve Educational Equity

Amber Joy Banks, University of Washington

Using social network analysis and critical race theory, this qualitative case study identifies where trust exists in a place-based education partnership and how diverse collaborators build trust. Through interviews and observations this study maps the presence of trust and explores the ways in which trust is leveraged for collective action. The findings will lend insights into some of the ways trust manifests and is leveraged among diverse stakeholders who come together to advance education equity.

The New “Eyes on the Prize:” School Leaders Pursuit of Equity

Osly Flores, University of Pittsburgh

This paper draws from a narrative study of eight school leaders who have been recognize as holding equitable practices. Through stories told by eight school leaders I explore the themes of commitment and ethical and/or moral imperative in leadership motivated towards equity in schools—a commitment that arises from holding to just rights of others.

Operationalizing Social Capital to Promote Equity Pedagogy: A Case Study of Thai School with Buddhist and Muslim Students

Warapark Maitreephun, University of Missouri

This study aims at examining how to and its results of utilizing social capital in order to promote equity pedagogy in Thai school with Buddhist and Muslim students. A studied school is located in Pattani province. A case study will be conducted using qualitative methods including interview, observation, and document analysis. The findings are expected to propose education policies implementing in the southernmost Thailand where is the most diverse area.

The Enlightened Educator: Exploring the Influence of Mindful Self-Awareness on Practicing Cultural Responsiveness

Rana T. Razzaque, University of Denver

In the face of implicit biases which contribute to the systemic oppression of children of color, Mindfulness is a bridge toward greater self-awareness, and increased adeptness around social and emotional issues, ultimately helping educators better understand how they think, assume, or act based on biases, and how they affect and are affected by their environments. The mission of this study is to explore the influence teachers’ Mindful practices in order to better support disenfranchised students.

Culturally Responsive Teaching: Professional Development to Ensure the Academic Success of African American Learners

Victoria Carter Jones, Texas A&M University

One area identified as effective, in producing successful African American learners in the classroom, is “culturally responsive teaching (Gay, 2010).” This term is a major concept in multicultural education, stressing the ability of
teachers to respond to their students by incorporating elements of a students’
culture in their teaching (Irvine, 2001). This study will examine teacher
perceptions of culturally responsive teaching and explore the impact of
culturally responsive professional development.

JSN Research Seminar Session 7 – State Level Policy in Complex Contexts:
Examining Practice-Based Institutional Outcomes of Policy
Thursday, 10:00am – 10:50am, Brule B
Discussant: Hollie Mackey, University of Oklahoma

Texas House Bill 5: Reform Realities in a Predominantly Latino School
District
Tomas Sigala, University of Texas at El Paso
This research will explore the institutional realities of a predominantly Latino
school district in implementing the reforms found within a state-mandated
policy (HB 5). Furthermore, this research intends to frame the implementation
of the policy within the contexts of its influence or impact on Latino males.

Policy Interpretations of Utah’s H.B. 144 and Higher Education
Institutional Practices for Undocumented/DACAmented Students
Liliana Estella Castrellon, University of Utah
Using Critical Race Theory, LatCrit, and racist nativism the author attempts to
understand how higher education administration’s interpretations of H.B. 144
(Utah’s in-state tuition policy for undocumented students) influence institutional
practices. This study seeks to uncover if what institutions intend to offer is
aligned with what undocumented students experience in administrators’ daily
practices. This study will examine how institutional barriers continue to exist,
even when policies are in place to support this population of students.

The Impact of State Policies on Changing Professional Preparation of
School Principal: Systematic Literature Review
Nahed Abdel Rahman, Texas A&M University
Employing Cochrane Protocol, I examined in this systematic study the state
policies regarding to policies of principal preparation programs. After screening
588 articles, 118 articles met the criteria and analyzed. I found that the
influence of the policies and standards including ISLLC standards varied
ranging from positive influence that generated new effective preparation
programs to negative influence that neither a change in principal competence
nor an improvement in student achievement.

