



# UCEA Connections

University Council for Educational Administration  
*Headquartered at the University of Virginia Curry School of Education*

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## December 2016, Volume 11, Issue 11

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UCEA Connections is edited by Amy L. Reynolds, Angel M. Nash, and Gopal Midha, UCEA Headquarters Graduate Research Assistants

This will be the last issue of Connections until February 2017. All of us at UCEA headquarters wish you a restful and rejuvenating holiday season!

Included in this issue:

- Headquarters Updates
- UCEA Publication Highlights
- Research & Headlines

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## UCEA Headquarters Updates

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### UCEA 2016 Convention Updates

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## Thank you to all participants and attendees of the 2016 UCEA Convention!

We extend our thanks to all those who helped to make the 2016 UCEA Convention in Detroit a success. This year's Convention included:

- 927 registrants
- 394 graduate student registrants
- 185 registrants participated in the "Going Green" initiative
- 174 Graduate Student Summit registrants
- 42 International Summit registrants
- Registrants from 20+ countries in attendance
- 47 participants in the Jackson Scholars Network Flash Mob fundraiser - it raised nearly \$1000 to support the Jackson Scholars Network! Missed the fun? See it [here](#).
- [@UCEA](#) now has over 2000 followers on Twitter! The conversation is still going strong at #ucea16



## Congratulations to the 2016 UCEA Award Recipients

UCEA is pleased to announce the recipients of our 2016 awards. The UCEA awards program encourages and recognizes efforts and excellence within the educational leadership community. For more information about each of the awards, follow [this link](#).

**The UCEA Awards program is made possible by the thoughtful nominations of our members. Who do you know that deserves to be nominated? Watch for the call for nominations early in 2016!**



- **Edwin M. Bridges Award:** Diana G. Pounder - University of Utah
- **Roald F. Campbell Lifetime Achievement Award:** Ellen Goldring- Vanderbilt University
- **Jack A. Culbertson:** Ann M. Ishimaru - University of Washington
- **Jay D. Scribner Mentoring Awards:** Carl Mullen - Virginia Tech
- **Master Professor:** Michael Dantley - Miami University
- **UCEA Distinguished Service:** Pamela D. Tucker - University of Virginia
- **Paula Silver Case:** "When Police Intervene: Race, Gender, and Discipline of Black Male Students at an Urban High School"
  - Dorothy Hines-Datiri - University of Kansas
- **JRLE Best Article:** "Improving Instructional Leadership Through the Development of Leadership Content Knowledge: The Case of Principal Learning in Algebra"
  - Michael D. Steele - University of Wisconsin-Milwaukee
  - Kate R. Johnson - Brigham Young University
  - Samuel Otten - University of Missouri
  - Beth A. Herbal-Eisnmann - Michigan State University
  - Cynthia L. Carver - Oakland University
- **Exemplary Educational Leadership Preparation Program:** University of Washington, Leadership for Learning Program

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### More Updates from UCEA Headquarters

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## 2017 AERA Division A Awards Call for Nominations and Opportunities for Graduate Student Attending AERA

Please consider rewarding the important work done by our Division's members. Division A has three separate awards that target folks at various stages of their career - from dissertation, to early career, to outstanding career contribution. Please take a moment to review the brief outline of each award below. The detailed description of each award can then be found in the attachments to this message. Also, please note that we have a slightly different timeline than some of the other Divisions/SIGs with similar awards. The deadline for nominations for all three awards isn't until

FEBRUARY 1. Our practice has been to give folks a little more time to get the nomination packets together.

**1. AERA Division A Early Career Award.** Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA) is pleased to announce the Call for Nominations for the Early Career Award. This award will recognize an early career scholar within his/her first seven years after the award of the doctorate or in the first five years of his/her career in the professorate AND who has made outstanding research contributions to the field of leadership, administration, or organizational theory. The honoree will be presented with a plaque and honorarium at the Division A Business Meeting during the 2017 AERA Annual Meeting in San Antonio, TX. The committee is chaired by Dr. George Theoharis at Syracuse University. The nomination letter and supporting materials must be submitted electronically to the chair of the Early Career/Emerging Scholar Award committee, [gtheohar@syr.edu](mailto:gtheohar@syr.edu). Please see the attachment for details.

