UCEA 2018
7th Annual
Graduate Student Summit

Graduate Student Summit Program,
Jackson Scholars Network Program,
and UCEA Convention Guide
for Graduate Students
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## About the Cover

The cover art was designed by Isaac G., a 5th grade student at Durham Elementary in the Houston Independent School District. It portrays the “Be Someone” railroad bridge, a historical fixture in the Houston community, which the original artist created to help people understand that “you can do what you want to do if you put yourself to it.”
Welcome from the
UCEA Graduate Student Council

The UCEA Graduate Student Council (GSC) is pleased to welcome you to the 7th Annual Graduate Student Summit (GSS). As a program specifically for emerging scholars in the field, the GSS offers a unique opportunity for us to create new professional and social relationships that allow us to learn from and share our knowledge with each other. The GSS 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 GSS.

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 2018 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 United States 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. 62-67 along with the back cover of this program—be sure to attend!

Finally, join in the conversation happening on Twitter by tweeting your thoughts and reactions with #UCEA18 and @UCEAGSC, and be sure to complete the survey at the close of this year’s events to help us plan for next year!

#UCEA18
@UCEAGSC
Welcome from the
Jackson Scholars Network

Dear Jackson Scholars:

Welcome to the 2018 UCEA Convention in Houston, Texas! We are delighted that you are able to attend this year’s Convention! We trust that your time in Houston will be most rewarding as you learn from your Jackson Scholars Network (JSN) Mentors and connect with fellow Jackson Scholars Network cohort colleagues and alumni. We look forward to seeing you in the sessions created for Jackson Scholars, including our convocation, orientation, and recognition ceremony. We also expect that you will take advantage of the additional sessions and networking opportunities as you attend the Convention. Please do not hesitate to contact us if you need assistance as you navigate the Convention.

Sincerely,

Lisa Bass
Associate Director of Graduate Student Development

Hollie Mackey
Associate Director of Graduate Student Development

Apply to Become a Jackson Scholar or Mentor

Contact a current JSN member or visit our page on the UCEA website and follow us on Twitter (@UCEAJacksonScholars) to watch for the call for new members and mentors in early spring! We welcome nominations for both opportunities each year.

#UCEA18
@JacksonScholars
Dear Graduate Students:

On behalf of the University Council for Educational Administration’s leadership, we are pleased to welcome you to the 2018 UCEA Graduate Student Summit and Annual Convention in Houston, Texas. To those of you who are new to UCEA, or joining us for the first time, we welcome you to this incredible community of scholars. To those of you who are returning, we are so pleased to welcome you back.

You have chosen a profession that promises to play an increasingly vital role in our global society. With each day that passes, the need for professionals who can foster effective leadership and policy becomes ever clearer. It won’t be long before each of you takes your place in the professional arena and assumes the positions needed to advance the organizations and communities you will serve. UCEA is here to help you prepare for that transition.

UCEA’s graduate student programs are designed to support your professional growth as you navigate your doctoral program and the broader higher education landscape. We are committed to supporting your intellectual growth and professional success through the Graduate Student Summit, Jackson Scholars Network, Graduate Student Council, David L. Clark Research Seminar, and a variety of other graduate student program initiatives. You will find our scholarly atmosphere inviting, supportive, caring, and knowledgeable.

This is the 7th year that UCEA has hosted a Graduate Student Summit, and it is certain to be its best yet. We have had the great fortune of working with the wonderful Graduate Student Council members and Jackson Scholars Network Planning Team to make this event a reality. We hope you will join us in taking every opportunity to thank them for their important work.

Sincerely,

Michelle D. Young           Mariela A. Rodriguez
UCEA Executive Director     UCEA President
UCEA’s Commitment to Graduate Students

UCEA is proud to support a number of programs and activities focused on the involvement and development of graduate students—from curriculum and program development initiatives, to workshops for graduate students on publishing, to the Graduate Student Council (GSC). UCEA member institutions are strongly committed to supporting the development of graduate students, both within their programs and through the UCEA consortium. Select programs and activities are highlighted below and reflect this commitment to the next generation of scholars, teachers, leaders, and citizens.

- **Graduate Student Summit** – The GSS is an annual pre-conference event organized by the UCEA GSC and has become one of the largest gatherings of educational leadership and policy graduate students in the United States. It provides graduate students with a space to engage in authentic dialogue about their scholarly work along with opportunities to meet and network with graduate students and faculty. Proposals are due in early May.

- **Barbara L. Jackson Scholars Network** – This two-year program provides formal networking, mentoring, and professional development for graduate students of color who intend to become professors of educational leadership. Through this significant effort, UCEA has facilitated the development of a robust pipeline of faculty and graduate students of color. Nominations for scholars are due in May with mentor nominations due in mid-June.

- **David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy** – The Clark Seminar brings emerging educational leadership and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth. Many of the graduates of this seminar are now faculty members at major research institutions across the globe. Nominations are due in early November. *Co-sponsored with AERA Divisions A and L and SAGE Publications.*

- **William L. Boyd National Educational Politics Workshop** – Scheduled on the first afternoon of the AERA annual meeting, the Boyd Workshop gives emerging scholars (students and pre-tenure faculty members) the opportunity to learn about current and promising research in the politics of education field and interact with leading politics of education scholars. Registration occurs in January. *Co-sponsored with the Politics of Education Association and AERA Division L.*

- **Sessions for graduate students at the UCEA Convention**
- **Graduate Student Council Webinar Series**
- **Graduate Campus Ambassador Program**
- **Researcher Development Program**

Have an idea about how UCEA could further support graduate students?

Email the UCEA GSC at uceagradconnex@gmail.com!
Meet the UCEA GSC

2015-2018 UCEA Headquarters Representative

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

2018-2020 UCEA Headquarters Representative

Margaret Thornton, University of Virginia (met6d@virginia.edu)

2016-2018 Representatives

Kevin Clay, Rutgers University-Newark Cornwall Center for Metropolitan Studies (kevin.clay@gse.rutgers.edu)
Nakia M. Gray-Nicolás, Queens College, CUNY (nakia.graynicolas@qc.cuny.edu)
Chandler Patton Miranda, New York University (chandler.p.miranda@nyu.edu)
Meredith L. Wronowski, Miami University (wronowml@miamioh.edu)

2017-2019 Representatives

Andrene Jones Castro, University of Texas - Austin (andrenecastro@utexas.edu)
Shannon Holder, University of Connecticut (shannon.holder@uconn.edu)
Matthew Stier, University of Iowa (matthew-j-stier@uiowa.edu)

2018-2020 Representatives

Taeyeon Kim, Michigan State University (kimtaeye@msu.edu)
Courtney Mauldin, Michigan State University (mauldin3@msu.edu)
Lam Pham, Vanderbilt University (lam.pham@vanderbilt.edu)
Patricia Virella, University of Connecticut (patricia.jahaly@uconn.edu)

Join the UCEA 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
Meet the UCEA Leadership

The University Council for Educational Administration (UCEA) is governed by a representative body from member institutions. UCEA policies are formulated by a nine-member executive committee elected by UCEA plenary session representatives (PSRs). The UCEA Plenum, which is composed of one representative from each of the member institutions, also establishes goals and priorities, reviews and approves organizational policies, and examines and approves the budget. The Executive Director provides leadership and management for the organization. Under the leadership of the Executive Director, the UCEA central office implements the policies of the executive committee, develops initiatives and programs to achieve organizational goals, coordinates activities, and disseminates information resulting from research and developmental projects.

UCEA Executive Committee Members

Mariela Rodríguez, President, University of Texas, San Antonio  
Terah Venzant Chambers, President-elect, Michigan State University  
April Peters-Hawkins, Secretary/Treasurer, University of Houston  
Noelle Witherspoon Arnold, Ohio State University  
William (Bill) Black, University of South Florida  
Casey Cobb, University of Connecticut  
Gerardo López, University of Utah  
Megan Tschannen-Moran, College of William and Mary

Ex-Officio UCEA Executive Committee Members

Michelle D. Young, Executive Director, UCEA/University of Virginia  
Sara Dexter, Senior Associate Director, UCEA/University of Virginia

UCEA Associate Directors

Michael O’Malley, Associate Director of Publications, Texas State University  
Lisa Bass, Associate Director of Graduate Student Development, North Carolina State U.  
Hollie Mackey, Associate Director of Graduate Student Development, U. of Oklahoma  
John Nash, Associate Director of Communications, University of Kentucky  
Jayson Richardson, Associate Director of Program Centers, University of Kentucky  
Mónica Byrne-Jimenez, Associate Director of International Affairs, Indiana University  
Ed Fuller, Associate Director for Policy and Advocacy, Pennsylvania State University
Our Sponsors

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

Their generous support helps make possible the Graduate Student Summit, Jackson Scholars Network Research Seminar, and graduate student programming at UCEA.

From all of us, thank you!
**Schedule Overview**

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
<th>Facilitator</th>
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<tbody>
<tr>
<td>12:00 – 12:50pm</td>
<td><strong>Graduate Student Summit Opening General Session</strong></td>
<td>Houston 4</td>
<td>UCEA Graduate Student Council</td>
</tr>
<tr>
<td>1:00 – 2:10pm</td>
<td><strong>GSS Session 1</strong> - Policy, Politics, and Programs: The Challenges of Implementation and Evaluation</td>
<td>Meyerland A</td>
<td>Jayson W. Richardson</td>
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<td><strong>GSS Session 2</strong> - Student-Centered: Student Perceptions of Educational Experiences</td>
<td>Meyerland B</td>
<td>Liz Hollingworth</td>
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<td><strong>GSS Session 3</strong> - Educational Leadership in Shifting School Contexts</td>
<td>Sugarland A</td>
<td>Diana G. Pounder</td>
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<td><strong>GSS Session 4</strong> - School-Family-Community Partnerships: Promises and Challenges</td>
<td>Sugarland B</td>
<td>Donald G. Hackmann</td>
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<td><strong>GSS Session 5</strong> - Ignite! - Leaders Planning for Equity Inside the School Walls</td>
<td>Tanglewood</td>
<td>Gary Crow</td>
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<tr>
<td>2:20 – 3:30pm</td>
<td><strong>GSS Session 6</strong> - Teacher Leadership and Professional Networks</td>
<td>Meyerland A</td>
<td>Jo Beth Jimerson</td>
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<td><strong>GSS Session 7</strong> - Accountability Policy and Leadership: Implications for Policy and Practice</td>
<td>Meyerland B</td>
<td>Bonnie C. Fusarelli</td>
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<td><strong>GSS Session 8</strong> - The Praxis of Care in Educational Settings</td>
<td>Sugarland A</td>
<td>Cindy J. Reed</td>
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<td><strong>GSS Session 9</strong> - Identifying and Closing Educational Opportunity Gaps</td>
<td>Sugarland B</td>
<td>Michael P. O'Malley</td>
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<td><strong>GSS Session 10</strong> - Ignite! - Teammates and Advocates: Parents and Communities Acting for Student Equity</td>
<td>Tanglewood</td>
<td>Scott McLeod</td>
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<tr>
<td>3:40 – 4:50pm</td>
<td><strong>GSS Session 11</strong> - The Relationship Between Teachers and Principals and Human Capital Consequences</td>
<td>Meyerland A</td>
<td>Martha N. Ovando</td>
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<tr>
<td>3:40 – 4:50pm</td>
<td><strong>GSS Session 12</strong> - Breaking the Glass Ceiling? The Status of Women and People of Color in Educational Leadership</td>
<td><strong>Meyerland B</strong></td>
<td>Susan M. Printy</td>
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<td><strong>GSS Session 13</strong> - The Political and Legal Challenges of Educational Leadership</td>
<td><strong>Sugarland A</strong></td>
<td>Mark Gooden</td>
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<td><strong>GSS Session 14</strong> - The Role of Student Voice in Educational Change</td>
<td><strong>Sugarland B</strong></td>
<td>James W. Koschoreck</td>
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<td><strong>GSS Session 15</strong> - The GSS Un-Conference: Conversations About Scholarship and Practice</td>
<td><strong>Tanglewood</strong></td>
<td>UCEA Graduate Student Council</td>
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<tr>
<td>5:00 – 6:10pm</td>
<td><strong>GSS Roundtable A</strong> - School Funding</td>
<td><strong>Meyerland A</strong></td>
<td>Wesley Henry</td>
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<td><strong>GSS Roundtable B</strong> - Developing Partnerships</td>
<td><strong>Meyerland A</strong></td>
<td>Angela Urick</td>
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<td><strong>GSS Roundtable C</strong> - Bridging K-12 and Higher Education</td>
<td><strong>Meyerland B</strong></td>
<td>Joshua Childs</td>
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<td><strong>GSS Roundtable D</strong> - Working Conditions: Setting the Stage for Effective Practice</td>
<td><strong>Meyerland B</strong></td>
<td>Frank Perrone</td>
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<td><strong>GSS Roundtable E</strong> - Mental, Social, and Emotional Factors in Focus</td>
<td><strong>Sugarland A</strong></td>
<td>Elizabeth Gil</td>
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<td><strong>GSS Roundtable F</strong> - Principal Development for the 21st Century</td>
<td><strong>Sugarland A</strong></td>
<td>Bradley Davis</td>
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<td><strong>GSS Roundtable G</strong> - Contemporary Leadership Considerations</td>
<td><strong>Sugarland B</strong></td>
<td>Erin Anderson</td>
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<td><strong>GSS Roundtable H</strong> - Critical Examination of Achievement: Past, Present, and Future</td>
<td><strong>Sugarland B</strong></td>
<td>Dongmei Li</td>
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<td><strong>GSS Roundtable I</strong> - Community Engagement</td>
<td><strong>Tanglewood</strong></td>
<td>Katherine C. Rodela</td>
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<td><strong>GSS Roundtable J</strong> - S.T.E.M. Leadership</td>
<td><strong>Tanglewood</strong></td>
<td>Kathleen M.W. Cunningham</td>
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<td><strong>GSS Roundtable K</strong> - Cases of School Reform</td>
<td><strong>Houston 4</strong></td>
<td>Virginia Snodgrass Rangel</td>
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<td><strong>GSS Roundtable L</strong> - Student Achievement and Context</td>
<td><strong>Houston 4</strong></td>
<td>Jada Phelps-Moultrie</td>
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<td><strong>GSS Roundtable M</strong> - Leadership Identity</td>
<td><strong>Houston 4</strong></td>
<td>Rodney S. Whiteman</td>
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<td><strong>GSS Roundtable N</strong> - Stakeholder Voice in Focus: Policy Perspectives</td>
<td><strong>Houston 4</strong></td>
<td>Rachel S. White</td>
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<td>Time</td>
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<tr>
<td>6:15 – 7:30pm</td>
<td>UCEA Plenum and Graduate Student Reception</td>
<td>West Event Lawn</td>
<td>UCEA Executive Committee</td>
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<tr>
<td>8:15 – 9:30pm</td>
<td>Graduate Student Social Networking Event @ Pappasito’s Cantina</td>
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<td>UCEA Graduate Student Council</td>
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**Thursday, November 16, 2017**

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<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
<th>Facilitator</th>
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<tr>
<td>7:15 – 8:00am</td>
<td>Light Breakfast for GSS Registrants and Jackson Scholars</td>
<td>River Oaks A</td>
<td>UCEA Graduate Student Council</td>
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<tr>
<td>8:00 – 9:10am</td>
<td>GSS Session 16 - Ignite! - Creating Space for Equitable Student Voices</td>
<td>Briargrove A</td>
<td>Margaret Grogan</td>
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<td>GSS Session 17 - Leadership for Social Justice in Challenging Political Climates</td>
<td>Briargrove B</td>
<td>María Luisa González</td>
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<td>GSS Session 18 - Leadership Approaches to School Improvement</td>
<td>Tanglewood</td>
<td>Sharon Kruse</td>
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<tr>
<td>9:00 – 9:50am</td>
<td>Jackson Scholars Network Paper Presentations</td>
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<td>See JSN Schedule</td>
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<tr>
<td>10:00 – 10:50am</td>
<td>Jackson Scholars Network Paper Presentations / Mentor Feedback Sessions</td>
<td></td>
<td>See JSN Schedule</td>
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<td>11:00 – 11:50am</td>
<td>Jackson Scholars Network Mentor Feedback Sessions</td>
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<td>See JSN Schedule</td>
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<tr>
<td>11:00 – 11:50am</td>
<td>GSS Mentor Feedback Session A (GSS Sessions 1 through 4)</td>
<td>Briargrove A</td>
<td>See GSS Schedule</td>
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<td>GSS Mentor Feedback Session B (GSS Sessions 5 through 8)</td>
<td>Briargrove B</td>
<td>See GSS Schedule</td>
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<td>GSS Mentor Feedback Session C (GSS Sessions 9 through 12)</td>
<td>Kingwood A</td>
<td>See GSS Schedule</td>
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<td>GSS Mentor Feedback Session D (GSS Sessions 13 through 15)</td>
<td>Kingwood B</td>
<td>See GSS Schedule</td>
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<td>GSS Mentor Feedback Session E (GSS Sessions 16 through 18)</td>
<td>Hunter’s Creek A</td>
<td>See GSS Schedule</td>
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**Jackson Scholars Network Research Seminar Sessions**