Casing the Context: Exploring the Usefulness and Validity of a Context
Assessment
Amieris Lavender, Michigan State University
Social science research often identifies context as a key factor in determining
research outcomes. Policy scholars often cite context as an explanatory factor
for the success, failure, or dormancy of a particular policy initiative or program.
Though research has been transparent in identifying how and why context
matters, the analysis of context often comes after a program or policy has
already been implemented. The retrospective nature of our understanding of
context has been beneficial in contributing to the field of research in general.
However, I argue that we must do more to understand context in a proactive manner. Seeking to understand context prior to implementation can lead to the creation of reflexive programs and policies that are informed by the environments they are seeking to serve. Though some programs already evaluate the educational environment of schools, there lacks, in research and practice, any attempt to seek to measure context and learn from it prior to enacting a new public policy. Through the use of a context assessment and interviews with teachers and policymakers, this case study research seeks to measure the usefulness, benefit, and validity of an assessment designed to measure the attitudes, behaviors, and context of school environments.

**JSN Research Seminar Session 8 – Principal Identities and Leading in Complex Contexts: How Experiences Inform Building Level Practices**

**Thursday, 10:00am – 10:50am, Duluth B**

**Discussant: Julian Vasquez Heilig, California State University, Sacramento**

**Breaking Suspicious Minds: High School Principals Perceptions on Behavioral Misconduct in Education Space**

Wei-Ling Sun, University of Texas at Austin

While researchers raised their concerns of the growing problem of residential segregation, extensive studies have shown systemic biases of students’ of color in public school discipline systems; it is equally important to understand more complex neighborhood characteristics in which school located. The proposed study uses a convergent transformative mixed methods to examine high school principals perceptions of students behavioral issues and the associations of neighborhood characteristics and schools’ disciplinary outcomes to decriminalize students’ behavioral issues.

**Stories of African American Women Principals in Turnaround Schools**

Adrienne L. Gratten Aldaco, Texas State University

According to Murtadha and Larson (1999), African American female school leaders are often principals in chronically low-performing urban schools that require turnaround efforts. In fact, many African American principals move into positions of leadership where traditional educational practices are failing (Pollard, 1997), where there is a large minority population and major school challenges, or where the expectation is that Black principals will solve problems quickly (Jones, 1983). Unfortunately, “documented accounts of the lived experiences and historical accounts of African American female educational leaders are underrepresented, or lacking in the current body of scholarly literature” (Clemmons, 2012, p. 12).

**The Afro-Latina Educational Leader: A Narrative Inquiry**

Wellinthon Garcia, Hofstra University

The White lens in leadership presents a narrow understanding of leaders who work within or are from diverse communities. By exploring the experiences of an Afro-Latina educational leader, using a narrative approach, the study broadens the lens used to understand leadership and racial identity development. This paper found two key unique leadership strategies, “personal
conversations,” and “personal relationship” that shape this leaders’ school vision by employing a critical race lens to advocate for her students.

**Texas High School Latina Principals**

Elsa G. Villarreal, Texas A&M University

The purpose of this phenomenological case study is to analyze the perspectives and experiences of six Texas high school Latina principals concerning the challenges they may have faced due to their ethnicity and gender. Their perspectives are viewed through the lenses of Critical Race Theory, Latino Critical Race Theory, and Chicana Feminist Epistemology. The findings from this study will assist educational leaders in reevaluating mentoring programs and recruitment of Latinas for secondary principal positions.
Jackson Scholars Network Cohorts

2015-2017 Cohort

Nahed Abdelrahman, Texas A&M University
Adrienne Aldalco, Texas State University
Arlisa Armond, Univ. of North Carolina at Greensboro
Elizabeth Augustine, College of William and Mary
Amber Banks Grubb, University of Washington
Sabrina Brown, Univ. 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, U. of Illinois Urbana-Champaign
Wellinthon Garcia, Hofstra University
Eljah Granger, Stephen F. Austin State University
Joycelyn Hughes, Howard University
Stephanie Johnson, Stephen F. Austin State Univ.
Amieris Lavender, Michigan State University
Denice 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 M. Nash, University of Virginia
Jacqueline Perry-Higgs, North Carolina State Univ.
Marilyn Player, Auburn University
Aditi Rajendran, University of Washington
Kimberly Ransom, University of Michigan
Rana Razzaque, University of Denver
Genesis Ross, Miami University
Vanessa Sansone, Univ. of Texas at San Antonio
Hugo Saucedo, Univ. 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