**2. AERA Division A Excellence in Research Award.** Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA) is pleased to announce the Call for Nominations for the Excellence in Research Award in recognition of outstanding contributions to the field of administration, organizational theory, or leadership. Nominees for this award can be one individual or a team of researchers. The honoree(s) will be presented with a plaque and an honorarium at the Division A business meeting during the 2017 AERA Annual Meeting in San Antonio, TX. Dr. Mark Gooden is chair of the Excellence in Research Award committee. Submit all materials electronically to [gooden@austin.utexas.edu](mailto:gooden@austin.utexas.edu). Please see the attachment for details.

**3. AERA Division A Outstanding Dissertation Award.** Nominations are invited for the annual American Educational Research Association (AERA) Division A competition for the best doctoral dissertation in the field of educational administration, organization and leadership. This award is intended to recognize outstanding dissertation research appropriate to the field, including the leadership, organization and administration of schools and the preparation of educational leaders. Studies embracing both traditional and alternative conceptualizations and methodologies are welcomed. The Committee will consider work completed and accepted by the entrant's dissertation committee between Jan. 1, 2016 and Dec. 31, 2016.

An honorarium will be given to the recipient of this award in addition to formal recognition at the 2017 AERA Division A Business Meeting in San Antonio, TX. In the event that two (or more) recipients are selected for this award, the honorarium will be divided equally. Dr. Valerie Storey ([Valerie.Storey@ucf.edu](mailto:Valerie.Storey@ucf.edu)) is the chair of this committee. Please see the attachment for details.

**Bonus announcement:** please be advised that the Graduate Student Corner at <http://aeradivisiona.org/graduate-student-corner.html> has been updated with the latest Connect Series webinar and information about the **2017 Division A Foster-Polite Scholarship and Dialogic Forum**.

## **A New Issue of the Journal of Authentic Leadership in Education is now Available!**

Volume 5 issue 2, first of a special double issue by Guest Editor Anthony Normore is now available. Here is the link: <http://csle.nipissingu.ca/jale.html>

## **Call for Mentors: William L. Boyd National Educational Politics Workshop**

The Politics of Education Association and the University Council for Educational Administration invite its members to serve as mentors to current doctoral students and/or recent doctoral graduates. The Boyd Workshop aims to connect doctoral students and recent graduates with experienced mentors (e.g., associate professors or full professors) in order to share their expertise and experiences in the discipline. Please note that volunteering will require attendance at a 2 1/2 hour workshop held on the first afternoon of AERA's annual meeting in San Antonio. If you are interested in serving as a mentor, please complete the electronic form (link found below)-even if you have served as a mentor at previous Boyd Workshops.

If you have any questions or concerns, please contact Dr. Dana Mitra (Boyd Workshop Co-Coordinator) at [dmitra@psu.edu](mailto:dmitra@psu.edu)

Click [here](#) to access the electronic application form.

## **IAP Book Series - Politics of Education (2018 edition) - Call for Proposals**

The Politics of Education Association (PEA) and Information Age Publishing (IAP) are pleased to invite proposals for the 2018 PEA Book Series with IAP. Volumes can be a monograph by a single or multiple authors, or an edited collection of chapters by various authors. For more information download the [Call for Proposals](#). The submission deadline is December 15, 2016.

## **IEAL-J Conference on Educational Leadership and Management Call for Papers**



**Theme:** Educational Leadership for Sustainability: current realities, future possibilities

**Conference dates:** March 2-3, 2017

**Location:** Knutsford Court Hotel, Kingston, Jamaica

[Click here for the call for proposals and more information](#)

The Institute for Educational Administration & Leadership, Jamaica (IEAL-J), Catholic College of Mandeville (CCM), National College for Educational Leadership (NCEL), International University of the Caribbean (IUC) and College of Health Science (CoHS) - University of Technology; invite abstract submissions for the [INTER]National Conference on Educational Leadership & Management to be held March 02 - 03, 2017 at the Knutsford Court Hotel, Kingston, Jamaica.

We are inviting submissions from teachers, principals, research students, researchers, policymakers, teacher educators and anyone interested in educational administration, management and leadership in all types of schools (public and private) and at all levels of an education system (early childhood, primary, secondary, further and higher education).