**Thursday, November 15, 2018**

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<tr>
<th>Time</th>
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<tr>
<td>7:15 – 8:00am</td>
<td>Light Breakfast for GSS Registrants and Jackson Scholars</td>
<td>River Oaks A</td>
<td>UCEA Graduate Student Council</td>
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<tr>
<td>8:00 – 8:50am</td>
<td>Jackson Scholars Network Convocation</td>
<td>Sugarland B</td>
<td>Lisa Bass &amp; Hollie Mackey</td>
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<tr>
<td>9:00 – 9:50am</td>
<td>JSN Session 1 - Racial Voyeurism and the Lived Experiences of African</td>
<td>Hunter’s Creek A</td>
<td>Kofi Lomotey</td>
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<tr>
<td>Time</td>
<td>Session Title</td>
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<tr>
<td>9:00 – 9:50am</td>
<td>American Students and Intergroup Dialogues</td>
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<td><strong>JSN Session 2 - Administrative Decision-Making: Implications for School Reform</strong></td>
<td>Kingwood A</td>
<td>Pamela Tucker</td>
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<td><strong>JSN Session 3 - Critical Studies in Black Education: Understanding the Salience of Race Narratives</strong></td>
<td>Kingwood B</td>
<td>Kristina Astrid Hesbol</td>
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<td><strong>JSN Session 4 - Teachers: Essential Inputs for School Success</strong></td>
<td>Meyerland A</td>
<td>Van Lac</td>
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<td><strong>JSN Session 5 - Responsible Leadership and System-level Reform</strong></td>
<td>Sugarland A</td>
<td>Daniel D. Spikes</td>
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<td><strong>JSN Session 6 - Alternative Approaches in K-16 Education</strong></td>
<td>Sugarland B</td>
<td>Robert Donmoyer</td>
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<tr>
<td>10:00 – 10:50am</td>
<td><strong>JSN Session 7 - Academic Achievement and the Hispanic Community: Revisiting Our Commitment and Legislative Perspectives</strong></td>
<td>Kingwood A</td>
<td>Benterah C. Morton</td>
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<td><strong>JSN Session 8 - Education Through Cultural Phenomena: An Exploration of Epistemology</strong></td>
<td>Kingwood B</td>
<td>Juan Manuel Niño</td>
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<td><strong>JSN Session 9 - Effective Leadership for 21st Century Schools</strong></td>
<td>Meyerland A</td>
<td>Encarnación Garza</td>
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<td><strong>JSN Session 10 - Responsible Leadership and System-level Reform</strong></td>
<td>Sugarland A</td>
<td>Gwendolyn Carol Webb-Hasan</td>
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<td></td>
<td><strong>JSN Session 11 - Images That Speak: Black Perspectives in Pursuit of Educational Opportunities</strong></td>
<td>Sugarland B</td>
<td>Karen Ramlackhan</td>
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<td><strong>JSN Session 12 - In Pursuit of Democratic Education</strong></td>
<td>Kingwood A</td>
<td>Jennie Weiner</td>
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<td><strong>JSN Mentor Feedback Session 1</strong></td>
<td>Briargrove A</td>
<td>See JSN Schedule</td>
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<td><strong>JSN Mentor Feedback Session 2</strong></td>
<td>Briargrove A</td>
<td>See JSN Schedule</td>
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<td>River Oaks A</td>
<td>See JSN Schedule</td>
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<td>See JSN Schedule</td>
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<td><strong>JSN Mentor Feedback Session 6</strong></td>
<td>Tanglewood</td>
<td>See JSN Schedule</td>
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<td>Time</td>
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<td>11:00 – 11:50am</td>
<td>JSN Mentor Feedback Session 7</td>
<td>River Oaks A</td>
<td>See JSN Schedule</td>
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<td></td>
<td>JSN Mentor Feedback Session 8</td>
<td>River Oaks B</td>
<td>See JSN Schedule</td>
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<td>JSN Mentor Feedback Session 9</td>
<td>River Oaks C</td>
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<td>JSN Mentor Feedback Session 10</td>
<td>Sugarland A</td>
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<td>JSN Mentor Feedback Session 11</td>
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<td></td>
<td>JSN Mentor Feedback Session 12</td>
<td>Tanglewood</td>
<td>See JSN Schedule</td>
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**Friday, November 16, 2018**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
<th>Facilitator</th>
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</thead>
<tbody>
<tr>
<td>12:20 – 1:35pm</td>
<td>Julie Laible Memorial Session for New UCEA Jackson Scholars</td>
<td>Tanglewood</td>
<td>Lisa Bass &amp; Hollie Mackey</td>
</tr>
<tr>
<td>7:15 – 8:45pm</td>
<td>Jackson Scholars Network Recognition Ceremony</td>
<td>Houston 4</td>
<td>Lisa Bass &amp; Hollie Mackey</td>
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Be sure to get the most out of your experience by attending both GSS and JSN sessions. Support one another and learn! Also, see pp. 62-67 and the back cover for a listing of all of the sessions offered for graduate students at the 2018 UCEA Convention—or visit the online program and type in “GSC Programming” to see a complete list, too.
# My Session Planning Grid

Use the planning grid below to fill out your GSS and JSN schedule

## Wednesday, November 14, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
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<tbody>
<tr>
<td>12:00–12:50pm</td>
<td>GSS Opening General Session</td>
<td>Houston 4</td>
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<tr>
<td>1:00–2:10pm</td>
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<td>2:20–3:30pm</td>
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<td>3:40–4:50pm</td>
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<td>5:00–6:10pm</td>
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<tr>
<td>6:15–7:30pm</td>
<td>UCEA Plenum &amp; Graduate Student Reception</td>
<td>West Event Lawn</td>
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<tr>
<td>8:15–9:30pm</td>
<td>Graduate Student Social Networking Event</td>
<td>Pappasito’s</td>
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## Thursday, November 15, 2018

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
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<tbody>
<tr>
<td>7:15–8:00am</td>
<td>Light Breakfast for GSS and JSN Attendees</td>
<td>River Oaks A</td>
</tr>
<tr>
<td>8:00–9:10am</td>
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<td>9:00–9:50am</td>
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<td>10:00–10:50am</td>
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Graduate Student Summit Sessions

Full Schedule, Abstracts, and Presenter Directory
Wed., Nov. 14, 12:00–6:10pm; Thurs., Nov. 15, 8:00–9:10am

Graduate Student Summit Opening General Session
Wednesday, 12:00 to 12:50 pm; Marriott Marquis Houston: Floor 2 - Houston 4
Facilitators: The UCEA Graduate Student Council
In this session, we will formally welcome all UCEA Graduate Student Summit (GSS) registrants to the 7th 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 have a special welcoming address from UCEA leadership along with RAFFLE ITEMS!

GSS Session 1 - Policy, Politics, and Programs: The Challenges of Implementation and Evaluation
Wednesday, 1:00 to 2:10 pm; Marriott Marquis Houston: Floor 3 - Meyerland A
Facilitator: Jayson W. Richardson, University of Kentucky

Institutional Factors in iPad Rollout, Adoption, and Implementation: Isomorphism and LAUSD's iPad Program
Alex Lamb, Jennie Weiner (University of Connecticut)
This paper examines the case of LAUSD's 1:1 iPad initiative using Institutional Isomorphism (DiMaggio & Powell, 1983). We find institutional contexts, such as federal and district policies, organizational decision-making, and support mechanisms impact the success of large-scale technology initiatives. We argue including institutional lenses in the research on technology initiatives is vital for school and district leaders to understand how to build successful programs that innovate learning and increase equity.

Making Decisions That Matter: An Evaluation of a Doctoral Program in K-12 Educational Leadership
Amber Sechelski, Rebecca McBride Bustamante (Sam Houston State University)
To design and maintain programs that best prepare educational leaders, consistent program evaluations are essential practice. A doctoral program evaluation in K-12 educational leadership was conducted at a regional comprehensive public institution to determine how stakeholders viewed the program and how they envisioned its future. Attendees might benefit from information regarding the evaluation process and the findings from the study as they seek to design programs that reflect equitable research and praxis in educational leadership.

Pursuing Educational Equity from the Inside Out: How Coalition Member Perceptions Impact Efficacy of Advocacy
Chloe Latham Sikes, University of Texas - Austin
For decades, the public education system and schools have struggled to achieve racially equitable policies, making policy advocacy all the more critical. While extant literature has examined the resources and outcomes of policy coalitions, less is known about how coalitions for racial equity in education form alliances and effect change. This
study assessed members’ perceptions of the efficacy of a Texas education advocacy coalition. Implications extend to educational leadership and political advocacy across contexts.

The Case of edTPA Coordinators: Mid-level Leaders as P-20 Policy Brokers

_Craig Warner De Voto, University of Illinois at Chicago_

Examining the edTPA—a new teacher preparation policy tool—the author demonstrates how mid-level leaders serve as P-20 policy brokers. Known as edTPA Coordinators, these mid-level leaders were found to be influential sensemakers towards its implementation. Drawing from 68 interviews across two states and eight teacher preparation programs (TPPs), performative functions these individuals employed were highlighted, improving overall fidelity. This work has implications for both principal preparation programs and K-12 contexts in a policy-driven era.

GSS Session 2 - Student-Centered: Student Perceptions of Educational Experiences

_Wednesday, 1:00 to 2:10 pm; Marriott Marquis Houston: Floor 3 - Meyerland B_

Facilitator: Liz Hollingworth, University of Iowa

_Exploring the Perceptions of Guardians towards their Child’s School Absenteeism: A Qualitative Study_

_Andres Castro, California State University Long Beach_

The purpose of this study was to explore the perceptions of guardians towards their child’s chronic absenteeism in an elementary school setting located in an urban area. Bourdieu’s theoretical concept of habitus was used to inform this research. In using the narrative research approach, three guardians were asked to participate in the study by way of interviews thus using their perceptions towards their child’s school attendance as the main area of focus.

_Policing Students - A Legal Review of Civil Rights in Schools_

_Samuel J. Kamin, University of Connecticut_

While most would agree that student safety is a top priority of school leaders, legal questions must be asked concerning the balance between student safety and civil rights, particularly concerning the increased interactions between police and schools. This paper examines the case law concerning police in schools and highlights an implicit Constitutional “runaround” that not only necessarily restricts all students’ civil rights, but also disproportionately impacts young people of color.

_Redefining the College Persona: A Mixed Methods Examination_

_Anastasia Beverly Lindo Anderson, Texas A & M University_

This mixed-methods, asset-based approach to increasing college attendance highlights two personality traits, grit and conscientiousness, and their impact on college attendance for high-achieving African Americans. A quantitative review of the relationship between college attendance, grit and conscientiousness, juxtaposed with the voices of twelve high-achieving African American students, reveal that both traits impact college attendance in a racially nuanced way.

_The Reasons Behind the Poor Performance of Saudi Students in IELTS in America_

_Mohsen Shraz Alzharni, University of Denver_
The purpose of this phenomenological study was to investigate the challenges that Saudi graduate students experience with IELTS. The sample consisted of six Saudi students and two English teachers. All participants were interviewed and observed. A phenomenology approach was used to analyze data. Two major themes emerged from the data: “Inadequate preparation for IELTS test” and “Limited access to academic English”. Under these themes the sub-themes were reported. The implications of this study were discussed.

**The Role of Ethnicity in the Student Academic Optimism Construct**  
*Ciro Jesus Viamontes, University of North Texas*

Student Academic Optimism is a new construct that may predict student achievement as strongly as socioeconomic status. This study will validate the Student Academic Optimism construct within the demographic makeup of the state of Texas, and expand the knowledge base by including ethnicity as a variable in the model. Using a sequential mixed method approach the study will further contribute to the knowledge base by giving voice to how Latino/a students perceive their educational experience.

**GSS Session 3 - Educational Leadership in Shifting School Contexts**  
Wednesday, 1:00 to 2:10 pm; Marriott Marquis Houston: Floor 3 - Sugarland A  
Facilitator: Diana G. Pounder, University of Utah  
Amplifying Student Voices: Understanding Experiences of Inclusion and Exclusion for Rural Students of Color  
*Jacquelyn Nicole Williams, Jason Bailey, Kippy Kelly (Clemson University)*

Rural students often experience inequitable learning conditions and outsider experiences in their own communities. Through a qualitative process using student voices in a narrative fashion, this study attempts to better understand the thoughts and goals of students living in rural environments. Implications for future use include a better understanding of rural students’ worldviews as they attempt to balance their own goals with those of the communities in which they live.

**An English Language Learner’s Experience in a Rural Texas School**  
*Clinton Petty, University of North Texas*

Forty-four years after *Lau v. Nichols*, non-English speaking students are not receiving equitable educational opportunities. Consequently, this qualitative case study examined how an ELL student in a rural Texas middle school experienced deficit thinking. The results indicated the student experienced both oppression and educability. As a result, administrators should consider the strategies of: a) teacher advocacy panel, b) neighborhood walk, c) triad conference, and d) oral history to provide counter narratives to deficit thinking.

**Exploring Michigan Rural Principal Leadership Amidst Student Population Change**  
*Ian Christopher Kinkley, Michigan State University*

This paper explores the ways in which rural school leaders perceive population change as both influencing their leadership and interacting with the existing challenges and opportunities in their schools. Interviews of Michigan secondary school principals in rural and town schools that have experienced student enrollment decline and increases in free and reduced-price lunch eligibility are conducted to address the purpose of the study and to illuminate these under-researched issues in rural education.
Mediating Dispossession: Perceptions, Practices and Policies of Principals in Gentrified Contexts
Chy Benelli McGhee, New York University
Gentrification is changing cities and schools. A growing body of scholarship explores the ways in which gentrification influences urban schools. Less research explores the influence of gentrification on urban school principals. Utilizing Anderson’s (1990) Ideological Mediation Model grounded in Horsford’s notions of Black Equality and White Freedom the purpose of this study is to develop an understanding of principals’ perceptions of gentrification and how these perceptions influence their mediatory practices.

GSS Session 4 - School-Family-Community Partnerships: Promises and Challenges
Wednesday, 1:00 to 2:10 pm; Marriott Marquis Houston: Floor 3 - Sugarland B
Facilitator: Donald G. Hackmann, University of Illinois at Urbana-Champaign

Examining Culturally-Responsive School-Community-Family Partnerships
Briana Cherice Coleman, Michigan State University
This literature review examines how culturally-responsive and sustaining partnerships can improve the educational experiences of minoritized students in urban schools. This paper examines school-community-family partnerships within urban communities and the role they play in centering student-voice as a change mechanism. The topics encompassed are: culturally responsive education/leadership, partnership development, and urban education. This paper serves as a preliminary step to data collection, but for this presentation only the literature review component is discussed.

Family Engagement in the Full-Service Community School: A Qualitative Case Study GSS
Jessica A. Noonan, Oklahoma State University
This paper presents a qualitative case study of a full-service community school located in a large, urban school district. Bourdieu’s theory of social reproduction serves as the theoretical framework. Data was collected using observation, interviews, and document analysis. Though faced with many challenges to equitable family engagement, findings suggest school faculty consciously acknowledge barriers to family engagement and strategically work to overcome them. This study challenges Bourdieu’s conception of schools as institutions that reproduce inequality.

Leading and Allying Through Racial Realities: Black School Leaders and Community Engagement
Jamel Adkins-Sharif, University of Massachusetts, Boston; Natalie Denise Lewis, University of Denver
This is an auto-ethnographic account of two school leaders and their efforts to engage and partner with families and communities. Using a critical race lens, the leaders interrogate Epstein’s framework for community involvement, arguing that the construct’s silence on the salience of race and culture as an operational lens reinforces a White informed neo-liberal narrative of what constitutes success in schools.
Principals’ Perceptions of Authentic Parental and Community Engagement in Inner City Schools

Ira Robin Applebaum, University of Toronto Ontario Institute for Studies in Education, Canada

The purpose of this study was to provide emphasis to the role of the principal in parent engagement in urban schools. Why is the research problem significant? Why does it matter? There is evidence of the importance of parent engagement. School-family-community partnerships are seen as important by leaders of schools, colleges and departments of education so that principals can better understand and work with students’ families and communities (Epstein & Sanders, 2006).

GSS Session 5 - Ignite! - Leaders Planning for Equity Inside the School Walls
Wednesday, 1:00 to 2:10 pm; Marriott Marquis Houston: Floor 3 - Tanglewood Facilitator: Gary Crow, Indiana University

Exploring Practices of Diverse Schools: Understanding the Relationship of Equity and Implicit Racial Biases
Paige Tooley, Texas Christian University

The purpose of this proposed study will be to examine if a difference in implicit bias towards students of color is present in two schools with diverse populations and differing levels of equity. Reflections about the scores on the Implicit Association Test, which will measure implicit racial bias, will be explored through a questionnaire for teachers, as well as a focus group for teachers in each school. This study will utilize mixed methods.