2016-2018 Cohort

Jantina Anderson, Indiana University
Emily Bautista, Loyola Marymount University
Ripsime Bledsoe, University of Texas at San Antonio
Fatima Brunson, University of Illinois at Chicago
Andreene Castro, University of Texas at Austin
Jinmyung Choi, University of Missouri
Andrea Cobb, University of Washington
Amanda Jo Cordova, Univ. of Texas at San Antonio
Shelby Dawkins-Law, Univ. of N. Carolina-Chapel Hill
Donna Drury, Texas A&M University
Christopher Eckford, Sam Houston State University
Alejandro Gonzalez, San Diego State University
Siqin Erica He, Rutgers University
Moniqueca N. Hicks, Univ. of Tennessee Knoxville
DeAngela Hill, Howard University
Shannon Holder, University of Connecticut
Lori Hunt, Washington State University
LaTeisha Jeannis, North Carolina State University
Roderick Jones, University of South Florida
Trevon Jones, Texas Christian University
Maraki Kebede, Pennsylvania State University
Anthony R. Keith, George Mason University
Taeyeon Kim, Michigan State University
Adam Lara, University of Washington
Mayra Lara, Loyola Marymount University
Brett Lee, Texas State University
Sandra Leu, University of Utah
Tracie Lowe, University of Texas at Austin
Isaiah McGee, Iowa State University
Jason McKinney, University of Missouri
Tuan Nguyen, Vanderbilt University
Pamela Norris, Auburn University
Sasanehsaeh Pyawasay, University of Minnesota
Clare Resilla, Sam Houston State University
LaSonja Roberts, University of South Florida
Claudia Kramer Santamaria, Texas State University
Vanessa Scott, Rowan University
Nicole Smerillo, University of Minnesota
Isaac Solano, University of Denver
Kandice Sumner, University of Massachusetts Boston
Nicole Walkinshaw, Florida Atlantic University
Jesse Wood, University of Tennessee Knoxville
Healing as Resistance: Attending to Self-Care During Oppressive Trauma — Candidacy to the Professoriate  
Thursday, 1:40pm – 2:50pm, La Salle B  
Facilitators: Camille M. Wilson, University of Michigan; Christine Sainvil, University of Georgia  
Panelists: Terrance Green, University of Texas at Austin; Catherine A. Lugg, Rutgers University; Julian Vasquez Heilig, California State University, Sacramento; Channing Matthews, University of Michigan; Terri Watson, The City College of New York (CUNY)  
Suffering after suffering on your news feed? Hostility at your institution? Microaggressions at work? Drama at home? Really, who can be academic in these troubling times? We may want to take on the problems of the world, but self-care must come first for healing is an act of resistance! This session is designed for emerging to early scholars and focuses on the importance of self-care when you are faced with dealing with traumatic situations.

Julie Laible Memorial Session for New UCEA Jackson Scholars (Closed Session)  
Thursday, 1:40pm – 2:50pm, Nicolet B  
In this closed session, 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 two-year program that provides formal networking, mentoring, and professional development for graduate students of color who intend to become professors of educational leadership.

“Shoulda, Coulda, Woulda . . .”: What We Wish We Had Known Before Becoming a Professor  
Thursday, 3:00pm – 4:10pm, La Salle B  
Facilitator: Terah Talei Venzant Chambers, Michigan State University  
Panelists: Erica Fernandez, University of Connecticut; Lolita Tabron, University of Denver; Ain Grooms, University of Georgia; Muhammad Khalifa, University of Minnesota; Chris Torres, Michigan State University  
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.
Graduate Writing Ignite!: Tips for Crafting Your Best Work  
Thursday, 4:20pm – 5:30pm, La Salle B

Facilitator: Samantha Paredes Scribner, Indiana University  
Panelists: Leslie Locke, University of Iowa; Nakia M. Gray, New York University; Kristina Brezicha, Georgia State University; Jada Phelps-Moultrie, Portland State University; Da’vid Aguayo, University of Missouri; Wesley Henry, University of Washington

This session is designed to give quick tips on crafting your best writing work. You will hear from faculty and graduate students at various points in their development as researchers and writers and learn about the different strategies and styles to the writing process they employ to get it right. Our goal is that you will begin thinking about your own writing techniques and style!