## **Journal of School Public Relations - Invitation for Manuscript Submissions**

The Journal of School Public Relations is a quarterly publication providing research, analysis, case studies and descriptions of best practices in six critical areas of public school and higher education administration: public relations, school and community relations, community education, communication, conflict management/resolution, and human resources management. Practitioners, policymakers, consultants and professors rely on the Journal for cutting-edge ideas and current knowledge. Articles are a blend of research and practice addressing contemporary issues, such as managing media during crisis in schools and on college campuses, examining the role of leadership in the public relations profession, and leading efforts to improve school community relations.

Please review the submission guidelines and formatting criteria: <https://rowman.com/page/JSPR>

## **Journal of Research on Organization in Education - Invitation for Manuscript Submissions**

The editors seek to establish a forum for advancing, integrating, and challenging the theory and body of evidence surrounding the organization of education. Committed to scientific empiricism, this journal seeks to coalesce and vitalize decades of theoretical work and research that holds promise for our understanding and improving organizations, especially, but not only, schools.

Please review the submission guidelines and formatting criteria [here](#).

## **Call for Papers: Community-Engaged Scholarship in Indian Country**

Tulsa/Miami, OK/USA



April 20-21, 2017

This "Community-Engaged Scholarship in Indian Country" symposium is designed to examine the ways in which Native scholar-activists, American Indian communities, and non-Native scholars might work together on shared research projects. Since its inception, non-Native historians, often members of the American Society for Ethnohistory, have had only a limited engagement with the cultural preservation efforts of indigenous communities. Nevertheless, indigenous scholar-activists often consider ways to apply cutting-edge research into forms that might benefit their people. We believe that it is time for scholars, both Native and non-Native, to more directly and explicitly explore how they might work together on projects that might benefit indigenous communities.

This symposium focuses on two central questions. First, we are calling for presentations that offer a working definition of Community-Engaged Scholarship (CES), from both tribal and academic perspectives. Second, we are searching for presentations that offer models of meaningful and sustainable partnerships between indigenous communities and academic institutions, particularly ones that are designed to live beyond a single tribal citizen or scholar's initiative.

Our goal is to draw attention to innovative programs in both Indian country and academia, with an eye for inspiring new directions in Community-Engaged Scholarship. We are particularly interested in tribally-led projects dealing with political sovereignty, linguistic and cultural revitalization, and food sovereignty. Finally, we are open to non-traditional forms of research and scholarship, such as oral interviews, graphic design and other approaches that might better suit the needs of Native communities.

Please send a 300 word abstract to the committee responsible for organizing this symposium by December 15, 2016: Stephen Warren, University of Iowa ([stephen-warren@uiowa.edu](mailto:stephen-warren@uiowa.edu)), Brian Hosmer, University of Tulsa ([Brian-Hosmer@utulsa.edu](mailto:Brian-Hosmer@utulsa.edu)), Benjamin Barnes, Second Chief, Shawnee Tribe ([ben.barnes@gmail.com](mailto:ben.barnes@gmail.com)); George Ironstrack, Assistant Director and Program Director, Education and Outreach Office, Myaamia Center ([ironstgm@MiamiOH.edu](mailto:ironstgm@MiamiOH.edu)); Keith Thor Carlson, University of Saskatchewan ([keith.carlson@usask.ca](mailto:keith.carlson@usask.ca)); John P. Bowes, Eastern Kentucky University ([John.Bowes@eku.edu](mailto:John.Bowes@eku.edu)).

Successful applicants will be notified by February 1, 2017. Presenters will then be required to submit an 8-10 page working draft of their essay by April 5, 2017, two weeks prior to the symposium.

## **US DOE: Apply Now to the 2017 Fulbright-Hays Seminars Abroad Program!**

**Deadline: December 28, 2016**

**Did you know that the U.S. Department of Education provides grants to K-12 and postsecondary educators to study and travel abroad?**

The [Fulbright-Hays Seminars Abroad Program](#) provides short-term seminars abroad for U.S. educators in the social sciences and humanities to improve their understanding and knowledge of the peoples and cultures of other countries. Each seminar features educational lectures and activities specifically designed for the group, including visits to local schools and organizations, meetings with teachers and students, and visits to cultural sites. Participants draw on their experiences during the program to create new, cross-cultural curricula for their classrooms and school systems back in the U.S.

In 2017, summer programs will be offered in Bulgaria, Chile, and Thailand. A total of 48 awards are available (sixteen per program). The program covers airfare, room and board, and program costs. Teacher participants are responsible for a cost-share of \$600.