Exploring the Impact of Professional Learning Communities in Catholic Elementary School Settings: Pilot Study
Patricia Louise Holmquist, California State University, Long Beach

This qualitative pilot study explored the impact of professional learning communities in a Catholic elementary school setting and the impact the PLCs have on developing curriculum, instruction, and assessment for enhancing student achievement.

Building Professional Capacity Among Paraprofessionals
Wendy Rosenquist, California State University, Long Beach

The purpose of this qualitative ethnographic study will be to understand the professional development needs of middle school paraprofessionals. It is hoped that the findings from the study will lead towards a better understanding on the ways to support paraprofessionals through professional development and procedures.

Relationships Matter: What I Learned about High School Instructional Leadership from Two Learning-focused Leaders
Marni J. Davis, University of Utah

This study follows the principals of two comprehensive, public high schools and the pathways each uses to reach equitable student learning outcomes for marginalized students of color and those living in poverty. By applying the framework of Learning-focused Leadership as conceptualized by Copland and Knapp (2006) the initial findings illuminate how these two principals use relationships to help them establish a focus on learning, build community and share instructional leadership responsibilities.

Teachers’ Dissatisfaction in Uruguayan Public Secondary Schools: Interrupting Inertia to Change and Empower Authentic Leadership
Maria Magdalena Ureta Viroga, Texas State University
The aim of this ignite session is to stimulate conversation and thought regarding such concerns within the context of Latin American education, specifically in Uruguay. Drawing on the perception of a native Uruguayan educator, currently engaged in Doctoral studies in the U.S., this session will examine Uruguayan secondary teachers' dissatisfaction in the workplace utilizing Bolman and Deal's (2013) four frames from which to analyze organizations; four frames include structural, human resource, political and symbolic.

The Long and Winding Road to College

Oliver K. Patterson, Jr., University of Texas at Arlington

This Ignite! talk addresses the vast discrepancy between college graduation rates of low and high SES communities by highlighting an intervention showing great promise and increasing graduation rates by 2 1/2 times the norm. Using an elective block over two years, a North Texas district creates equity by teaching the social and cultural capital needed to succeed at the university level.

Through a Glass Darkly: Reflections on Language Ideologies

Rolando Augusto Merchán, Sam Houston State University

Woolard (1998) defined language ideologies as the “representations, whether explicit or implicit, that construe the intersection of language and human beings in a social world” (p.3). Moreover, Woolard indicated that language ideologies go beyond language, and include the connections that language has with identity, aesthetics, and morality. The issue of language ideologies at school, their influence on language policy, and their implications on teachers’ construction of bilingualism is what I will address during this Ignite!

Transforming High School Through Career Academies: A Case Study of a High School’s Journey

Carmen Bellefant, Whitney Taylor, Nicole Michelle Fields, Manuel Garr, Adrian Graham (University of Louisville); Detra DeVerne Johnson, University of Houston

This case study looks at one high school’s experience at transitioning to a career academy school. It explores the key elements that must be present to successfully transition to a career academy model both in the research and in this school’s experience. It also looks at the outcomes (positive and negative) for a high school using career academies as a high school reform model.

GSS Session 6 - Teacher Leadership and Professional Networks

Wednesday, 2:20 to 3:30 pm; Marriott Marquis Houston: Floor 3 - Meyerland A

Facilitator: Jo Beth Jimerson, Texas Christian University

An Examination of Social Networks Present in Teacher Mentoring Programs

Tania Marie-Cecile Benoiton, Oklahoma State University

This study seeks to examine supports provided to novice teachers in mentoring programs. Data was collected and analyzed through the social network theory lens. Study participants were teachers, from two elementary schools in a large urban school district in the mid-west, and their district-based mentors. Data indicated that while teachers depended primarily on their building relationships, their mentors complemented that support and were perceived as coaches, confidants, and friends.
Exploring How to Mitigate the Early Career Minority Teacher Shortage Through Teacher Leadership
Tamilah Richardson, George Washington University
Minority teachers positively impact minority student achievement, yet these teachers account for the highest percentage of teacher attrition rates. The primary reasons for their premature departures are a lack of autonomy relating to classroom instruction; exclusion from the school-wide decision-making process; and school culture. The proposed mixed-methods study seeks to fill the gap in knowledge on the benefits of early career teacher leadership development for minority teachers and its potential impact on teacher attrition rates.

Exploring the ‘Spaces Between’: Teachers’ Perceptions of Teacher Leadership within Professional Networks
Cynthia B. Bauman, University of South Florida
The purpose of this single exploratory case study is to uncover patterns in teacher professional networks, the context in which they exist, and teachers’ perceptions of the influence of these networks on their sense of themselves as teacher leaders. The study is taking place at a Title I elementary school in a suburban school district in the southeastern United States. This study focuses on four constructs: teacher leadership, teacher efficacy, instructional innovation, and professional networks.

Teachers’ Motivations to Pursue Teacher Leadership Roles within Iowa K-12 Schools
Matthew Stier, University of Iowa
This paper explores the factors that motivate teachers’ decisions to pursue teacher leadership roles, and the effort and persistence they exert within these roles. Using a qualitative approach guided by motivational theory, this study seeks to understand teachers’ perceptions of teacher leadership. By better understanding the factors that promote or inhibit teacher leadership pursuit, this study strives to provide guidance for school leaders and policymakers to optimize their efforts to promote and support teacher leadership.

GSS Session 7 - Accountability Policy and Leadership: Implications for Policy and Practice
Wednesday, 2:20 to 3:30 pm; Marriott Marquis Houston: Floor 3 - Meyerland B
Facilitator: Bonnie C. Fusarelli, North Carolina State University
But Do I Get an A?: Causal Implications of School Accountability Reports in NYC
Samuel J. Kamin, University of Connecticut
School districts often present accountability results in a format that mimics a student report card (A-F) in that it assigns discrete grades. These grades, however, are built from complex, continuous formulas. This paper utilizes a regression discontinuity design to examine the causal effect of receiving a new, categorical, “non-grade” rating in New York City elementary/middle schools, and finds evidence that receiving a low rating causes increases on English and Math scores relative to higher rated schools.

Control, Autonomy, and Strategy: How School Principals Perceive and Strategize the Uses of Autonomy
Taeyeon Kim, Michigan State University
As federal, state, and local controls are continually added to accountability measures, school leaders face the challenge of negotiating boundaries of autonomy. This paper explores how school leaders perceive their districts’ control and/or support school-level autonomy and how they strategize using autonomy. I found that 1) school leaders recognized their districts’ control as a form of accountability which undermines school autonomy and 2) leaders use multiple strategies in utilizing autonomy in relation to school contexts.

Teacher Autonomy: Is it Possible in an Age of Accountability?
Theo Shaw, Johanna Cloud Reefe, Julie E. Rottier-Lukens (University of Denver)

In an age of accountability and standardized testing, can teachers make the best decisions for students? Our study seeks to find if autonomy fits in the Common Core classroom; with the mandates of Common Core Standards, high-stakes testing, and a constellation of requirements, can teachers deploy the best strategies to bolster all students to create equitable learning environments and close the achievement gap?

The Effects of Short-cycle School Improvement Planning on Student Achievement
Bryan A. VanGronigen, Coby Meyers (University of Virginia)

Federal legislation requires low-performing schools to create yearly school improvement plans (SIPs). However, this approach may not create the sense of urgency low-performing schools need to enact authentic change. Principals facing demands for rapid improvement might be better served by short-cycle SIPs (e.g., 90-day). In this study, we assess nearly 400 short-cycle SIPs and their influence on student achievement outcomes in 136 U.S. public schools. Our results discuss implications for principals and principal preparation.

GSS Session 8 - The Praxis of Care in Educational Settings
Wednesday, 2:20 to 3:30 pm; Marriott Marquis Houston: Floor 3 - Sugarland A
Facilitator: Cindy J. Reed, Kennesaw State University

Exploratory Analysis of Student Need-frustration in Schools
Olajumoke Beulah Adigun, Curt Adams, Ashlyn Gilbert, Jordan Ware (University of Oklahoma)

This study investigated conditions that surround student need-frustration in schools. It served to fill a gap in research by exploring the ‘how’ of student need-frustration. We used an exploratory research design to identify and compare conditions between schools where students reported high average need-frustration and low average need-frustration. Results from this preliminary study set the stage for future research by identifying specific target conditions that hold potential for explaining the phenomenon.

Instructional Program Coherence and Teacher Need Support
Ashlyn Gilbert, Curt Adams, Olajumoke Beulah Adigun (University of Oklahoma)

This study investigates how instructional program coherence (IPC) operates as a social mechanism that supports teachers’ psychological needs. We hypothesize that IPC is positively related to teacher perceived autonomy, competence, and relatedness. Hypotheses were tested in HLM 7.0. Instructional program coherence had a statistically significant relationship with teacher autonomy, teacher competence, and teacher relatedness. Findings in this study suggest that coherence works by creating conditions that enable teachers to thrive in the classroom.
Social Emotional Learning and Inclusive Attitudes
*Ruxandra Apostolescu, Ed Fuller (Pennsylvania State University)*
This quantitative study examines the components of social-emotional learning factors within school settings from student and school leadership perspectives. Furthermore, this work explores the association between SEL components and perceptions of educational equity and inclusion, examining these findings in light of relevant contextual differences.

What’s Love Got to Do with It? Interventions of Caring in Policy and School Leadership
*Kate Kennedy, University of Southern California*
Historically, caring theory has been excluded from mainstream education leadership and policy research. This exclusion has resulted in consequences for policymakers, educators, and students. Consequences of promoting rational, technocratic theory over a theory of caring include a rise in student stress, a decrease in teacher morale, school leader turnover, and ineffective policymaking. I provide a review of the literature on caring and conclude by proposing a framework for interventions rooted in caring theory.

GSS Session 9 - Identifying and Closing Educational Opportunity Gaps
Wednesday, 2:20 to 3:30 pm; Marriott Marquis Houston: Floor 3 - Sugarland B Facilitator: Michael P. O'Malley, Texas State University

**A Case Study Analysis of Common Characteristics in Successful Co-Teach Classrooms**
*Christopher McCaskill, Elisabeth M. Krimbill (Texas A & M University-San Antonio)*
The important task of teaching students at many different readiness levels, including students with special needs, within the same general education classroom has become a common phenomenon in schools. This qualitative case study will examine a research question designed to explore the characteristics of successful collaborative teaching environments as described by a district and campus leader and the data representative of student outcomes in collaborative teaching classrooms.

**Foregrounding the “Home” in Student Homelessness: Residential Setting and Academic Outcomes in an Urban District**
*Alexandra E. Pavlakis, Meredith Richards, Mark Pierce (Southern Methodist University); Dongmei Li, Rice University*
Student homelessness is on the rise; however, we know little about the impact of homelessness on academic outcomes, particularly by residential setting (e.g., shelter, motels, doubled-up, unsheltered). Using student records from a large urban district, we find the negative effect of homelessness on achievement is largely explained by differences in attendance between homeless and non-homeless students. However, we find a small negative effect of doubling-up on achievement after controlling for attendance. Leadership implications are discussed.

**How Equity, Authenticity, and the Transformative Reading Experience Cultivate Empowerment & Lifelong Reading in Adolescents**
*Teresa Rush, University of Delaware*
According to data from the U.S. Department of Education’s 2017 National Assessment of Educational Progress (NAEP), only 35% of 8th graders performed at or above the NAEP proficiency level (The Nation’s Report Card, 2017). For low-income students and
students of color, the statistics are even more alarming. In my paper session, I will examine the need for effective reading interventions that best address this performance gap.

Identifying Diverse Schools: The Ever-Dwindling “N”

**Paige Tooley, Erin Atwood (Texas Christian University)**

This paper began as part of initial sampling for a larger project that requires diverse schools for a comparative case study. However, as patterns emerged, this sampling process was expanded to look at the broader picture of diversity and equity across the state. In this study, diverse schools are those which Black, White, and Latinx populations are each 15-60% of their school’s population. Equity is determined by a 10% difference threshold in STAAR passing rates.

Project Lead the Way (PLTW) and the Support of College-bound Latina/o STEM Students

**Ricardo Lois, California State University, Long Beach**

This ethnographic qualitative study sought to understand how a Project Lead the Way program (PLTW), and other factors, in an urban high school supported college-bound second-generation Latina/o students to successfully enter university STEM programs. The research findings indicate that extensive support systems and the project-based learning embedded in PLTW were key to the students’ success.

GSS Session 10 - Ignite! - Teammates and Advocates: Parents and Communities Acting for Student Equity

**Wednesday, 2:20 to 3:30 pm; Marriott Marquis Houston: Floor 3 - Tanglewood**

**Facilitator: Scott McLeod, University of Colorado, Denver**

**Framing Gentrification in Schools: Revisiting Bell: Interest Convergence and Racial Sacrifice**

**Aisha Haynes, Chy Benelli McGhee (New York University)**

The purpose of this literature review is to consider the implications of Bell’s theory of “racial fortuity” for school gentrification research. Bell’s theory of “racial fortuity” offers a critical lens to understand the ways in which school gentrification operates within gentrifying communities. Layering our survey of the literature with Bell’s theory of racial fortuity, we seek to explore the implications for both interest convergence and racial sacrifice on the gentrification of a school.

Investigating the Teacher Experience with Colorado’s Educator Effectiveness Law

**Mohsen Shraz Alzahrani, Lynn Saltzgaver (University of Denver)**

The purpose of this case study is to understand teachers' perceptions of the professional practice rubric within the Colorado teacher evaluation system. It aims to challenge the status quo and foster collaboration between policymakers and teachers; creating the future we need for our schools. Two themes emerged from the data that are: teachers see the rubric as a source of stress and there is ineffective implementation by the schools' administration; leading to suggestions for improvement.

Tat Nguyen: Stories of Vietnamese-Immigrant Parents’ Experiences with Special Education in the US

**Thuyvi Nguyen, California State University, Long Beach**

The purpose of this ethnographic qualitative study was to explore Vietnamese-immigrant parents’ experiences with special education in the United States. Two
mothers and one father of children with disabilities were interviewed, and three one-hour observations were conducted at each participant’s home. Data from interviews were analyzed using a coding process. Five important themes emerged from the data analysis process.

The Power of a Growth Mindset: Teacher Perspectives on Student Achievement
Maricela Gallegos, California State University, Long Beach

Growth mindset is a topic that has recently gained greater interest within education. Dweck (2007) states the growth mindset is the belief that a person’s basic qualities are things you can improve with effort. Contrarily, a fixed mindset is a belief that a person’s qualities are set in stone. The purpose of this qualitative study was to explore and understand how teachers perceive growth mindset for Latina/o students in a public secondary school setting.

Toward a Typology of 4G Tablet Use for Family-School Engagement
Jillian Marie Conry, Southern Methodist University

This Ignite presentation will define, illustrate, and substantiate three categories of tablet use for family-school engagement. Part of a larger study of multiple stakeholder groups’ perspectives on a one-to-one 4G-tablet initiative at a private urban elementary school in Texas, this analysis reveals myriad examples of families engaging in their children’s education through the school-provided tablets. Open coding results indicate that families engaged with the 4G tablets in three ways: physically, conceptually, and virtually.

Women of Color Advocating for School Choice for Their Children’s Education
Donna M. Druery, Texas A & M University

Charter schools have been in existence for over twenty-five years. Charter schools exist in 43 of the 50 states and the District of Columbia with an estimated 2.9 million children in attendance. States with the highest populations of charter schools have more than 86 percent students of color. Existing literature provides very little on the choices women of color make in choosing charter schools, the qualitative study plans to examine this area.

GSS Session 11 - The Relationship Between Teachers and Principals and Human Capital Consequences
Wednesday, 3:40 to 4:50 pm; Marriott Marquis Houston: Floor 3 - Meyerland A
Facilitator: Martha N. Ovando, University of Texas - Austin

Faculty Perceptions of Leadership at an Independent School
Sarah Odell, University of Wisconsin-Madison

The paper looks at faculty perceptions of leadership in an independent school in the northeast. The school has only been coed for fifteen years and has never had a female head of school or a female head of the student body. The paper seeks to find out whether women and girls have been unable to advance into leadership positions due to school culture or how those already in leadership perceive others who are seeking leadership.

Predicting Teacher Mobility with Perceptions of School Leadership and Organizational Factors
Bryan J Duarte, University of Texas at San Antonio
This study builds extends previous work by examining the relationships between teacher mobility and three major dimensions of school organizational conditions—administrative leadership, teacher autonomy, and accountability policies, with the 2011-12 Schools and Staffing Survey (SASS) and 2012-13 Teacher Follow-up Survey (TFS). The findings indicate that teacher’s negative perceptions of leadership and control over their teaching practices are predictors for movers, while negative perceptions of their evaluation and control over their teaching practices are predictors for leavers.