Demystifying the Academic Job Search, Part I: Tips and Resources for Those Considering the Professoriate  
Friday, 8:00am – 9:10am, La Salle B

Facilitator: John Beuhring Nash, University of Kentucky  
Panelists: Erin Anderson, University of Denver; Jada Phelps-Moultrie, Portland State University

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: http://www.ucea.org/opportunities/ucea-job-search-handbook/ (and other resources for the academic job search in the UCEA Opportunities section: http://www.ucea.org/ucea-opportunities/)

Building Networks of Support: You’re Not in This Alone  
Friday, 11:00am – 12:10pm, La Salle B

Facilitator: Kathleen Winn, UCEA/University of Virginia  
Panelists: Bradley W. Carpenter, University of Houston; Ransford Pinto, University of Missouri; Ashley Johnson, Michigan State University; Rosa Rivera-McCutchen, Lehman College CUNY

Whether you are a full-time graduate student or are managing both work and graduate study, networks of support are crucial to scholarly development and personal health. Networks of support can come in different forms and from different places, including within departments and beyond campuses, with peers, more established scholars, and those not in academia. Panelists will discuss the various networks they fostered at different stages of their graduate programs and beyond.

Graduate Students of Color Mentoring Session  
Friday, 12:20pm – 1:30pm, Duluth A

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.

Writing in Graduate School: A Workshop to Expand Your Toolbox
Friday, 12:20pm – 1:30pm, La Salle B
Facilitator: Sonya Douglass Horsford, Teachers College, Columbia University
Roundtable, participatory and collaborative efforts where YOU bring your course papers, conference papers, or unfinished manuscripts to get them one step closer to completion and submission for publication. This is a time to shake off our writing nerves and anxieties to feel more competent academic writers. Join us and get ready to do some work!

Digging In: How to Read and Digest the Research
Friday, 2:50pm – 4:00pm, La Salle B
Facilitator: Alex J. Bowers, Teachers College, Columbia University
Panelists: Rosa Rivera-McCutchen, Lehman College CUNY; Jennifer Jellison Holme, University of Texas at Austin; Karen R. Seashore Louis, University of Minnesota
Graduate students are expected to read widely as they eventually move toward narrowing down their own research. This session will address how to read vast amounts research strategically, how to focus your reading, how to situate readings into broader contexts, and how to apply a critical lens to readings.

Dissecting the Curriculum Vitae (CV) for Job Winning Success (bring copies of your CV!)
Friday, 4:10pm – 5:20pm, La Salle B
Facilitator: James Joseph Scheurich, Indiana University
Panelists: Deborah Peterson, Portland State University; María Luisa González, University of Texas at El Paso; Colleen Larson, New York University
Are you headed to the academy? Then you will need a CV. The CV is not a resume. 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!

Finding and Maintaining Balance in Graduate School
Friday, 5:30pm – 6:20pm, La Salle B
Facilitator: Anjalé D. Welton, University of Illinois at Urbana-Champaign
Panelists: Andrew Saultz, Miami University; John Lane, Michigan State University; Jennie Weiner, University of Connecticut
Graduate school can be a really exciting time in your life; but it can also be stressful. Do you find yourself, and everyone around you, anxious? Or do you sometimes feel that the pressures you feel are intense and the deadlines unreasonable? Many of us feel guilty for taking time away from our graduate work or sometimes we find ourselves in situations where we are up at all hours of the night, like when your computer suddenly decided to stage a revolt the day before your abstract for a major conference is due. How does one stay grounded and “sane” in these situations and, more generally, in graduate school? How does one ensure a healthy, optimal graduate school-life balance? This is a time to hear from successful scholars who have some tips, tricks and advice on how to maintain this balance.