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## **UCEA Publication Highlights**

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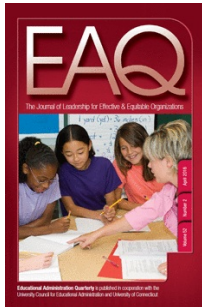
**Access top-read articles from the acclaimed journals of University Council for Educational Administration-free for a limited time!\***

The University Council for Educational Administration (UCEA) is a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children.

UCEA is home to three journals that highlight the latest research in the educational leadership field: ***Educational Administration Quarterly***, the ***Journal of Cases in Educational Leadership***, and the ***Journal of Research on Leadership Education***.

UCEA invites you to enjoy access to top-read, recently published articles from its leading journals-free for a limited time!\*

\*You may already have access to these articles through a library or other subscription.



## Educational Administration Quarterly

The **NEW** [December 2016 issue of EAQ](#) is now available!

- **Can Principals Promote Teacher Development as Evaluators? A Case Study of Principals' Views and Experiences** by Matthew A. Kraft and Allison F. Gilmour
- **Social Justice Leadership and Family Engagement: A Successful Case From Ciudad Juárez, Mexico** by David E. DeMatthews, D. Brent Edwards, Jr., and Rodolfo Rincones
- **Tied to the Common Core: Exploring the Characteristics of Reform Advice Relationships of Educational Leaders** by Yi-Hwa Liou
- **Social Networks and Parent Motivational Beliefs: Evidence From an Urban School District** by Katherine A. Curry, Gaëtane Jean-Marie, and Curt M. Adams
- **Acknowledgment of Reviewers for 2015-2016**

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## Journal of Research on Leadership Education

The **NEW** [December 2016 issue of JRLE](#) is now available!

- **Evaluating Principal-Preparation Programs Based on Placement Rates: Problems and Prospects for Policymakers** by Edward J. Fuller and Liz Hollingworth
- **Faculty Perceptions of Race to the Top Policy Influence on a University-Based Preparation Program Partnership** by Daniel Reyes-Guerra and Chad R. Lochmiller
- **Exploring Self-Efficacy in Education Leadership Programs: What Makes the Difference?** by Tena M. Versland

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## Journal of Cases in Educational Leadership

The **NEW** [December 2016 issue of JCEL](#) is now available!

- **When Globalization Causes Cultural Conflict: Leadership in the Context of an Egyptian/American School** by Maysaa Barakat and Jeffrey S. Brooks
- **Partners or Managers? A Case Study of Public-Private Partnerships in New York City** by Catherine DiMartino and Eustace Thompson
- **A Balancing Act: School Budgeting and Resource Allocation on a New Dual Language Campus** by David S. Knight, Elena Izquierdo, and David E. DeMatthews
- **Median Middle School: Striving to Rise Above Average** by Jodi Saxton Moon
- **Problem Posing in Leadership Education: Using Case Study to Foster More Effective Problem Solving** by Steve Myran and Ian Sutherland
- **Greener on the Other Side: Cultivating Community and Improvement Through Sustainability Practices** by William L.

- Sterrett, Lisa Kensler, and Tania McKey
- o **Pink Is for Girls: Sugar and Spice and Everything Nice-A Case of Single-Sex Education** by Jennifer Martin and Jane A. Beese
- o **"Just Like the Other Boys": Meeting the Needs of Gender Diverse Students** by Susan M. Croteau and Katherine Lewis

### **Browse all of UCEA's publications**

<http://www.ucea.org/resources/>

**UCEA Members access journals free of charge here:**

[https://members.ucea.org/member\\_journals](https://members.ucea.org/member_journals)

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## **Research & Headlines**

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### **Educational Leadership**

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#### **THE ROLE OF THE SCHOOL LEADER**

##### **[Networked: How Today's Education Leaders Make Decisions](#)**

Education leaders, including principals and superintendents, are using digital communications tools to collaborate with peers across the country. Networks are engaging with each other technology and other issues using apps such as Voxer and platforms such as Twitter.

#### **STUDENT LEARNING AND CURRICULUM**

##### **['Makerspaces' for science instruction also proving helpful for English learners](#)**

Schools are using problem-solving lessons and journaling to reinforce literacy skills for students. The hands-on STEM projects provide opportunities for students to engage in ways that highlight their strengths and successes.

