Many principal preparation programs have begun to reexamine the role of principals in creating just and inclusive schools. This work is critical: Evidence continues to suggest that many administrators are not prepared to meet the needs of students from diverse backgrounds or those with disabilities; most administrators are not prepared to create school cultures focused on social justice (Billingsley & McLeskey, 2014; Cambron-McCabe & McCarthy, 2005; DiPaola & Walther-Thomas, 2003; Pazey & Cole, 2013). Ryan (2012) went so far as to argue that “leadership and inclusion are not natural bedfellows” (p. 9) and identified a host of challenges that prevent preparation programs from becoming more inclusive, including outdated or hierarchical approaches to management; policy frameworks that define leaders as “heroes” who can singlehandedly “create fundamental change” (p. 11); and, worst of all, a general “reluctance to recognize, or acknowledge exclusive practices like racism, sexism, classism, homophobia, and ableism” (p. 12).

Recently, the educational leadership program at the University of Cincinnati (UC) sought to overcome some of those challenges through a 2-year collaboration to redesign our principal leadership curriculum. As part of that redesign, UC’s educational leadership and special education faculty jointly worked to infuse a more inclusive approach throughout each of the seven core courses. By sharing our experiences in this collaboration, we hope to highlight some of our successes and challenges in developing school leaders who act as “equity-oriented change agents” within their schools and districts (Maxwell, Locke, & Scheurich, 2013).

### Inclusive Education in Practice at UC

UC is a large, urban, public research university currently enrolling over 40,000 students. Our principal preparation program includes seven core courses, meets the requirements for licensure in the state of Ohio, and is accredited by the Ohio Department of Education and the Council for the Accreditation of Educator Preparation.

Our programmatic redesign was predicated on the idea that curriculum can improve the quality of school leadership, thereby increas-
Infusing Inclusive Leadership Practices Into Principal Preparation at the University of Cincinnati

From the Director

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The content of the UCEA Review is not peer reviewed, and any opinions printed in the Review should not be viewed as a statement by UCEA, UCEA Executive Board members, UCEA member institutions, or UCEA faculty. The opinions expressed are those of the authors alone. The UCEA Review serves as a source of information and news and a place where program innovations are shared and critical questions are raised. Members use the review for debate, to share opinions, and to engage the educational administration community in conversation and debate. If you have ideas concerning substantive feature articles, interviews, point/counterpoints, or innovative programs, UCEA Review editors would be happy to hear from you. The Editorial Team (see back page of the Review) meets twice a year. One to two features appear in each issue of the Review, which is published three times a year.

Deadlines: April 1, August 1, December 15

Figure 1. Simplified theory of action for program redesign at the University of Cincinnati.

To begin this work, the team first aligned existing educational leadership professional standards (Educational Leadership Constituent Council [ELCC], Professional Standards for Educational Leaders [PSEL], and Ohio state standards) to the Council for Exceptional Children Leadership standards. The team then undertook a rigorous curriculum audit of each course in the program, including the clinical internship. For each course, team members brainstormed ways to improve and/or deepen course content by ensuring it was inclusive and reflective of the diversity of students—including cultural, linguistic, racial, gender, and disability/ability diversity—within our public schools.

The intended outcome of the work was, at its heart, quite simple: creating well-prepared graduates to lead schools and meet the instructional needs of all students, especially students with disabilities. More specifically, we sought to do the following:

1. Incorporate evidence-based practices into redesigned course syllabi and embedded internship experiences.
2. Develop new faculty competencies using a community-of-practice model.
3. Align curriculum and clinical experiences so essential aspects of student diversity are integrated across the program.
4. Produce educational leaders prepared to address the needs of all students, including students with disabilities and all traditionally marginalized, minoritized, or underserved students.

Preliminary Impact

While project implementation is still in its early stages, we have seen positive results. First, our programmatic identity has shifted holistically toward a more inclusive and equity-oriented paradigm. We have refocused the program with our mission and vision, which also sparked critical conversations about the design and implementation of fieldwork. Second, the project inspired continuous improvement and innovation. Recently, the faculty applied for and were awarded an innovation grant from the state of Ohio to extend our prior work based on a wider understanding of the diversity in our schools—one that recognizes many marginalized groups, instead of focusing more explicitly on students with disabilities. Finally, the faculty report progress toward the third project goal—to develop faculty competencies in equity and inclusion. We have collectively shifted and evolved our
practiced, embracing a core belief that the transformation of school leaders cannot occur without transformation within educational leadership programs.

Role of Collaboration
Collaboration between the special education and educational leadership faculties was critically important in achieving these goals. Faculty in both programs embraced a shared commitment to transforming the program, and they met monthly in extended retreats to work and think together, share feedback, analyze courses, and reflect upon the process. This work was further supported by the opportunity to engage in a learning and reflection process supported at the state level via the Deans Compact. Through quarterly gatherings, we participated in a network of state, university, and school leaders who met regularly to share challenges and efforts at systems improvement. This engagement—and the opportunity to access a diversity of perspectives across the principal pipeline—was an invaluable resource. It reminded us that we did not always have to reinvent the wheel and that we are not only able to take lessons from other kinds of partnerships, but that doing so makes our work better.

Reflections From an Educational Leadership Faculty—The Power of Feedback
My first semester teaching within our principal preparation program was eye-opening. I had prior K-12 teaching experiences and post-PhD work experience supporting a state department of education and wide array of districts in implementing controversial education reform. Those experiences led me to believe I understood the political pressures educators face and how they grappled to make sense of various policies and systems.