AERA Divisions A & L Graduate Student Breakfast — Publish and Thrive: Steps to Jumpstart the Publishing Process
Saturday, 8:00am – 9:10am, La Salle B
Facilitators: Tara Ashley Wilson, George Washington University; Nestor Alexis Ramirez, University of North Carolina at Chapel Hill; Emma Bullock, Utah State University; Wei-Ling Sun, University of Texas at Austin
Panelists: Alan J. Daly, University of California, San Diego; Joseph Murphy, Vanderbilt University; Ira Bogotch, Florida Atlantic University; Craig Peck, University of North Carolina at Greensboro; Karen L. Sanzo, Old Dominion University

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 beginning and mid-career doctoral students a space to engage in rich discourse with established scholars as well as emergent scholars regarding the “How Tos” of: (a) developing a research agenda, (b) publishing as a student, and (c) publishing as junior faculty. We hope to take the fear out of the “Publish or Perish” maxim for future scholars.

From Positivist to Critical: Paradigms and Perspectives in Educational Research
Saturday, 11:00am – 12:10pm, La Salle B
Facilitator: James Joseph Scheurich, Indiana University
Panelists: Kathryn Bell McKenzie, California State University, Stanislaus; Sarah Diem, University of Missouri; Donald J. Peurach, University of Michigan; Michael Dantley, Miami University

Navigating the theoretical world in academia can be puzzling and overwhelming. This session will provide a crash-course to seamlessly cross theoretical paradigms without getting mired in what means what. We will discuss the meanings of ontology, epistemology, and axiology along with positivist, post-positivist, constructivist, critical, and post(s) paradigms—and how to use them in developing proposals and conducting studies.
Demystifying the Academic Job Search, Part II: The Nuts and Bolts  
Saturday, 12:20pm – 1:30pm, La Salle B

**Facilitator: Madeline Mavrogordato, Michigan State University**  
**Panelists: Erin Anderson, University of Denver; Jada Phelps-Moultrie, Portland State University; Chris Torres, Michigan State University; Kristina Brezicha, Georgia State University**

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.

Saturday, 2:00pm – 3:10pm, La Salle B

**Facilitator: Diana G. Pounder, University of Utah**  
**Panelists: Michael Dantley, Miami University; Cindy J. Reed, Northern Kentucky University; Kofi Lomotey, Western Carolina University**

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.

Graduate Student Closing Session  
Saturday, 3:20pm – 4:30pm, La Salle B

**Facilitators: The UCEA Graduate Student Council**

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.
UCEA Online and Social Media

Stay in touch with UCEA! Join our website as a member to access all your UCEA needs in one and receive a free subscription to our listserv premiering exclusive content and opportunities. Follow us on Twitter and friend us on Facebook! UCEA provides countless free resources at http://www.ucea.org and is a great way to connect with others!

Registering as a member for the UCEA website is easy and is accessible in the upper-right-hand corner of our website: “Account Access” and then click “Can’t login” to register. Visit https://members.ucea.org/account_registration/claims to sign up!

For Twitter...

UCEA Headquarters @UCEA
UCEA Jackson Scholars Network @JacksonScholars
UCEA Graduate Student Council @UCEAGSC
UCEA CASTLE @UCEACastle
UCEA International @UCEAissl

For Facebook...

UCEA Leadership-Matters (our interactive page)
UCEA Barbara L. Jackson Scholars
University Council for Educational Administration (UCEA)

For LinkedIn...

UCEA Headquarters
UCEA GSC

#UCEA2016
http://www.ucea.org
http://gradstudents.ucea.org
Programming Streams for Graduate Students at the 2016 UCEA Convention

Programming for graduate students brought to you by the UCEA GSC

The UCEA GSC has organized 13 sessions for graduate students at this year's UCEA Convention into three programming streams: academic development, professional development, and personal growth. Each programming stream is scaffolded, and we have structured each stream’s offerings for people at various stages along the journey, from those just starting graduate school to those currently on the academic job market working to establish their independent research agendas.