**Rural Principal Leadership and Teacher Autonomy: A Case Study Analysis**
*Rachel Chamberlain, University of Minnesota*

A case study of a rural Wisconsin school explores how leadership practices of rural school principals impact teachers’ sense of autonomy. The results of the study show that the relationship between a school’s principal and teachers has an effect on teacher autonomy and motivation to increase student outcomes. This case study has implications for rural school districts interested in strengthening factors, such as principal leadership, that impact teachers’ job satisfaction and retention.

**School Leadership and the Retention of Teachers of Color: A Systematic Review of Empirical Literature**
*Wesley Edwards, University of Texas - Austin*

The purpose of this systematic review is to better understand the association between school leadership and the retention of teachers of color. Findings suggest that forms of leadership supports could have a larger influence on retention for teachers of color than for white teachers. This review also highlights research indicating that school principal racial/ethnic background is important to retention decisions and addresses equity implications for how teachers of color are supported across districts.

**The Role of Principal Time Use in Teacher Job Satisfaction**
*Hana Kang, Michigan State University*

This study examines how principal time use patterns affect school climate and teacher job satisfaction, drawing on 2013 U.S. Teaching and Learning International Survey (TALIS). First, using multilevel structural equation model (SEM), this study investigates whether school climate mediates the relationship between principal time use patterns and teacher job satisfaction. Second, applying multi-group SEM, this study examines whether the relationships among principal time use, school climate, and teacher job satisfaction are moderated by school composition.

**GSS Session 12 - Breaking the Glass Ceiling? The Status of Women and People of Color in Educational Leadership**

**Wednesday, 3:40 to 4:50 pm; Marriott Marquis Houston: Floor 3 - Meyerland B**

**Facilitator: Susan M. Printhy, Michigan State University**

**Gatekeeping in Educational Administration Hiring Decisions**
*Katherine Merriweather, University of Kansas*

Education is a highly-feminized profession except for administrative levels, and studying gendered authority gaps can advance gender equity in educational administration. This study examines gendered gatekeeping in educational administrative hiring decisions. Data collection will occur during the summer of 2018 with preliminary findings in early fall. It is hypothesized that, on average, male resumes evaluated by male respondents will tend to have better outcomes than female resumes evaluated by male respondents.
Latina Community College LeadHERship: A Testimonio Approach

Briseida Elenes, University of San Diego

Using an exploratory comparative cross-case study of two Latinas, a testimonio approach is used to understand how gender and culture inform the educational and leadership journeys of Latina community college administrators. Findings reveal factors that positively influence their pursuit of leadership roles, and implications to better support Latinas to alleviate the leadership crisis are discussed.

Leading Systemic Change for Equitable Principal Quality: Evolving Routines of a Principal Pipeline Initiative

Emily Kate Donaldson, University of Washington

This paper presents initial findings from a study of the leadership practice of nine district leaders leading an equity-focused principal pipeline program in their district. Drawing on organizational learning and organizational sensemaking theories, this paper focuses on how leaders engaged differently in planning routines over time such that the “pieces” of the pipeline varied in how they aligned both with other pipeline pieces and with the district’s equity-focused vision of the principalship.

Mujeres Revolucionarias: Trajectory Towards Leadership of Migrant Latinas

Maricela Guerrero Guzman, University of Texas at San Antonio

The study will focus on the personal experiences of Latina migrant farmworkers who have successfully navigated the educational system. The study will discuss the obstacles and challenges, if any, they may have encountered. The study explores the life histories of successful Mexican American women educational leaders who were migrants, in an effort to learn about how they successfully negotiated their way through the various systems they encountered.

GSS Session 13 - The Political and Legal Challenges of Educational Leadership

Wednesday, 3:40 to 4:50 pm; Marriott Marquis Houston: Floor 3 - Sugarland A

Facilitator: Mark Anthony Gooden, Teachers College, Columbia University

Beyond Bathrooms: Transgender Policy in Education

Ann Ernandes Hernandez, California State University, Long Beach

This proposal addresses the theme of the conference by revolutionizing transgender policies in public education, to go beyond bathrooms, and promote a more inclusive middle-school environment.

Rage Against the (De)Segregation Machine: Community Activism and the Fight for School Choice

Kevin Winn, Arizona State University

This study examines segregation in a city in the Midwest that adopted controlled choice after its desegregation lawsuit. Since returning to neighborhood zoning, district schools have re-segregated to levels similar to those prior to litigation (Curry, 2017). I show how community groups with goals to improve the city’s education system address school segregation and its relationship with school choice through the concepts of capital (Bourdieu & Wacquant, 1992) and whiteness as property (Harris, 1993).

Remnants of Milliken v. Bradley: Student Perspectives of School Choice and Education (In)equality Today

Dana Nickson, University of Michigan
This pilot study places current students’ perceptions at the forefront of Black families’ efforts to pursue a quality education after the Milliken v. Bradley (1974) decision. I discuss how students navigate school choice options in the Detroit metro region. Additionally, I examine how students’ perceptions of educational systems shaped by dynamics of race and class. Students assert that while they have gained greater access to educational opportunity, they are still disadvantaged by mainstream power hierarchies.

Supporting Refugee Students in Schools: An Analysis of State and Local Policies

_Edwin Nii Bonney, Jeong-Mi Moon (University of Missouri)_

Contrary to immigrant issues, which mostly garner public attention, the challenges that refugees face in the U.S. are often overlooked in research as well as in public discussion. This study examines how state and local policies/practices address the specific needs of refugee students and value their linguistic and cultural diversity in a low-incidence school district. We found lack of categorization and legal support for refugee students as they are lumped with EL students.

Teachers Making Sense of Undocumented Students’ Lived Experiences and Pertinent Policy: A Critical Perspective

_Chelsea Connery, Jennie Weiner (University of Connecticut)_

This study serves as a starting point to understand teachers’ sensemaking surrounding undocumented students’ experiences to improve social justice leaders’ ability to develop teacher capacity. Utilizing critical race theory and sensemaking as frameworks, we explore how teachers understand what it means for students to be undocumented, policies impacting these students, and their role in relation to them. Emerging findings indicate a continuum of “statusblindness”, suggesting school leaders’ must improve the critical nature of professional development.

GSS Session 14 - The Role of Student Voice in Educational Change

_Wednesday, 3:40 to 4:50 pm; Marriott Marquis Houston: Floor 3 - Sugarland B_  
Facilitator: James W. Koschoreck, Texas State University

_Devolving Student’s Empathy, Collaborative Skills and Self-Awareness Intentionally Through In-School Advisory Programs_  
_Ross Morgan, Megan D. Ostedgaard (University of Denver)_

As educators, we understand that one of the secrets to growing our students is through building meaningful relationships (Robinson, 2014). The question becomes: how do we reach students of all backgrounds, to ensure that we are breaking down the walls of inequity that have surrounded so many, for so long? We decided to look at one of the opportunities often hiding in plain sight within secondary schools: structured advisory classes.

_Exploring the Impact, Distribution, and Congruence of Student Voice: A Quantitative Case Study_  
_Seyma Dagistan, Oana Ruxandra Apostolescu, Ed Fuller (Pennsylvania State University)_

The purpose of this paper is to address some of the limitations of the extant research on student voice by employing critical quantitative inquiry. This quantitative study relies on survey data from ten secondary schools in two districts in a northeastern state. Specifically, it is looking at the variation of student voice perceptions across students.
and teachers; the relationship between student voice and engagement, and the variation of student voice perceptions by race, ethnicity and gender.

**Standing in the Void: Student Protest at an HBCU**  
*Kofi LeNiles, Barbara Boakye, Amber Williams (Howard University)*  
In the spring of 2018, First University students staged a weeklong protest to demand an increase of student representation on First University’s board of trustees. In the current iteration, less than 6% of the board are represented by students and board meetings are not public. This paper uses Critical Race Theory to better understand how counter space can be used to empower student voice during a spring HBCU protest.

**Student Voice: A Catalyst for Exposing Institutionalized Racism in Schools and Communities**  
*Trevon R. Jones, Texas Christian University*  
The paper is in depth study of the research surrounding the intersection of student voice and critical race theory. The literature will inform the way schools should approach inequitable systems. This compilation of literature will serve as the foundation for a Youth Participatory Action Research study on Institutionalized Racism in schools.

**The Impact of Student Voice on Student Perceptions of Tolerance and Inclusion**  
*Seyma Dagistan, Lorraine Taylor (Pennsylvania State University)*  
The purpose of this paper is to remedy the paucity of research examining the relationship between student voice and schools characterized by tolerance and inclusivity. Analyzing quantitative data from two medium-size districts in a northeastern state, this study examines the following research question: Is student voice associated with student perceptions of tolerance and inclusivity?

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**GSS Session 15 - The GSS Un-Conference: Conversations About Scholarship and Practice**  
*Wednesday, 3:40 to 4:50 pm; Marriott Marquis Houston: Floor 3 - Tanglewood*  
**Facilitators: The UCEA Graduate Student Council**  
Every conference participant is a source of leadership experience and expertise. The goal of this session is to explore ideas, share concerns, and propose new directions for educational leadership in a small and personable setting. All attendees can propose topics for discussion and learn from other participants in a safe setting. That’s right, you get to decide what topics will be discussed! We’ll have some ideas to get you started, so come prepared to define your own conference.

**GSS Roundtable A - School Funding**  
*Wednesday, 5:00 to 6:10 pm; Marriott Marquis Houston: Floor 3 - Meyerland A*  
**Facilitator: Wesley Henry, California State University, Monterey Bay**  
Exploring Illinois Rural Public School Financial Trends and Their Challenges for School Leaders  
*Ian Christopher Kinkley, Michigan State University*  
The purpose of this paper is to explore the longitudinal trends of select school budget categories and connect these findings to school leadership. This study will attempt to classify rural local education agencies and will seek to illuminate the contextual climate in which these classified LEAs operate. Additionally, findings from this study will be
linked to existing literature on rural schools and rural school leaders to frame what these findings imply for both.

**Pennies for Pre-Schoolers: Philanthropy’s Impact on Pre-School Education**

*Kathryn Patricia Chapman, Arizona State University*

Philanthropic foundations have recently become significantly involved in education programs and policies in the United States. Yet, their financial investments are pennies compared to funding provided by the federal government. While researchers have studied philanthropic investments in K-12 and higher education, few have considered pre-school. To fill this gap, I examine philanthropic foundations and intermediary organizations to understand how and why they have supported pre-school programs, policies, and research from the late 1990s through 2018.

**Research on School Leaders and Finance: How Media Narratives Can Inform Research on Principals**

*Alounso Antonio Gilzene, Michigan State University*

Research on school leaders and financial decision-making tend to ignore critical discussions of school leaders’ histories and biases. This paper proposes a more humanizing approach to researching school leadership and their financial decision-making. This approach is informed by a framework that combines existing leadership theories with media representations (television, news) to try and create new ways of understanding the work of school leaders.

**School Finance Reforms on Equity: A Systematic Review through the Lens of Human Capital Theory**

*Feridun Frank Ayata, Pennsylvania State University; David G. Martinez, University of South Carolina*

This systematic review provides a synthesis of the previous literature of school finance reforms on school funding by means of the human capital theory. Overall, findings indicate that state-level equity improved in states in which court-imposed school finance reforms took place. Furthermore, studies suggest that states have an economic interest in investing in K-12 education through equitable and fair mechanisms to cultivate skilled individuals in the labor market.

**GSS Roundtable B - Developing Partnerships**

*Wednesday, 5:00 to 6:10 pm; Marriott Marquis Houston: Floor 3 - Meyerland A*

**Facilitator: Angela Urick, University of Oklahoma**

**A Brighter Future for All: Collaboration for Equity in More Hierarchical Contexts and Cultures**

*Samira Hajiyeva, Michigan State University*

In this proposal, I explore how school leaders can develop collaborative learning communities in schools in which a top-down leadership style is viewed. Developing collaborative communities is challenging in countries and cultures that do not share the same traditions of democracy, liberty, and informality as many western democracies. Thus, I present the framework that can be used as a model to guide school leaders to build a collaborative community and shift the culture from being top-down.

**Alliances for a Sustainable Future: The Potential of University-Industry Partnerships**

*Cierra Leighanne Mantz, Soka University of America*
This case study explored the perceptions of students in a post-graduate level education and training program integrated into an architectural firm in Kigali, Rwanda. As a mixed-methods study, interviews, surveys, and curriculum analysis were used to identify promising practices for architecture education in emerging economies in Africa. This paper will share preliminary findings and emergent themes related to the value of university-industry partnerships.

By Any Means Necessary: Principals’ Leveraging of Non-Profits as a Form of Leadership

Alounso Antonio Gilzene, Michigan State University

The purpose of this paper is to get principal perspectives on the use of non-profits and the types of contexts that inform the principals decision to create the partnership with non-profits. Often research only talks about the way the non-profit impacts the school, but there should be more research that interrogates what contexts pushed the school leaders to strategically create partnerships.

Developing a Teacher Self-Efficacy Scale for Family Engagement

Noel Grimm Williams, College of William and Mary

The importance of a family’s contribution to the academic achievement of students cannot be overstated, but practices or strategies for effectively engaging with parents vary. Researchers have found that teachers often struggle to connect with families, especially when families represent diverse economic, linguistic, and cultural backgrounds. Teacher self-efficacy beliefs influence teachers’ behaviors and actions, therefore teacher self-efficacy as it relates to parental engagement is an important variable for predicting specific behaviors among teachers.

GSS Roundtable C - Bridging K-12 and Higher Education

Wednesday, 5:00 to 6:10 pm; Marriott Marquis Houston: Floor 3 - Meyerland B
Facilitator: Joshua Childs, University of Texas - Austin

An Empirical Analysis and Assessment of a Hispanic-Serving Institution’s Commitment to Community-Engaged Scholarship

Juan Salinas, University of Texas Rio Grande Valley

The focus of the proposed study is to explore how a Hispanic-serving institution (HSI) in South Texas can reframe its role from an institution of “higher education” to an engaged institution. Through an institutional transformational framework, Community-Engaged Scholarship and Learning (CESL), this HSI attempts to connect research and student learning to the communities it serves. This study attempts to empirically measure the impact of the CESL framework on students’ sense of belonging and institutional integration.

College Readiness: Perceptions of Students at Early College High Schools in Texas

Ron Rhone, Texas Christian University

This study seeks to add to the collective literature of college readiness specifically for ECHS students. The intent of this study is to exam the experiences of students at ECHS in the state of Texas. Through the analysis of these experiences, I hope to identify key strategies utilized by Early College High Schools to empower college readiness and influence a student college readiness identity.

Left Behind: Single Mother Struggles in Higher Education

Howard Anderson Thrasher, University of Texas - Austin
Research into the experiences of single mothers in higher education is limited. As a result, single mothers are not provided services that help them reach their educational goals. This scholarly paper examines the literature into the experiences of single mothers, the effects of welfare policy on their experience and offers theoretical considerations. Through this, I can offer recommendations for practice, policy and research that will better serve single mothers (and their children) in higher education.

GSS Roundtable D - Working Conditions: Setting the Stage for Effective Practice
Wednesday, 5:00 to 6:10 pm; Marriott Marquis Houston: Floor 3 - Meyerland B
Facilitator: Frank Perrone, University of New Mexico

Creating Space to Lead: Cognitive Coaching as Mindful School Leader Practice
Jennifer H. Cox, University of Louisville
This qualitative study intends to establish the potential for Cognitive Coachingsm as mindful leader practice. Both Cognitive Coachingsm and mindful leader practice seek to strengthen cognitive states that can guard against exhaustion and burnout in a professional atmosphere of risk, transformation, and innovation. School leaders, now more than ever, must be equipped with strategies to reinforce resilience, awareness, empathy, clarity, and enthusiasm for transforming the educational landscape. Can we grant ourselves permission to do so?

How Do Social Networks Influence Retention of Quality Veteran Educators?
Karie Carpenter, Oklahoma State University
The social networks for educators influence their continued success or loss of interest in the profession. Despite the high levels of attrition in some schools, some teachers do remain in the profession. Possible reasons for this anomaly may be an educator’s social constructs built within their professional culture. Teachers with strong collegial relationships and those participating in decision-making processes, typically report high levels of job satisfaction and retention (Denton, 2009; Grissom, 2011; Zhang, 2006).

A Person-Environment Fit Theory Approach to Teacher Retention
Vicki Nighswonger, Oklahoma State University
Recent research suggests the United States is experiencing a nation-wide teaching shortage. However, a number of teachers persist in education and remain in the classroom for the duration of their career. This study attempts to explore this variation in teacher retention by focusing on one elementary school with a comparably low teacher attrition rate despite many of the same challenges faced by similar urban schools.