#### **TEACHERS**

benefit recruitment

Alternative teacher preparation programs are put in place in high need districts, such as Las Vegas, where the biggest needs for educators occur in high poverty and high-minority neighborhoods. Emergency teacher-hiring regulations have been put in place to provide provisional licenses in an effort to fill overwhelming numbers of vacancies.

#### **RECENT RESEARCH**

##### **[Teacher shortage hits 'alarming rates' in some California districts](#)**

The Learning Policy Institute and the California School Boards Associate recently released a report that detailed their survey results of 211 districts. Seventy-five percent of the participating districts reported that they have a shortage of teachers for the 2016-17 school year. Large cities suffer the most and districts seeking special education teacher have a difficult time securing staff.

#### **REFORM**

##### **[NYC Proposal Frames School Segregation as a Human Rights Issue](#)**

[The Department of Education Seeks Segregation and Human Rights Goals](#)

A newly introduced bill in New York City seeks to establish an office on the City Council that investigates the foundational causes of segregation in the city's public school system. The mayoral administration is determined to diversity schools, as they began a "diversity in admissions" program, and began rezoning in certain neighborhoods.

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## State Policy

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### COLORADO

#### [The State board delays deadline for ESSA](#)

The Colorado State Board of Education on Wednesday pushed back for about a month the submission of the state's plan for the new federal education law, the Every Student Succeeds Act (ESSA).

Colorado, as with other states, must develop a plan on how to implement ESSA by next year. The Colorado State Board of Education is expected to receive a draft of the state plan by early 2017 and was planning on delivering the document to the U.S. Department of Education by March 6.

### CONNECTICUT

#### [State asks for feedback to inform development of Every Student Succeeds Act Plan](#)

This recently released survey, which is available in English and Spanish, has been designed to gather feedback from communities across the state to drive Connecticut's goals around equity and excellence in education. The feedback will also help inform the state's implementation plan for the new federal education law, the Every Student Succeeds Act.

### GEORGIA

#### [Schools with gains in attendance recognized](#)

The Georgia Department of Education identified the elementary, middle, and high schools that have made the greatest progress in improving student attendance. The State School Superintendent will recognize the number-one school in each category with a personal visit later this year.

"Reducing chronic absenteeism has a marked impact on students' ability to learn, achieve, and grow," the Superintendent said. "The schools being recognized today are doing an excellent job improving their school climate, increasing student attendance, and working with their communities to eliminate barriers to getting to school."

### ILLINOIS

#### [Illinois' first competency-based learning pilot launched](#)

Illinois' Competency-Based High School Graduation Requirements pilot program will allow 12 innovative school districts to replace high school graduation course requirements with a competency-based learning system. Administered by the Illinois State Board of Education (ISBE), the pilot program put out a call for applications from school districts serving grades nine through 12. In competency-based learning, educators assess and advance students based on demonstrated mastery of specific skills, abilities, and knowledge, rather than on time in the classroom.

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## Federal Policy

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#### [U.S. DoE and Health and Human Services Award \\$247.4 million in Preschool Grants to 18 States](#)

Eighteen states will receive more than \$247.4 million in awards under the Preschool Development Grant program to continue their work in expanding access to high-quality preschool for children from low- to moderate-income families.



The grants are the third year of awards to states that are working with local communities to prepare the nation's most vulnerable children for success in school and beyond. So far, the grant program has invested \$750 million and expanded access to new high-quality preschool classrooms, or improved classrooms, in 230 high-need communities.

## [DoE releases final regulations for high quality, well rounded education under ESSA](#)

After considering and incorporating extensive feedback from stakeholders across the education system and the public, the U.S. Department of Education recently announced final regulations to implement the accountability, data reporting, and state plan provisions of the Every Student Succeeds Act (ESSA), with a focus on supporting states in using their flexibility to provide a high-quality, well-rounded education, and ensure equity remains at the core of implementation.

## [DoE transition guide for justice-involved youth](#)

The U.S. Department of Education recently released new guides and resources to help justice-involved youth transition back to traditional school settings. The resources include a guide written for incarcerated youth; a newly updated transition toolkit and resource guide for practitioners in juvenile justice facilities; a document detailing education programs in juvenile justice facilities from the most recent Civil Rights Data Collection; and a website that provides technical assistance to support youth with disabilities with transitioning out of juvenile justice facilities.

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