**Academic Development**

*This programming stream passes through the entire writing process, from assessing the current state of the literature to developing an idea, writing it up, and then publishing it.*

- From Positivist to Critical: Paradigms and Perspectives in Educational Research
- Digging In: How to Read and Digest the Research
- Writing in Graduate School: A Workshop to Expand Your Toolbox
- Graduate Writing Ignite!: Tips for Crafting Your Best Work
- AERA Divisions A & L Graduate Student Breakfast — Publish and Thrive: Steps to Jumpstart the Publishing Process

**Professional Development**

*This programming stream passes through the entire academic job search process, from what questions to think about at the outset of a search to tips on where to find jobs and, finally, the interview and contract negotiation processes.*

- “Shoulda, Coulda, Woulda . . .”: What We Wish We Had Known Before Becoming a Professor
- Demystifying the Academic Job Search, Part I: Tips and Resources for Those Considering the Professoriate
- Demystifying the Academic Job Search, Part II: The Nuts and Bolts
- Dissecting the Curriculum Vitae (CV) for Job Winning Success

**Personal Growth**

*This programming stream, new for 2016, is based on feedback from last year’s GSS registrants. Being a graduate student and then finding a job are no easy tasks, and investing in yourself is essential to staying focused, motivated, and engaged.*

- Building Networks of Support: You’re Not in This Alone
- Finding and Maintaining Balance in Graduate School
- Graduate Students of Color Mentoring Session
- Healing as Resistance: Attending to Self-Care During Oppressive Trauma – Candidacy to the Professoriate
Sessions for Graduate Students at the 2016 UCEA Convention

Programming for graduate students brought to you by the UCEA GSC

Thursday, November 17
1:40pm – 2:50pm, Healing as Resistance: Attending to Self-Care During Oppressive Trauma – Candidacy to the Professoriate, La Salle B
1:40pm – 2:50pm, Julie Laible Memorial Session for New UCEA Jackson Scholars (Closed Session), Nicolet B
3:00pm – 4:10pm, “Shoulda, Coulda, Woulda . . .”: What We Wish We Had Known Before Becoming a Professor, La Salle B
4:20pm – 5:30pm, Graduate Writing Ignite!: Tips for Crafting Your Best Work, La Salle B

Friday, November 18
8:00am – 9:10am, Demystifying the Academic Job Search, Part I: Tips and Resources for Those Considering the Professoriate, La Salle B
11:00am – 12:10pm, Building Networks of Support: You’re Not in This Alone, La Salle B
12:20pm – 1:30pm, Graduate Students of Color Mentoring Session, Duluth A
12:20pm – 1:30pm, Writing in Graduate School: A Workshop to Expand Your Toolbox, La Salle B
2:50pm – 4:00pm, Digging In: How to Read and Digest the Research, La Salle B
4:10pm – 5:20pm, Dissecting the Curriculum Vitae (CV) for Job Winning Success (bring copies of your CV!), La Salle B
5:30pm – 6:20pm, Finding and Maintaining Balance in Graduate School, La Salle B

Saturday, November 19
8:00am – 9:10am, AERA Divisions A & L Graduate Student Breakfast — Publish and Thrive: Steps to Jumpstart the Publishing Process, La Salle B
11:00am – 12:10pm, From Positivist to Critical: Paradigms and Perspectives in Educational Research, La Salle B
12:20pm – 1:30pm, Demystifying the Academic Job Search, Part II: The Nuts and Bolts, La Salle B
2:00pm – 3:10pm, Negotiating a Contract: A Guide for First Timers on the Academic Job Market, La Salle B
3:20pm – 4:30pm, Graduate Student Closing Session, La Salle B

Interested in becoming a part of the UCEA Graduate Student Council?
Watch the website (http://gradstudents.ucea.org) for the Call for Applications in early spring 2017!
Join the conversation now! Follow @UCEAGSC and include #UCEA2016