Reducing the Depleting Effect of Job Demands Through Induction for Early Career Teachers
Leanna Cupit, Louisiana State University
The present study will explore the mediating effect of induction processes on the relationship between early career teacher job demands as they relate to job satisfaction and quit intention. Teachers from five suburban/rural parishes within a 30 to 50-mile radius of Baton Rouge with 1-5 years teaching experience will be recruited to participate. Job Demands-Resource, induction processes, and job satisfaction will be measured as outcome variables.
None But Ourselves: An Examination of Emancipatory Practices
*Lashia Bowers, Clemson University*

Afrocentric schools have utilized emancipatory practices to liberate African American students from (mis)information imposed on them by challenging cultural hegemony. However, the experiences and perceptions of school leaders and mental health professionals in Afrocentric schools has not been adequately addressed in current research. Using the underpinnings of Critical Race Theory (CRT) and Afrocentricity this phenomenological qualitative study will delineate the necessity of a closer examination of the educational and psychological outcomes of emancipatory practices.

Redefining School Leadership of Social-Emotional Learning from an Equity Lens
*Kate Kennedy, University of Southern California*

Social-emotional learning (SEL) is a quickly growing K-12 school reform initiative. Yet scant empirical literature exists on the role of school principals in leading SEL reforms. I seek to answer two questions in this paper: What do we know about leadership of SEL reforms? What does the literature say about the SEL needs of minoritized, LGBTQ, and female students? I offer a theoretical framework for school leadership of SEL reforms from an equity lens.

School-Based Mental Health Programs’ Impact on Mental Health Disparities & Trauma-Informed Care
*Nicole Michelle Fields, Carmen Bellefant, Whitney Abell-Taylor, Manuel Garr, Adrian Graham (University of Louisville); Detra DeVerne Johnson, University of Houston*

Mental health is a growing challenge in all schools. Mentally healthy students are more likely to go to school ready to learn, actively engage in school activities, have non-aggressive behaviors, and add to positive school culture. This study is essential to the education field, particularly school counselors and teachers. It adds to the ongoing conversation about how to understand people who are mentally ill, and behaviors are receiving services in schools.
Confronting Race: Dialogues on Race in a Flipped Learning Model for School Leaders

*Patricia Virella, University of Connecticut*

This paper seeks to explore the utilization of flipped professional development as a tool to facilitate development of culturally relevant pedagogies. This paper is intended to support training of school leaders.

Reflecting on Educational Leadership as an Independent Field

*Joo Hyun-Jun, Daegu National University of Education; Taeyeon Kim, Michigan State University*

This theoretical study aims to ignite our reflections on educational leadership study. We first review how educational leadership research has been historically established. Second, we discuss key findings within educational leadership research and then discuss how they can enable and/or limit the development of the field. Third, we explore how future studies can expand the boundary of the field and strengthen the quality of inquiry within educational leadership to develop it as an independent field.

GSS Roundtable G - Contemporary Leadership Considerations

**Wednesday, 5:00 to 6:10 pm; Marriott Marquis Houston: Floor 3 - Sugarland B**

**Facilitator: Erin Anderson, University of Denver**

**Authentic Leadership and Race: Does Race Determine How We Lead?**

*Natalie Denise Lewis, University of Denver*

The purpose of this paper is to determine through correlation and regression whether race impacts the way we lead, specifically using authentic leadership practices. School leaders face challenges including dominant models and theories surrounding how one should lead. Our charge as researchers and practitioners in the field is to question theories and their application in multiple contexts, including race, culture, etc., in effort to offer a variety of pathways toward equity and social justice.

**Is There a Right Way? School Merger**

*Natalia M. Guerrero, Louisiana State University*

Principals are no strangers to promoting high morale and positive culture in their schools however, what happens when a school, that is divided into two campuses and shares one principal, attempts to reconsolidate into one campus? This study will explore the strategies the administration team takes when planning the merger.

**Mediating a Gentrified New World: The Principal’s Dilemma**

*Aisha Haynes, New York University*

This proposed study examines the ways in which school principals of high schools within New York City mediate the changing educational landscape with a particular focus on the increase of school options and gentrification.

**School Resource Officer Roles and Responsibilities: Texas School Leaders’ Expectations**

*Ann Marie Cotman Hicks, Texas State University*

Nationwide, there is a distinct lack of clarity around SROs’ purpose and responsibilities. One major concern is the lack of communication between SROs and school administrators, and the importance of clearly defined boundaries and roles. With this concern in mind, our research aimed to answer a number of questions: How do school leaders perceive the roles and responsibilities of SROs? What are school leaders’ expectations of SROs? What experiences and opinions inform those views?
GSS Roundtable H - Critical Examination of Achievement: Past, Present, & Future
Wednesday, 5:00 to 6:10 pm; Marriott Marquis Houston: Floor 3 - Sugarland B
Facilitator: Dongmei Li, Rice University

But There Are Reasons: A Critical Race Analysis of No Excuses Charter School Ideology
Ruqayyah Perkins-Williams, University of Illinois at Urbana-Champaign
This study examines the underlying ideology of No Excuses charter schools through the lens of Critical Race Theory (CRT). Tenets of CRT (critique of liberalism, racial realism, and whiteness as property) are used to illuminate conceptualizations of students and families in core writings of the No Excuses movement. This paper concludes with recommendations for more equitable educational approaches which achieves the goal of helping African-American and Latina/o children obtain academic success.

Critical Race Theory and Detracking
Shannon Holder, University of Connecticut
In the 1970’s detracking emerged as a reform to reverse the inequitable results of tracking in American public schools (Alvarez & Mehan, 2010; Tyson, 2013). This study utilized a Critical Race Theory framework and uses an ethnographic methodology to examine the implementation of detracking in a school system. The school site included in the study were created to desegregate a racially isolated urban school system.

Florida’s School of Hope and Educational Equity
Marsha Henry, University of South Florida
A closer look at schools that have been identified as persistently low performing (PLP) will reveal that they serve a population where a large number of students are identified as students from low socioeconomic status (SES). The purpose of this study will be to examine the implementation of the Schools of Hope policy initiative and determine its impact on the academic achievement of students who come from low-income families.

Using Bricolage to Analyze Imagining, Implementation, and Impact of ERT Policy
Carrie Lynn Gentner, University of South Florida
When considering education policies, those in power often refer to “research-based” practices and materials with the implication that “research-based” is quantitative research, that which is measurable and easily assessed. Much of the research regarding culturally relevant education is qualitative and despite positive findings, integration within mainstream curriculum is slow at best. The purpose of this paper is to explore a bricolage of methods to analyze current policy and its effects on students of color.

GSS Roundtable I - Community Engagement
Wednesday, 5:00 to 6:10 pm; Marriott Marquis Houston: Floor 3 - Tanglewood
Facilitator: Katherine C. Rodela, Washington State University, Vancouver

Achievement Gap: Mediating Factors of OST Programs on Low SES Students’ Academic and Social-Emotional Well-Being
Adrian Graham, Nicole Michelle Fields, Carmen Bellefant, Whitney Abell-Taylor, Manuel Garr (University of Louisville); Detra DeVerne Johnson, University of Houston
Inequalities in education widen the achievement gap significantly. Frequently our schools, through policy and procedure, offer equal education but not equitable
opportunities. Low-income students are at a stark disadvantage to their peers. Many are exposed to structure exclusively during school hours. This equates to 6-hours of programming in comparison to 18-hours of deprogramming. It is imperative that new methods of outreach and intervention are placed on effective strategies to help this high-risk population.

Putting the “Community” in Full-Service Community Schools: Authentically Implementing the Model

Madeline Laurinda Haynes, University of Texas - Austin

Community schools are a promising model for improving outcomes for low-income students, and they have received increased attention in recent years. However, there are valid concerns over how community-based some of the emerging “community schools” are. This research project would investigate the following question: how can the community schools model be adapted to ensure that these projects are indeed community-driven and authentically involve all members of the community, rather than in name only?

The Agenda for Equity and Social Justice that Schools and Communities Need

Samuel Lee Coleman, University of Wisconsin-Madison

Some community and educational leaders have found success implementing sustainable system-wide strategies for improving student outcomes and sustaining meaningful collaborations. Although there are some examples of success, many schools continue to exist unsuccessfully in isolation from communities they serve. My research examines challenges, opportunities and outcomes of aligning district equity agendas with community-based strategies to disrupt inequities in access to essential resources and improve the trajectories of students and families who live in historically marginalized communities.

GSS Roundtable J - S.T.E.M. Leadership

Wednesday, 5:00 to 6:10 pm; Marriott Marquis Houston: Floor 3 - Tanglewood
Facilitator: Kathleen M.W. Cunningham, University of South Carolina

Exploring Teacher Leaders’ Identities and Professional Learning in a Community of Practice

Latanya Brandon, University of Connecticut; Cindy Kern, Quinnipiac University; Suzanne Wilson, University of Connecticut

Adoption of Next Generation Science Standards (NGSS) calls for significant changes in science instruction. Scholarship suggests that teachers are a critical lever in making permanent change, as they are both the target and the agents of reform (Bredeson, 2013; Bridwell-Mitchell, 2015; Collinson, 2012;). The purpose of this exploratory study is to understand what teachers bring to and take from a community of teacher leaders that is designed to support their ongoing professional learning.

Leadership Content Knowledge and Student Academic Achievement in S.T.E.M.

Charles Derek Collingwood, University of Arizona

This study examines the influence of principals’ content knowledge on students’ academic achievement in STEM. There is evidence that high school leaders play a significant role in the academic achievement of students. Research Design: Structural Equation Modeling was used to examine the relationships among principals’ content
knowledge, their leadership actions and students’ academic achievement in mathematics and science as measured by gains on mathematics assessment. Data came from the High School Longitudinal Study of 2009.

School Technology Leadership Instruments: An Investigation of Teacher Perceptions of School Principals’ Leadership Using SEM

Garrick Grace, University of Kentucky

This study explores leadership behaviors of principals through the eyes of teachers and as they relate to the presence of technology in schools. Analytic techniques include confirmatory factor analysis (CFA) of principals’ effective technology leadership as a multidimensional construct and structural equation modeling (SEM) to examine the relationships of variables in the model. Three commonly used instruments will be analyzed and tested to ensure thoroughness and appropriateness for use in the final study.

The School Principal: Cultivating Leaders of Mathematics

Whitney Gabrielle Presley, Louisiana State University

Louisiana continues to raise our standards, using the Common Core standards as a model, in hopes that nationally aligned standards will lead to a rise in student achievement in Louisiana. But, have our teachers been prepared for this rapid change? Are Louisiana school leaders prepared to cultivate a learning community on their campuses that support standards-based rigorous instruction? Moreover, are any additional resources being provided to high-poverty schools to adequately support the students that they serve?

GSS Roundtable K - Cases of School Reform

Wednesday, 5:00 to 6:10 pm; Marriott Marquis Houston: Floor 2 - Houston 4
Facilitator: Virginia Snodgrass Rangel, University of Houston

A Case Study of a High School’s Journey: Transforming High School Through Career Academies

Carmen Bellefant, Whitney Abell-Taylor, Nicole Michelle Fields, Manuel Garr, Adrian Graham (University of Louisville); Detra DeVerne Johnson, University of Houston

This case study looks at one Northern Kentucky high school’s experience at transitioning to a career academy school. It explores the key elements that must be present to successful transition to a career academy model both in the research and in this school’s experience. It also looks at what the outcomes (positive and negative) for a high school using career academies as a high school reform model.

Glasser Quality Schools Strategies, Training, and Student Success

Hasna Abu Khalid, Seattle University; Ahmad Alhussini

The current study focuses on the type of Glasser Quality School strategies that are in use and those that are not being implemented. The conceptual framework is based on two theories: equity and expectancy. The study uses multi-method approach that comprises qualitative and quantitative techniques to data collection strategies that are not being implemented should be implemented to ensure equity in Washington elementary schools with other schools in other states.

Influences within a System that Advance Teachers’ Implementation of Engaging Teaching Strategies

Kimberly Race, Oklahoma State University
The purpose of this qualitative study is to explore systems in upper elementary schools in a small urban district and the influences that help advance teachers’ adoptions of new instructional strategies that promote student engagement. The study will take place in a small low-socioeconomic, inner-city school district which includes five elementary sites with close to 200 teachers in grades PK-6. Data collection will involve in-depth interviews, classroom observations, and collection of artifacts.

**The Framing of Discipline: Implementation of Common Core and PBIS in a School District**

_Eupha Jeanne Daramola, Taylor Nicole Allbright, Julie Marsh (University of Southern California)_

One prominent approach to school discipline reform is Positive Behavioral Interventions and Supports (PBIS). Relatively little research is available regarding the political process of school district implementation of PBIS. This paper addresses this gap in the literature by drawing on a qualitative case study of the process of implementing academic and disciplinary policy shifts in one southern California school district serving predominantly Black and Latino youth.

**GSS Roundtable L - Student Achievement and Context**

**Wednesday, 5:00 to 6:10 pm; Marriott Marquis Houston: Floor 2 - Houston 4**

**Facilitator: Jada Phelps-Moultrie, Michigan State University**

**Academic Vulnerability and Underachievement among Urban African American Girls: An Ecological Explanation**

_Omotayo O. Adeeko, James Moore (Ohio State University)_

This project aims to utilize literature and qualitative research on ecological factors to explain, in part, the circumstances that contribute to the underachievement of African American girls residing in urban communities. We pose two questions. First, what is the current state of academic achievement among this demographic? Second, what social and otherwise environmental factors contribute to their vulnerability? Informed by Bronfenbrenner’s ecological framework for human development, we aim to identify school- and community-based solutions.

**Creating Effective Mentoring Programs by using the Qualitative Accounts of Mentors who were Former Mentees**

_Eugene Bentley, Louisiana State University_

Youth at risk is defined as any youth growing up in poverty, particularly African American youth who are raised, in isolated, economically depressed urban areas. In essence, this term is applied to school dropouts, drug abusers, and adolescents with sever disorders. Mentoring was defined as an ongoing, one-on-one relationship between an older caring and experienced adult and a young person.

**Differences in Reading Performance by Bilingual Program Type for Grade 3 Hispanic English Language Learners**

_Rolando Augusto Merchán, Sam Houston State University_

Examined in this study was the degree to which differences were present in the reading performance of Grade 3 Hispanic ELLs by type of bilingual program participation. Inferential statistical analyses revealed that Grade 3 Hispanic ELLs and Grade 3 Hispanic ELL boys who were enrolled in dual transitional bilingual/early exit programs had statistically significant higher performance on Reading Reporting Categories 2 and 3 than their peers who were enrolled in dual language immersion/one-way programs.
Social Connection of Students and Its Role in Blended Learning Environments

Dawn Pearce, Oklahoma State University

Many universities are taking steps to design and redesign much of their course content, and program offerings to meet the demands of these students’ desires to participate in blended learning environments. There is a wide range of benefits for facilities, faculty, and students, but not all students experience those same benefits. This case study will explore the social connections of students in blended learning environments and how this connection, if any, influence their success.

GSS Roundtable M - Leadership Identity
Wednesday, 5:00 to 6:10 pm; Marriott Marquis Houston: Floor 2 - Houston 4
Facilitator: Rodney S. Whiteman, University of Wisconsin-Milwaukee

Manning Up: Navigating Masculinity and Sexuality in Society and Educational Spaces

Jonathan Bailon-Valdez, New Mexico State University

Employing LatCrit and QueerCrit theoretical perspectives, I will delve into my experiences as I navigate and survive in society and educational spaces. As a Latino living and learning in the Southwest Borderland, I will illustrate how my Community Cultural Wealth serves as tool to navigate identity personally and professionally. I will share specific experiences and encounters which show the complexity of my intersectional identities and how they impact and affect my praxis as an educational leader.

The Underrepresentation of Latina Superintendents in the South Texas Border Region

Roxanne Miranda, University of Texas at San Antonio

The purpose of this study is to look at the lived experiences of Latina Superintendents in the South Texas border region. This study will be conducted through informal interviews, or platicas using a set of questions regarding the participant’s experience, both personal and professional, in the superintendency.

Understanding Saudi Principals’ Trajectories, Critical Conversations

Walaa H. Bunaiyan, University of Denver; Ahmed M. Mukhtar, University of Missouri

This study probes a global perspective on educational leadership trajectory of Saudi principals focusing on equity and inclusion. We contextually situated our analysis within a conceptual framework drawn from social justice, leadership and feminism literature. The study aims to critically examine the impact of leadership on the inequality of educational opportunities. Findings provide insight into ways to providing equity and social justice leadership to all. Recommendations will be presented, and further implications will be discussed.

GSS Roundtable N - Stakeholder Voices in Focus: Policy Perspectives
Wednesday, 5:00 to 6:10 pm; Marriott Marquis Houston: Floor 2 - Houston 4
Facilitator: Rachel S. White, Old Dominion University

Bridging the Gap Between Educational Philosophies of Oklahoma Legislators and Administrators to Fund Education

Mary Sloat, Oklahoma State University
This qualitative study will use an interpretivist framework to examine the educational philosophies of Oklahoma legislators and administrators. A case study methodology using observations, interviews, and surveys of both groups will be conducted. Data will be collected from these groups through naturalized transcription and deductive coding to show major themes. The revelation of common beliefs will be noted and then suggestions for these two groups to work together to adequately fund education will be made.

Culturally Responsive Teaching and The Achievement of Elementary African American Students
Whitney Abell-Taylor, Nicole Michelle Fields, Adrian Graham, Carmen Bellefant, Manuel Garr (University of Louisville); Detra DeVerne Johnson, University of Houston
Classrooms today educate a large number of diverse students in a globalized and interconnected world. It is now imperative for educators to develop the ability to understand diversity and to be aware of students’ inclusive perspectives and experiences, and to influence diversity for all students. In 2000, Professor Geneva Gay, wrote that culturally responsive teaching connects students’ cultural knowledge.

Texas High School Graduation Requirements and Tracking
Hadiza Mohammed, University of Texas - Austin
The research goal is to try to understand the ways in which the various stakeholders in education understood the benefits and drawbacks of the current Texas high school graduation requirement and compare their understanding to actual student outcomes. Doing so should help us learn from the ways we make decisions about our students and whether that aligns with expected student outcomes.

Voices of the Voiceless: The Story Behind the Achievement Gap
Carol D. Wright, Texas State University
This study significantly deepens the level of awareness that supports the rejuvenation of teaching and learning strategies for African American students in the public-school setting by soliciting their voice in matters that directly affect their schooling. This study will provide the public-school system and educators an insight into the world of African American students as they perceive it.

Graduate Student Social Networking Event
Wednesday, 8:15pm to 9:30pm, Pappasito’s Cantina, 1600 Lamar St., Houston, TX
We know the first day is long, but on your way home, stop by Pappasito’s Cantina to have some free appetizers, 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! - Creating Space for Equitable Student Voices
Thursday, 8:00 to 9:10 am; Marriott Marquis Houston: Floor 3 - Briargrove A
Facilitator: Margaret Grogan, Chapman University
District Leadership for Diverse and Equitable School Leadership: Equity-Focused Principal Supervisor Practice
Emily Kate Donaldson, University of Washington
This Ignite! presentation will highlight the leadership practice of a group of district leaders, primarily principal supervisors, in one, mid-sized, urban district as they sought
to carry out their support for principals in explicitly equity-focused ways. Four themes of their practice will set forth an initial template of what “equity-focused principal supervision” looks like and bring an equity lens to an area of educational leadership to date explored in race-neutral terms.

**Gaining Ground: One Principal’s Effort to Increase College Attendance Among African American Students**  
**Anastasia Beverly Lindo Anderson, Texas A & M University**

How does a principal effectively impact the number of African American students that attend college? This Ignite! talk will examine the African American school principal’s role in influencing college attainment among African American youth. Themes include: a) how the principal faces systemic challenges when pushing a college agenda; b) how she uses her positionality as a middle-class African American leader and mother and; c) how she purposely cultivates relevant social capital within her students.

**Honoring Their Power: An Exploration of Revolutionary Critical Mentoring in the Lives of Black Girls**  
**Krystal Huff, Loyola Marymount University**

The purpose of this Ignite! session is to share key findings from my auto-ethnographic research regarding how critical mentoring influenced and ultimately determined the trajectory of my life as a working-class Black girl growing up in Los Angeles. It will emphasize how my experiences later shaped my own critical mentoring practice. Initial analysis reveals key elements that are essential to effective mentoring of Black girls, components that comprise the transformative potential of critical mentoring.

**Math-Heavy Persistence for Black and Latinx Undergraduate Women**  
**Barbara Boakye, Howard University**

Current research on persistence, or lack thereof, in science, technology, engineering, and math (STEM) baccalaureate programs focuses on access to STEM programming and increasing student interest, especially when concerning minority students. With this in mind, the researcher chose to study the experiences that hindered STEM persistence in Black and Latinx students, specifically those enrolled in programs requiring at least calculus.

**Mental Slavery is a Choice? Going Beyond the Hashtag into the Depths of the Psyche**  
**Lashia Bowers, Clemson University**

In an interview, Kanye West (2017) recently said that slavery was a choice. The conversation concerning the current mental state of black students does not address the psychological implications of racism. I will argue that mental slavery occurs when one accepts misinformation about themselves as human beings. I will suggest that mental slavery can be addressed through Black Emancipatory Action Research (BEAR) and in practice through an emancipatory pedagogical approach.

**New Grounds: “Haunting” as Humanizing Methodology**  
**Courtney Camille Mauldin, Michigan State University**

In this session, I offer haunting as the language for understanding abusive systems of power and how they make themselves known (Gordon, 2011). I conceptualize haunting as a humanizing methodology that empowers youth of color epistemologies. By deploying haunting in educational leadership, we begin to assess other critical sights of inquiry that offer a futurity for youth of color and thus transform leadership, research, and scholarship.
The Development of Black Students’ Critical Race Consciousness in “White Spaces”

*Tina B. Evans, Loyola Marymount University*

The purpose of this Ignite session is to spark discussion of the experiences of Black students in predominantly white independent private schools in large cities. It discusses a preliminary investigation on how Black students develop, negotiate, and survive their experience as a marginalized, underrepresented group. Since schools inform identity development for all adolescents, they remain integral in shaping Black students’ sense of themselves, and race and class are salient features of this process.

**The Good Learner: Reifying Dominant Ideology Through Educators’ Discursive Knots and Pedagogical Practices**

*Sarah L. Hairston, University of Missouri*

Traditional education creates a discursive culture that delineates the good learner through a dominant white ideology. Utilizing Freire’s Critical Pedagogy this research asks (1) how educators define a good learner and (2) critically analyzes the pedagogical choices used to assert dominant ideals. Through initial findings, educators struggle with reimagining a good learner and reifying dominant ideology through pedagogy that delineates a good learner through narrowly defined behavioral norms and codifiable measurements of academic success.

**GSS Session 17 - Leadership for Social Justice in Challenging Political Climates**

*Thursday, 8:00 to 9:10 am; Marriott Marquis Houston: Floor 3 - Briargrove B*

**Facilitator:** *María Luisa González, University of Texas at El Paso*

**Centering Black Leader Narratives in the Decolonization Work**

*Jamel Adkins-Sharif, University of Massachusetts Boston*

This research study explores the lived experiences of a Black principal and Black children in order to construct a narrative about what school success looks and feels like. Using auto-ethnography, interviews and a focus group, this study will analyze these narratives through lenses of critical race and theories of coloniality. Potential contributions expand the field of leadership studies and engaging student voice.

“How Do We Perform our Duties in this Political Environment?”: Leader Activism in Political Contexts

*Meagan Richard, Jason Deric Salisbury (University of Illinois at Chicago)*

In today’s climate of nationalism, populism, income inequality, and neoliberalism, politics is salient within and outside of schools. Social injustices outside of schools reproduce within schools; thus, social justice leadership is directly connected to political contexts. Research has rarely investigated how principals respond to political contexts, or how political activism and social justice leadership are connected. Within study we investigate principals’ out-of-school activism and interrogate how political contexts are situated within social justice leadership.

**Leaders as Policy Subjects in High Poverty Schools Situated in a Neoliberal Policy Context**

*Bryan J Duarte, University of Texas at San Antonio*

This critical ethnographic study utilizes Foucauldian theories to problematize, critique, and question the political system of educational policy that governs and transforms the subjectivity of a principal and teachers in a school serving marginalized youth. The
findings expose the ways in which the system oppresses the principal, as well as the ways that she navigates and disrupts the mechanisms of power.

**School District Policy for Racial Equity: A Review of the Literature**

*Taylor Nicole Allbright, University of Southern California*

Racial inequity is a long-standing problem in American education. District leaders have pursued numerous equity-oriented reforms, yet these efforts reflect varying assumptions about what equity means and how it can be achieved. In this literature review, I describe how school districts have sought to further racial justice, and I critically examine the research base on these efforts. This review advances our understanding of how leaders and researchers can promote racial equity in education.

**Telling Their Story: The Impact of Early Social Awareness of Injustice on District Leaders**

*Samuel Lawrence Gonzales, Texas A & M University; Elisabeth M. Krimbill, Texas A & M University-San Antonio*

Superintendents interact daily with students, teachers, employees, and community members in their role as the educational leader of the district. As our society becomes even more diverse and stratified, it is vital that the educational leaders know how to work with people of all social backgrounds, languages, and experiences. This qualitative study examines the experiences of 3 district leaders to identify the impact of early social awareness of injustice on their ethical constructs as Superintendents.

GSS Session 18 - Leadership Approaches to School Improvement

**Against the Odds: Principal Leadership in Challenging Chinese Contexts**

*Cathy Ping Xie, University of Nottingham*

This study reports how redeployed principals enacted their leadership in low performing Chinese state schools to improve student learning within their six-year principalship. Case study approach was employed and the principals were sampled purposively. Data were collected by means of documents, a questionnaire survey, and semi-structured interviews. The findings show these schools were in different improvement phases, with different strategies at the same period of their journey, and also similar foci in different phases.

**A Systematic Review of the Research Literature on School Leadership Teams**

*Bryan A. VanGronigen, University of Virginia*

Many of today’s school leaders distribute leadership and management responsibilities, but not much is known about specifically when and how they do so. One approach calls for creating a school leadership team (SLT), a group of school staff with some degree of school-wide decision-making influence. In this study, I conduct a systematic review of the literature in order to develop a more comprehensive understanding of SLTs, particularly their involvement with school improvement efforts.

**Leadership as Design: A Case Study of How a District Changed Student Learning Pathways**

*Julie M. Kallio, University of Wisconsin-Madison*

This paper examines how a leader in a rural district created and collaboratively implemented the Learner Proficiency Profile, an artifact that supports individual learning
pathways. Through an analysis of the vision of teaching and learning, the features and affordances of the artifact itself, and a reconstructed design narrative, I suggest that a reconceptualization of leadership as design provides insight into how innovative leadership enacts and sustains change in educational systems.

**Learning-Focused Leadership in High Schools: A Pathway to Closing Achievement Gaps**

*Marni J. Davis, University of Utah*

This study follows the principals of two comprehensive, public high schools and the pathways each uses to reach equitable student learning outcomes for marginalized students of color and those living in poverty. By applying the framework of Learning-focused Leadership as conceptualized by Copland and Knapp (2006) the initial findings illuminate how these two principals use relationships to help them establish a focus on learning, build community and share instructional leadership responsibilities.
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GSS Mentor Feedback Sessions
Assignments for GSS Presenters and Facilitators
Thurs., Nov. 15, 11:00–11:50am

During these closed sessions, 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 facilitators. 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 1-4)
Thursday, 11:00 – 11:50am
Briargrove A

GSS Mentor Feedback Session B (GSS Sessions 5-8)
Thursday, 11:00 – 11:50am
Briargrove B

GSS Mentor Feedback Session C (GSS Sessions 9-12)
Thursday, 11:00 – 11:50am
Kingwood A

GSS Mentor Feedback Session D (GSS Sessions 13-15)
Thursday, 11:00 – 11:50am
Kingwood B

GSS Mentor Feedback Session E (GSS Sessions 16-18)
Thursday, 11:00 – 11:50am
Hunter’s Creek A
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
Thurs., Nov. 15, 8:00–11:50am

Jackson Scholars Network Convocation (Closed Session)
Thursday, 8:00 to 8:50 am; Marriott Marquis Houston: Floor 2 - Houston 4
Facilitators: Lisa Bass, North Carolina State University; Hollie Mackey, University of Oklahoma
Keynote Speakers: Fernando Valle, Texas Tech University; Judy Alston, Ashland University

JSN Session 1 - Racial Voyeurism and the Lived Experiences of African American Students and Intergroup Dialogues
Thursday, 9:00 to 9:45 am; Marriott Marquis Houston: Floor 3 - Hunter's Creek A
Facilitator: Kofi Lomotey, Western Carolina University

Antiblackness in Education: The Lived Experiences of African-American Students in U.S. High Schools
Courtney Shantae Bell, University of Minnesota
Through the utilization of pre-existing literature on 1) The societal construction and prevalence of racism, 2) Racism in schools (Antiblackness), and 3) Impacts of racism in schools, this literature review will outline the historical background and present realities for children of African descent in American schools.

Differences in Graduation and Persistence Rates Over Time for African-American Students at Texas 4-Year Universities
Jerrell Sherman, Sam Houston State University
In this study, graduation and persistence rates of African-American students at Texas 4-year universities were examined for the 2003-2004, 2009-2010, and 2014-2015 academic years. Of interest was whether the graduation and persistence rates for African-American students changed throughout time. Analyses did not reveal any statistically significant differences in the graduation and persistence rates of African-American students throughout time. Suggestions for policy and for practice, as well as recommendations for future research, were mentioned.

Gendering Race in Desegregation: A Historical Analysis of Black Students’ School Desegregation Experiences in Waco, Texas
ArCasia James, University of Illinois at Urbana-Champaign
This study contributes an interdisciplinary historical analysis of Black former students' experiences with school desegregation in Waco, Texas, once Waco schools fully desegregated in the 1970s. Drawing on the humanities and social science approaches, this project brings together oral history interviews and archival evidence to analyze former Black students' experiences through an intersectionality framework. It explores how race, gender, and sexual stereotypes shaped how Black students navigated desegregated schools in this southern, micro-urban city.
Racial Voyeurism and Intergroup Dialogues  
Chaddrick Gallaway, University of Illinois at Urbana-Champaign

This study uses critical race theory to examine students’ racial salience before they enter a college course based on speaking about one’s race and ethnic identity. In this study, preliminary class papers have been collected to investigate the students’ experiences navigating racism within intergroup dialogue.

JSN Session 2 - Administrative Decision-Making: Implications for School Reform
Thursday, 9:00 to 9:45 am; Marriott Marquis Houston: Floor 3 - Kingwood A
Facilitator: Pamela D. Tucker, University of Virginia

An Extended Evaluation of Tennessee’s Achievement School District and Local Innovation Zones
Lam Pham, Vanderbilt University

Research on school reform suggests that interventions targeting low-performing schools require about five years before improvements are reliably observed. However, the extant evaluation literature on school turnaround under NCLB mostly investigates interventions only in the initial years. Contributing to the sparse literature longer term effects, this paper conducts an extended evaluation of two school reform initiatives in Tennessee that have been implemented for over five years: the state-run Achievement School District and local Innovation Zones.

Effects of Union Reform on Teacher Turnover and School Management: Evidence from Wisconsin Act 10
Minseok Yang, University of Wisconsin-Madison

Heated controversies over teacher unions have led to passing laws in several states that undermine teacher unions. In 2011 Wisconsin passed the Act 10, a law that lowered the power of public sector unions in various ways. Although previous studies investigated the consequences of Act 10 on teacher employment and compensation, little evidence exists on the impacts of the union reform on a broad range of teachers’ career decision and school management.

Country Effects on Teacher Turnover Intention: A Multilevel Cross-national Analysis
Lixia Qin, Texas A & M University

Limited work has analyzed teacher turnover intention as an individual teacher decision nested within the country contexts. This study focuses on how the cross-country differences in teacher turnover intention are explained by multilevel effects, especially the country-specific effects. After controlling for a series of lower-level factors (teacher and school characteristics), it was predicted that country effects, such as teaching status and alternative employment opportunities, are significantly related to teachers’ transfer intention and teaching detachment.

JSN Session 3 - Critical Studies in Black Education: Understanding the Salience of Race Narratives
Thursday, 9:00 to 9:45 am; Marriott Marquis Houston: Floor 3 - Kingwood B
Facilitator: Kristina Astrid Hesbol, University of Denver

Afrocentric Education and the Forging of Black Identities
Bodunrin Banwo, University of Minnesota
In the United States, the structures of socialization in mainstream American public schools have become something of a process of cultural destruction. Afrocentric education serves as an approach to repair the harm caused by western systems of domination experienced by racialized people. This research explores how African centered educational practices change a student’s sense of identity and serves to connect African Americans to broader communities of learning and knowledge production found in the African Diaspora.

Understanding the Salience of Race Narratives in Black Student College-Going

Jacqueline Forbes, University of Wisconsin-Madison

This study aims to explore how school districts use racial narratives to frame college-going, readiness, choice and access, and how Black students use those narratives to inform their college-going decisions. This research seeks to explore two questions: 1. How do school districts use racial narratives to frame college readiness, college choice and college access for Black students? How do Black students interpret and apply racial narratives in their college choice decisions and college-going processes?

Using Critical Race Theory to Examine Chief Diversity Officers’ Positionalities on Diversity/Inclusion at Land Grant Universities

Brandon Chase Mykel Allen, Purdue University

In a study of university presidents, it was revealed that diversity and inclusion had risen in importance but was not mentioned as one of their top usages of time. As such, institutions have begun to implement Chief Diversity Officers. With rising racial tensions, institutional response to sexism, and attention to campus climate a critical examination of the position is needed if institutions hope to improve and expand the CDO position.

We Are Because I Am: A Case Study of Black Authentic School Leadership

Natalie Denise Lewis, University of Denver

As the numbers of Black educators across the country are on a steady decline, there is a need to further explore the ways in which Black educators’ practices, and specifically Black school leaders’ practices can be legitimized and seen. This research seeks to provide further analysis of what makes Black school leaders experience of leading different. This study is an exploration of the use of authentic leadership practices of Black school leaders within Denver Public Schools

JSN Session 4 - Teachers: Essential Inputs for School Success
Thursday, 9:00 to 9:45 am; Marriott Marquis Houston: Floor 3 - Meyerland A
Facilitator: Van Lac, University of Texas at San Antonio

A Bi-focal Approach to Examining Teacher Turnover and the Subjectivity of Leaders and Teachers

Bryan J Duarte, University of Texas at San Antonio

This mixed-methods dissertation on teacher turnover draws on Young’s (1999) bi-focal policy analysis. The first paper is a traditional quantitative study of turnover, in relation to teacher perceptions of policies such as assessment, standardization, and evaluation. The second paper takes a critical ethnographic approach to look at the ways policy transforms subjectivities. Together, these studies are analyzed in a third paper that addresses the methodological contributions a bi-focal approach to policy analysis may provide.
Impact of School Closure on Teachers and Administrators
Isela Pena, University of Texas - El Paso
School closures is not a recent trend. This case study looks to examine the experiences of teachers and administrators who were moved to new school campuses following a district decision to close schools. Data collection includes observations, interviews, focus groups, and document analysis. Implications of this study are expected to inform school closure decisions as well as the types of support needed at campuses experiencing school closure and integration into new school campuses.

An Exploration of Black Male Teachers and Their Retention Decisions in the K-12 Public School System
Ivory Mary Gabriel, Florida State University
Black male teachers are leaving the teaching profession at faster rates than other racial demographic. Yet, we are unclear on the organizational and personal experiences that prompt their retention or attrition decision. This study utilizes a qualitative case study approach to explore Black male teachers in an effort to bring attention to the factors, be they supports or barriers, that they see as critical in shaping their retention decisions in the K-12 public education setting.

How Can Teachers Help Students Enjoy Science?: Instructional Practices and Achievement Emotions in PISA 2015
Jeong-Mi Moon, University of Missouri
Emotions are important as they can affect students’ interest, engagement, achievement as well as psychological well-being. How to arouse enjoyment has become significant in science as countries with improved science scores in PISA over the nine-year cycle also showed increased enjoyment. Based on the theory of achievement emotions, this study seeks to identify instructional practices that can help students enjoy science using the PISA 2015 data.

JSN Session 5 - Responsible Leadership and System-level Reform II
Thursday, 9:00 to 9:45 am; Marriott Marquis Houston: Floor 3 - Sugarland A
Facilitator: Daniel D. Spikes, University of South Carolina
Black Women’s Successful Leadership: Turning Around Low-Performing Schools
Tiffany Aaron, University of Georgia
The purpose of this dissertation is to explore and describe the perceptions and practices of successful Black women turnaround principals. My goal is to learn about their conceptualization and understandings of leading formerly underperforming schools during school turnaround and the next phase of sustaining improvements. This study will focus on the how principals made sense of their leadership and leadership practices during the turnaround process and during the period of maintaining and increasing student achievement.

Illuminating the Coaching Experiences of Principals
Diana Barrera, Texas State University
This phenomenological study was designed to illuminate the phenomenon of principal coaching. Used as a reform strategy, there is a need to better understand how coaching develops educational leaders. The research questions are: What are the lived experiences of principals engaging in coaching for their own professional development? How does the coaching experience contribute to their own transformational learning?
Qualitative data will be gathered and analyzed to illuminate the experiences of principals with coaching.

**Performance Feedback: How Structure, Culture, and Agency Affect Feedback**

*Angelica Sleiman, University of San Diego*

To understand feedback processes, a qualitative comparative case study was conducted. The findings of the study suggest that principals’ beliefs regarding feedback, prioritization and strategies used by the principal increase teachers' willingness to use feedback. Teachers see the perceived benefits when: they have trust in their principal, feedback is tied to a goal, there is a clear understanding of the feedback process, and teachers have a growth mindset. Additionally, context has an influence on feedback.

**Elementary School Principals’ Perceptions of Pre-Service Principal Preparation Programs Prepare Them for Instructional Leadership**

*Hamada Elfarargy, Texas A & M University*

School principals are instructional leaders contribute significantly to improving their schools and promoting student learning and teacher development. Therefore, it is crucial that pre-service principal preparation programs prepare school principals for instructional leadership roles at their school. This study investigates the perceptions of practicing elementary school principals in Texas on how their preparation programs prepared them for instructional leadership. Additionally, to ascertain changes they would consider improving such programs in the area of instructional leadership.

**JSN Session 6 - Alternative Approaches in K-16 Education**

Thursday, 9:00 to 9:45 am; Marriott Marquis Houston: Floor 3 - Sugarland B

**Facilitator: Robert Donmoyer, University of San Diego**

**Engineering a Bridge to Success: An Examination of Summer Bridge and Alternative Admission Programs**

*Stephanie Hawkes, Wayne State University*

High school GPA and entrance exam scores are cited as a top determiner of predicted college success; however, absent from the body of literature on college success markers is a discussion on what determines college success when regular admission is denied and alternative pathways to college are presented. This paper provides an examination of the current literature surrounding alternative admission programs and explores their impact on persistence and graduation rates.

**Mental Health and Academic Empathy: Re-imagining Support Offered to College Students with Untreated Mental Health Conditions**

*Shantalea Johns, Wayne State University*

Many college students do not seek mental health support because of perceived stigma, lack of diverse counseling staff, or fear of social isolation (Eisenberg et al., 2009). Sadly, untreated mental health conditions are related to poor academic performance and high dropout rates. (Boyraz et al., 2013). This session will explore the concepts from a developing research proposal that seeks to assess factors associated with early detection and referrals for students who are at risk.

**Mental Emancipation: Collaboration Between School Leaders and Mental Health Professionals**

*Lashia Bowers, Clemson University*
This presentation will provide a report on a systematic literature review of emancipatory practices in the field of education and mental health with the focus on Afrocentric Schools. It will focus on: how the literature approaches emancipatory practices in both fields, how emancipatory practices are defined in each field, and the role/characteristics of emancipatory practices in Afrocentric schools and mental health counseling. It will provide recommendations for future research and current practice.

JSN Session 7 - Academic Achievement and the Hispanic Community: Revisiting Our Commitment and Legislative Perspectives
Thursday, 10:00 to 10:50 am; Marriott Marquis Houston: Floor 3 - Hunter’s Creek A
Facilitator: Benterah C. Morton, University of South Alabama
A Survey of Elementary Teachers’ Language Ideologies and their Perceptions of Biliteracy
Rolando Augusto Merchán, Sam Houston State University
Some U.S. educators hold language ideologies that favor English over other languages, while simultaneously equating fluency in other languages as problematic. This ideology potentially affects how teachers instruct in monolingual and bilingual classrooms (De Korne, 2012; Fielding, 2016). This study addresses language ideologies among select teachers in south-central Texas. Examining teacher ideologies might enlighten school and district administrators on how to improve their efforts to offer effective bilingual and multilingual education options in their schools.

ELs in Texas School Finance: Academic Achievement & Legislative Perspectives
Edgar Manuel Torres, University of Texas - Austin
The purpose of this study is to understand the impact EL finance policies have on EL academic achievement in Texas. This study seeks to determine if and how legislators’ ethnic biases inform, influence, or impact their decision making when legislating about EL funding and EL academic achievement. To guide this transformative mixed methods research (Creswell, 2014), I will use a Pearson’s correlation assessment as well as Ragin’s (1992) casing approach for qualitative data collection.

An Empirical Analysis and Assessment of a Hispanic-Serving Institution’s Commitment to Community-Engaged Scholarship
Juan Salinas, University of Texas Rio Grande Valley
The focus of the proposed study is to explore how a Hispanic-serving institution (HSI) in South Texas can reframe its role from an institution of “higher education” to an engaged institution. Through an institutional transformational framework, Community-Engaged Scholarship and Learning (CESL), this HSI attempts to connect research and student learning to the communities it serves. This study attempts to empirically measure the impact of the CESL framework on students’ sense of belonging and institutional integration.

JSN Session 8 - Education Through Cultural Phenomena: An Exploration of Epistemology
Thursday, 10:00 to 10:50 am; Marriott Marquis Houston: Floor 3 - Kingwood A
Facilitator: Juan Manuel Niño, University of Texas at San Antonio
In Search of Epistemological Solidarity: A Transnational Cultural Recovery P.A.R.
Kimberley Jenkins, Miami University
Similar effects of intellectual apartheid on Black American life emerges transnationally in post-imperial struggles. What are the implications on the intellectual economy of other communities of color and its impacts on schooling and teacher education. How has Black-American cultural and ethnic identity shaped resistance and used to resist colonial curriculums played out in schools and community spaces of color transnationally. I examine the indigeneity of Black-American culture and the power of its influence and connectivity.

Governance in School Choice: An Investigation into How Charter School Authorizers Conceptualize Their Work
Omotayo O. Adeeko, Ohio State University
The purpose of my dissertation is to investigate the role of educational policy on the work of school system leaders. My dissertation will focus on local, state, and federal education policies and their impact on charter school authorization. I will utilize interviews and surveys to examine how charter school authorizers conceptualize their role in education reform and how they implement this work within the context of internal and external policy factors.

An Exploration of Ethnic Film Festivals as Sites of Informal Learning
Yang Jiang, University of San Diego
For students of color, learning about one’s ethnic or racial group is connected to outcomes such as academic achievement, engagement, and psychological well-being. This study explored how ethnic film festivals, specifically Asian American film festivals, can serve as sites of informal learning about ethnicity for attendees. The findings underline the value of diverse learning spaces, and have implications for the development and delivery of ethnic studies and similar curriculum within schools.

JSN Session 9 - Effective Leadership for 21st Century Schools
Thursday, 10:00 to 10:50 am; Marriott Marquis Houston: Floor 3 - Kingwood B
Facilitator: Encarnación Garza, University of Texas at San Antonio
Anti-Oppressive International Educational Leadership Research for the Twenty-First Century
Brandon L Clark, Iowa State University
Recent scholarship suggests that international educational leadership research exists as an Anglo-American enterprise maintaining historical, social, and cultural hegemonies of knowledge ‘discovery’ and production. To address how international educational leadership research can be more socially just and anti-oppressive this research employed a systematic review methodology to examine the thematical, theoretical, and methodological inclinations inherent to the corpus of published international educational leadership research conducted by Anglo-American researchers in non-Anglo-American societies during the twenty-first century.

The First Maroons: How Culture, Community, and Maroonage have Created a Blueprint for Producing Educational Leaders
Kofi LeNiles, Howard University
This study takes place in the village created by the first group of free Africans in the world outside of the African continent. Specifically, this study focuses on how the
community has used their cultural worldview to define educational leadership and their educational leaders. Moreover, this study will analyze how educational leadership has led to a culturally rich and responsive educational institution within the Palenquero (Colombia, South America) village.

Making Room for Transgressive Leadership

Courtney Camille Mauldin, Michigan State University

Creating a school culture that combats hate and bias requires a leadership that engages all voices, specifically those of students who are multiply marginalized. To that end, I offer a leadership framework that is liberatory in practice and engages the voices of students who are experts of their experiences and faithful witnesses to navigating school space under status quo leadership.

JSN Session 10 - Responsible Leadership and System-level Reform
Thursday, 10:00 to 10:50 am; Marriott Marquis Houston: Floor 3 - Meyerland A

Facilitator: Gwendolyn Carol Webb-Hasan, Texas A & M University

All In! A Study of Distributed Leadership

Tessie Williams, Auburn University

Distributed Leadership effects pedagogy, district culture, and educational quality. When there is an emergent property of a network of individuals in which group members pool their expertise, professional growth is effectively impacted. Middle Space Leaders who function utilizing distributed leadership practices focus less upon the characteristics of “The Leader” and more on creating a shared context for learning and developing leadership capacity. Distributed Leadership builds capacity through the development of intellectual and professional capital.

Choices and Challenges: Minority Principals, School Discipline, and School Culture

Justine Lee, University of Maryland

Drawing on critical race theory and relational trust theory, this study applies an asset-based frame to the perspectives and practice of racially minoritized principals. This study will focus on principals of color who implement whole-school alternatives to zero tolerance policies A secondary focus will be on the relationship between school discipline practices and school building culture. Principals, teachers, and students will be interviewed for their perceptions of these variables.

Principal Decision-Making Around External Relationships: Procedures, Motivations, and Evaluation

Alounso Antonio Gilzene, Michigan State University

Data for this project is comprised of 30-minute interviews with five school leaders from Jackson and Lansing, Michigan. These school leaders located within “Urban” school districts with high concentrations of African American and LatinX students. The school leaders in this study oversee large middle and high schools serving students in grades 7-12.

School Administrators’ Perceptions of the Experiences and Challenges of the Early College High School Principalship

Darrell Harris, University of North Carolina at Greensboro

This research study is designed to gain an understanding of the EMCHS principalship by answering the following questions: (a) What are the challenges and experiences of early/middle college high school principals?; (b) How do early/middle college high school principals navigate these challenges and experiences?; and (c) How do current
and former early/middle college high school principals understand the meaning of culturally responsive leadership (CRL) and how does it influence their practice?

JSN Session 11 - Images That Speak: Black Perspectives in Pursuit of Educational Opportunities
Thursday, 10:00 to 10:50 am; Marriott Marquis Houston: Floor 3 - Sugarland A
Facilitator: Karen Ramlackhan, University of South Florida

Black Girls Matter Too: Critical Mentoring from the Lens of a Black Girl
Krystal Huff, Loyola Marymount University
The purpose of this Ignite! session is to share key findings from my auto-ethnographic research regarding how critical mentoring influenced and ultimately determined the trajectory of my life as a working-class Black girl growing up in Los Angeles. It will emphasize how my experiences later shaped my own critical mentoring practice. Initial analysis reveals key elements that are essential to effective mentoring of Black girls, components that comprise the transformative potential of critical mentoring.

Images That Speak: Picturing Black Girls’ Educational Experiences
Lateasha Nicol Meyers, Miami University
The purpose of this dissertation is to create a space to examine the educational experiences of Black girls. Specifically, through a Black feminist lens, I will use a photo-narrative inquiry in order to 1) understand their definition of what Black girlhood means to them 2) understand their educational experiences through pictures from their perspective 3) think of ways that we can create change based on their pictures and narratives.

The Suburban Veil: Black Families’ and Students’ Perceptions of Place in the Pursuit of Educational Opportunity
Dana Nickson, University of Michigan
Many Black families have relocated to Detroit metro area suburbs, changing the racial demographics of public school systems. However, significant segregation persists, and Black students remain in the region’s worst performing schools. Little attention has been paid to how Black families and students’ perceptions of suburban spaces shape their school choice decision-making. Through a multiple ethnographic case study, this project examines the intersections between perception of place, race, spatial resources, and educational opportunity.

Yes She Can: The Career Pathways of African American Women in Senior Leadership Positions in Universities
Ransford Pinto, University of Missouri
Leadership opportunities, related challenges, and strategies for getting to the top are global phenomena for women. While women, in general, have been excluded from the “old boy network,” African-American women are ostracized to an even larger extent. A few have crossed borders to reach the upper echelon. This dissertation examines the characteristics that contribute to the academic and career success of Black women in senior leadership positions in 4-year public universities in the United States.

JSN Session 12 - In Pursuit of Democratic Education
Thursday, 10:00 to 10:50 am; Marriott Marquis Houston: Floor 3 - Sugarland B
Facilitator: Jennie Weiner, University of Connecticut
Conceiving Emancipatory Refugee Education: Perspectives on Education’s Role in the Becoming of US Refugee Youth

*Jason R. Swisher, Texas State University*

What are the possibilities for emancipatory education for refugee youth in the US? I will investigate such possibilities by collecting data from archival texts, professors of education, lawmakers, state and federal education agency representatives, school district leaders, community organizations, counselors, principals, teachers, student and parents of students. I expect my study to contribute to the ongoing conversation about teaching refugees by illuminating and synthesizing the voices of important stakeholders in a context of emancipatory education.

Deliberative Democracy: Political Dialogues and Civic Education at a Federal Courthouse

*Nattawan Junboonta, Rutgers University*

In recent years, misleading information have become a normal part of our social and political conversations as they permeated through traditional and online media platforms. Recognizing the importance of critical thinking, the U.S. Court of Appeals for the Second Circuit launched the civic education initiative “Justice for All: Courts and the Community.” This research draws from deliberative democracy theory to understand how political dialogues encourage critical thinking and prepare young people for a diverse society.

Pushed Out: How School Rezoning Favors the Gentrifiers and Further Segregates the Marginalized

*Fawziah Abdul Rahman Qadir, New York University*

The gentrification expands, color-blind policies leave the most vulnerable exposed. This paper centers on the rezoning of Vinegar Hill, which represents a policy favoring white and wealthy over low-income communities of color. In NYC, gentrifying families follow the same pattern through school gerrymandering and the result—Black and Latino students relegated to majority-minority schools with less resources than their wealthy counterparts. Overall this paper examines how NYC DOE policies on rezoning impacts schools in gentrifying neighborhoods.

Controlled by Images: An Autoethnographic Sketch of a Black Woman Charter School Leader

*Ruqayyah Perkins-Williams, University of Illinois at Urbana-Champaign*

This autoethnographic research study draws on personal experiences to examine how Black women charter school leaders navigate gendered and racialized expectations and experiences in their role as disciplinarians. I examine how Black women’s intersectional identity informs their leadership through the lens of controlling images. I explore how the stereotypes mammy and strong black woman are manifested in the actions of Black women charter school leaders regarding school discipline policies.
Jackson Scholars Network Cohorts

2017-2019 Cohort
Tiffany Aaron, University of Georgia
Omotayo Adeeko, Ohio State University
Brandon Allen, Purdue University
Bodunrin Banwo, University of Minnesota
Diana Barrera, Texas State University
Courtney Bell, University of Minnesota
Lashia Bowers, Clemson University
Dwuana Bradley, University of Texas at Austin
Brandon Clark, Iowa State University
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Bryan J Duarte, University of Texas at San Antonio
Briseida Elenes, University of San Diego
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Ivyon Gabriel, Florida State University
Chaddrick Gallaway, U of Illinois, Urbana-Champaign
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LaMarcus Hall, Purdue University
Darrell A. Harris, Jr., U. of N. Carolina at Greensboro
Stephanie Hawkes, Wayne State University
Krystal Huff, Loyola Marymount University
ArCasia James, U of Illinois, Urbana-Champaign
Kimberley Jenkins, Miami University
Yang Jiang, University of San Diego
Shantalea Johns, Wayne State University
Tanika Jones, Auburn University
Nattawan Junboonta, Rutgers University
Justine Lee, University of Maryland
Kofi LeNiles, Howard University
Natalie Lewis, University of Denver
Courtney Mauldin, Michigan State University
Rolando Merchan, Sam Houston State University
Lateasha Meyers, Miami University
Jeong-Mi Moon, University of Missouri
Dana Nickson, University of Michigan
Isela Pena, University of Texas at El Paso
Ruqayyah Perkins-Williams, U. Ill. Urbana-Champaign
Chanika Perry, Georgia State University
Lam Pham, Vanderbilt University
Ransford Pinto, University of Missouri
Fawzia Qadir, New York University
Lixia Qin, Texas A & M University
Juan Salinas, Univ. of Texas Rio Grande Valley
Jerrell Sherman, Sam Houston State University
Elizabeth Silva, Univ. of Texas Rio Grande Valley
Angelica Steiman, University of San Diego
Travis Smith, Clemson University
Jason Swisher, Texas State University
Edgar Torres, University of Texas at Austin
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Minseok Yang, University of Wisconsin-Madison

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Francine Baugh, Florida Atlantic University
Sascha Betts, Texas State University
Edwin Nii Bonney, University of Missouri
Sajjid Budhwani, University of Denver
Dumar Burgess, Rowan University
Shannon Clark, University of Illinois at Chicago
Samuel Coleman, University of Wisconsin-Madison
Briana Coleman, Michigan State University
Dawn Demps, Arizona State University
James Lamar Foster, University of Washington
Carnelius Gilder, Sam Houston State University
JuaI Goode, Rutgers University
Autumn Griffin, University of Maryland
Nia Hulse, St. John’s University
Rosario Hutchings, University of Arizona
Iwinosa Idahor, North Carolina State University
Ashley Jones, Vanderbilt University
Elia Joshi, Vanderbilt University
Anthony Kane, Jr., Duquesne University
Pesha Mabrie, University of Texas at San Antonio
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Zoë Rose Mandel, Pennsylvania State University
Ishmael Miller, University of Washington
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Steven Purcell, Loyola Marymount University
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Stefanie Rome, University of Missouri
Rachael Steward, San Diego State University
Lorraine Taylor, Pennsylvania State University
Sara Torres, Texas State University
Josef F. Torres, University of Arizona
Sofia Vega-Ormeño, Howard University
Juliana Velasco, University of South Florida
Ketina Willis, Sam Houston State University
David Woo, Vanderbilt University
Greg Worthington, University of Texas - Austin
During these closed sessions, Jackson Scholars Network presenters will have the opportunity to receive additional high-quality feedback on both their papers and their presentations from their distinguished faculty facilitators. 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 JSN Session you presented in to determine your assigned feedback session location.

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<thead>
<tr>
<th>Session Number</th>
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<tr>
<td><strong>Thursday, 10:00 – 10:50am</strong></td>
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<td>JSN Mentor Feedback Session 6</td>
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<td><strong>Thursday, 11:00 – 11:50am</strong></td>
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<td>JSN Mentor Feedback Session 12</td>
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Programming Streams for Graduate Students at the 2018 UCEA Convention

Programming for graduate students brought to you by
the UCEA GSC and Jackson Scholars Network

We have organized 14 sessions for graduate students at this year’s UCEA Convention into three programming streams: academic development, professional development, and personal growth. We have structured each programming stream’s offerings for people at various stages along the graduate student journey—from those just starting graduate school to those currently on the job market working to establish their independent research agendas. Sessions marked with a “1” are geared to those in the early stages of their graduate school career; sessions with a “2” are for those in the middle; sessions with a “3” are for those finishing up.

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.

- AERA Divisions A & L Graduate Student Breakfast – We Are the Change We Seek: Igniting and Passing the Leadership Torch\textsuperscript{1 2 3}
- Funding Your Dissertation\textsuperscript{2}
- Graduate School in Stages\textsuperscript{1 2 3}
- Graduate Writing Ignite!: Tips for Crafting Your Best Work\textsuperscript{1 2 3}
- Publishing Your First Article as a Graduate Student\textsuperscript{2 3}

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.

- Dissecting Curriculum Vita and Cover Letters for Job-Winning Success\textsuperscript{1 2 3}
- Demystifying the Academic Job Search, Part I: Tips and Resources for Those Considering the Professoriate\textsuperscript{3}
- Demystifying the Academic Job Search, Part II: The Nuts and Bolts\textsuperscript{3}
- Exploring Professional Routes Outside the Professoriate\textsuperscript{2 3}
- “Shoulda, Coulda, Woulda...”: What We Wish We Had Known Before Becoming a Professor\textsuperscript{2 3}
- Graduate Student Closing Session\textsuperscript{1 2 3}

Personal Growth
This programming stream is based on feedback from prior 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\textsuperscript{1 2}
- Gender and Tenure\textsuperscript{2 3}
- Graduate Students of Color Mentoring Session\textsuperscript{1 2 3}
GSC Programming - Demystifying the Academic Job Search, Part I: Tips and Resources for Those Considering the Professoriate
Thursday, 2:00 to 3:10 pm; Marriott Marquis Houston: Floor 3 - Tanglewood
Facilitator: Rachel S. White, Old Dominion University
Presenters: Dongmei Li, Rice University; Jayson W. Richardson, University of Kentucky; Nakia M. Gray-Nicolas, Queens College, CUNY; Terah Talei Venzant Chambers, Michigan State University; Jada Phelps-Moultrie, Michigan State University; Bradley Davis, University of Texas at Arlington
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! Before you arrive, check out the UCEA Job Search Handbook along with other resources for the academic job search in the UCEA Opportunities section on the UCEA website.

GSC Programming - Graduate Writing Ignite!: Tips for Crafting Your Best Work
Thursday, 3:20 to 4:30 pm; Marriott Marquis Houston: Floor 3 - Tanglewood
Facilitator: Lolita Tabron, University of Denver
Presenters: Mariela A. Rodriguez, University of Texas at San Antonio; Shelby A. Cosner, University of Illinois at Chicago; Katherine Cumings Mansfield, University of North Carolina at Greensboro; Jennie Weiner, University of Connecticut; Jennifer Jellison Holme, University of Texas - Austin; Alex J. Bowers, Teachers College, Columbia University
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!

GSC Programming - Graduate School in Stages
Thursday, 4:40 to 5:50 pm; Marriott Marquis Houston: Floor 3 - Tanglewood
Facilitator: Wei-Ling Sun, University of Texas - Austin
Presenters: W. Kyle Ingle, University of Louisville; Angela Urick, University of Oklahoma; Miriam D. Ezzani, University of North Texas - Austin; Fawziah Qadir, New York University; Martha Ovando, University of Texas - Austin
Navigating graduate school for many people can be challenging, specifically as it relates to understanding what to prioritize at each stage in the process. Everything from coursework and conference-going to writing for publication should take unique
precedence throughout each step in your doctoral studies. It is important to demystify these stages; therefore, this session will offer an opportunity for an on-going dialogue with faculty and advanced graduate students about what a stage-model of navigating graduate school might look like in educational research.

GSC Programming - Graduate Students of Color Mentoring Session
Friday, 9:30 to 10:45 am; Marriott Marquis Houston: Floor 3 - Tanglewood
Facilitator: Mariela A. Rodríguez, University of Texas at San Antonio
Presenters: Floyd D. Beachum, Lehigh University; Joshua Childs, University of Texas - Austin; Miriam D. Ezzani, University of North Texas; Carlos R. McCray, University of Louisville
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.

GSC Programming - Dissecting Curriculum Vitae and Cover Letters for Job-Winning Success
Friday, 10:55 to 12:10 pm; Marriott Marquis Houston: Floor 3 - Tanglewood
Facilitator: Judy Alston, Ashland University
Presenters: Lisa Bass, North Carolina State University; Jennie Weiner, University of Connecticut; Bruce Barnett, University of Texas at San Antonio; Gary L. Anderson, New York University; Kristina Astrid Hesbol, University of Denver; Huriya Jabbar, University of Texas - Austin; Sharon Kruse, Washington State 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 with them and cover letters. All the tips for creating that job-winning CV and cover letter is in this session!

JSN Programming - Julie Laible Memorial Session for New UCEA Jackson Scholars (Closed Session)
Friday, 12:20 to 1:35 pm; Marriott Marquis Houston: Floor 3 - Tanglewood
Facilitators: Lisa Bass, North Carolina State University; Hollie Mackey, University of Oklahoma; Angel Miles Nash, Chapman University
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.
According to Mason, Goulden, and Wolfinger (2013) gender still matters very much in the pursuit of tenure, particularly when it comes to having children. They find that family formation negatively affects women’s, but not men’s, academic careers. In this session, faculty members will discuss their own experiences, reflections, and research related to this topic.

The pressure on graduate students to publish before they go on the job market is increasing but it is hard to know when and how to start putting your work out there. In this session, professors and graduate students with publications in nationally recognized peer review journals will share their experiences and tips for publishing your first article.

Former President Barack Obama issued a call in 2008 for all Americans to be the change that we are seeking. This panel session will examine the information, ideas, and recommendations on how to gain involvement in leadership within the organizations of UCEA and AERA. The individuals have obtained knowledge required in traversing the ranks of leadership within UCEA and AERA and are willing to pass on their knowledge for igniting and passing the leadership torch.
GSC Programming - Demystifying the Academic Job Search, Part II: The Nuts and Bolts
Saturday, 8:00 to 9:10 am; Marriott Marquis Houston: Floor 3 - Tanglewood
Facilitator: Gary Crow, Indiana University

Presenters: Darrius A. Stanley, Western Carolina University; Margaret Grogan, Chapman University; John Beuhring Nash, University of Kentucky; Chris Torres, Michigan State University; Madeline Mavrogordato, Michigan 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.

GSC Programming - Building Networks of Support: You’re Not in This Alone
Saturday, 10:40 to 11:50 am; Marriott Marquis Houston: Floor 3 - Tanglewood
Facilitator: Cristobal Rodriguez, Howard University

Presenters: Lisa Bass, North Carolina State University; Soribel Genao, Queens College, CUNY; Virginia Snodgrass Rangel, University of Houston; Sonya Douglass Horsford, Teachers College, Columbia University; Kevin Lawrence Henry, Jr., University of Arizona; John Beuhring Nash, University of Kentucky; Mark Gooden, Teachers College, Columbia University

Whether you are a full-time graduate student or a 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.

GSC Programming - “Shoulda, Coulda, Woulda...”: What We Wish We Had Known Before Becoming a Professor
Saturday, 12:00 to 1:10 pm; Marriott Marquis Houston: Floor 3 – Tanglewood
Facilitator: Frank Perrone, University of New Mexico

Presenters: Kristina Brezicha, Georgia State University; Sarah Woulfin, University of Connecticut; Amanda U. Potterton, University of Kentucky; Meredith L. Wronowski, Miami University; Nakia M. Gray-Nicolas, Queens College, CUNY

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.
GSC Programming - Exploring Professional Routes Outside the Professoriate
Saturday, 1:20 to 2:30 pm; Marriott Marquis Houston: Floor 3 - Tanglewood
Facilitator: Lorenda Chisolm, University at Buffalo, SUNY

**Presenters: David Aguayo, University of Missouri; Rhodesia McMillian, University of Missouri; Ain Grooms, University of Iowa**

A doctoral degree has served as a tool to create change inside and outside academia. With today’s political and economic climate, individuals with doctoral degrees must strategize to find a career that is a good fit and creates the desired change in education. This session will provide an opportunity to talk with people who have chosen routes outside the professoriate and hear their journey in preparing for and choosing such routes.

GSC Programming - Funding Your Dissertation
Saturday, 2:40 to 3:50 pm; Marriott Marquis Houston: Floor 3 - Tanglewood
Facilitator: Decoteau J. Irby, University of Illinois at Chicago

**Presenters: Kevin L. Clay, Rutgers University-Newark Cornwall Center for Metropolitan Studies; Michael R. Scott, University of Texas - Austin; Rhoda Freelon, Spencer Foundation**

Securing a dissertation research grant has several advantages. Although requirements for applications may vary to a degree, there are some baseline tips for writing your application statement or explicating your research plan that are worth discussing. Education researchers should know some of the grants that are specific to our field as well as some of the interdisciplinary opportunities that Ed researchers typically pursue. This session will hold space for an in-depth discussion of these topics and several others related to funding your dissertation research.

GSC Programming - Graduate Student Closing Session
Saturday, 4:00 to 5:10 pm; Marriott Marquis Houston: Floor 3 - Tanglewood
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 (GSC) members and to find out more if you think you would like to apply to serve on the UCEA GSC in the future.
Sessions for Graduate Students at the 2018 UCEA Convention

*Programming for graduate students brought to you by the UCEA GSC and Jackson Scholars Network*

All sessions take place in Tanglewood unless noted otherwise.

**Thursday, November 15, 2018**

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<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tr>
<td>8:00–8:50am</td>
<td>Jackson Scholars Network Convocation (Closed Session) (Houston 4)</td>
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<tr>
<td>2:00–3:10pm</td>
<td>Demystifying the Academic Job Search, Part I: Tips and Resources for Those Considering the Professoriate</td>
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**Friday, November 16, 2018**

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<td>9:30–10:45am</td>
<td>Graduate Students of Color Mentoring Session</td>
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<tr>
<td>10:55am–12:10pm</td>
<td>Dissecting Curriculum Vitae and Cover Letters for Job-Winning Success</td>
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<tr>
<td>12:20–1:35pm</td>
<td>Julie Laible Memorial Session for New UCEA Jackson Scholars (Closed Session)</td>
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<tr>
<td>1:45–3:00pm</td>
<td>Gender and Tenure</td>
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<tr>
<td>3:10–4:25pm</td>
<td>Publishing Your First Article as a Graduate Student</td>
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**Saturday, November 17, 2018**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>7:00–7:50am</td>
<td>AERA Divisions A &amp; L Graduate Student Breakfast – We Are the Change We Seek: Igniting and Passing the Leadership Torch</td>
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<tr>
<td>8:00–9:10am</td>
<td>Demystifying the Academic Job Search, Part II: The Nuts and Bolts</td>
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<tr>
<td>10:40–11:50am</td>
<td>Building Networks of Support: You’re Not in This Alone</td>
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<tr>
<td>12:00–1:10pm</td>
<td>“Shoulda, Coulda, Woulda...”: What We Wish We Had Known Before Becoming a Professor</td>
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<td>1:20–2:30pm</td>
<td>Exploring Professional Routes Outside the Professoriate</td>
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<td>2:40–3:50pm</td>
<td>Funding Your Dissertation</td>
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<tr>
<td>4:00–5:10pm</td>
<td>Graduate Student Closing Session (RAFFLE ITEMS!)</td>
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Interested in becoming a part of the UCEA GSC or Jackson Scholars Network? Watch the website at [http://gradstudents.ucea.org](http://gradstudents.ucea.org) for calls for applications! Join the conversation now by following @UCEAGSC and @JacksonScholars. Use the GSS, JSN, and Convention hashtag #UCEA18