However, I quickly realized my students did not naturally understand the relationship between inclusive education and the policy prescriptions that impact schools. They often divorced the moral imperative to serve all students from discussions of policy—particularly around accountability, data, and assessment—even when those conversations explicitly focused on serving all students. I was initially unsure how to help them reconcile these responsibilities.

By engaging in the course redesign process with support of my colleagues and mentors in other departments, however, I was able to completely rethink my courses, something I now realize as a rare gift in higher education. As a result, my students and I moved beyond abstract theory to practice-connected work, and we now have complex discussions about where policies advance an equity agenda and where they do not. This not only has improved the effectiveness of my instruction, but also has improved my course evaluations. It also has changed the way I think about course design and collaboration in general, something that will stay with me well into my career.

Reflections From a Special Education Faculty—Opportunity Knocks!
As a faculty member in special education, our program consistently faced challenges in clinical settings where candidates experienced disconnect between the inclusive curriculum we taught and in-classroom priorities they saw enacted. The missing piece was the critical role of leadership that leveraged the enormous professional capital within the district. Hargreaves and Fullan (2012) defined professional capital as a reflective practice capable of integrating human, social, and decisional capital in a learning environment. In other words, our schools need to move beyond contrived collegiality to manifestations of networked improvement communities with clear change architecture incentivized around nonnegotiable values of equity and justice. This change occurs when leadership is present as a colearner in the process. We wondered: Were we, at the university level, engaging this level of collaboration? Not so much, as it turns out. The opportunity to engage with our leadership preparation program was a wish come true. Such invitations may not be common, but when they occur the opportunities are rich with potential to dismantle academic silos and coconstruct transformative action along with a host of related opportunities.

Opportunity to consult. The invitation to consult with the leadership program began with a demand to understand the current program and its prior achievement in order to determine how and what to contribute. The heart of this process was listening. Sustained encounters with program personnel provided an understanding of the underlying conceptual framework, while simultaneously learning to incubate our prior understanding of effective leadership and instruction. The foundational preconditions for change involved mutual respect combined with the capacity to coconstruct new knowledge.

Opportunity to contribute. As a result of having spent several years working with middle childhood faculty on their dual license program redesign, the challenges of common language, common goals, and alignment of conceptual frameworks were now seen as opportunities to traverse silos. This step required a significant level of trust made manifest by communicating that the other has your best interests as a clear dispositional narrative in the process.

Opportunity to learn. As a faculty member involved in teacher preparation, this collaboration was an opportunity to enhance my perspective through a leadership lens. Statistically, special educators leave the profession earlier than others. The literature suggests that one of the reasons for this is a lack of felt support. Collaborating with leadership provided an opportunity to understand that reality from one more perspective.
Conclusion

While we are seeing some promising results at UC, our learning curve is still significant. Nevertheless, collaborating with colleagues from diverse disciplines to integrate principles of equity and inclusion throughout offers promise. By exploring the tensions that exist in practice, we can better align our curriculum with professional standards, program mission, and universally designed practices.

In their framework for guiding and reflecting on P-12 school-university partnerships, Burroughs et al. (2019) delineated a six-level continuum of collaboration: taking from schools, borrowing from schools, emerging partnership, developing partnership, coconstructed partnership, and learning community. There is a sense in these levels that we are Narcissus at the beginning of the process, but at the end we have transformed our capacity for I/Thou relationships, where we see and hear the other. If we hope to address the wicked problems that face our profession, then we will move beyond isolated competition to a stance of deep collaboration that envelops the professional capital already at our doorsteps. This collaboration was the beginning of that process. By enacting the principles of inclusion and equity, we expect UC’s program will better support principals capable of leading inclusive, equity-oriented schools.

References


UCEA ESSA Policy Briefs

UCEA is proud to release six policy briefs developed as part of our comprehensive review of the treatment of school leadership in the 52 consolidated state plans (50 states, DC, and Puerto Rico) submitted to the U.S. Department of Education to comply with the Every Student Succeeds Act (ESSA) of 2015.


ESSA offered a renewed focus on school leadership and recognized the impact of leaders on school improvement and effective instruction. As ESSA plans detailed the goals, strategies, and funding priorities for each state’s education system, UCEA felt it was important to analyze how states and territories were taking advantage of the new opportunities to support school leadership. Specifically, the policy briefs look at the treatment of school leadership in six areas:

- **Investments in Quality Leadership Through the 3% Set-Aside:** 42% of plans explicitly stated an intent to exercise the additional 3% set-aside for leadership initiatives.

- **Stakeholder Engagement and Consultation With School Leaders:** All states, Washington, DC, and Puerto Rico engaged with educational leaders.

- **Principal Preparation, Professional Development, and Quality and Effectiveness:** 83% of plans intend to use Title II, Part A funds to improve preparation programs.

- **Certification of Educational Leaders:** 73% of plans explicitly stated an intent to use Title II, Part A funds to support their state’s certification and licensure system.

- **School Leader Equity and Access:** 81% of plans intend to use Title II, Part A funds to provide low-income and ethnic minority students greater access to effective teachers, principals, and other school leaders.

- **Leveraging Leadership as a School Improvement Strategy:** 60% of plans listed leadership as an evidence-based improvement strategy for Comprehensive Support and Improvement and Targeted Support and Improvement schools.

The ESSA plan review was a collaborative research project with contributions made by UCEA policy associates, headquarters staff, and other ESSA plan reviewers. UCEA is grateful to each state plan reviewer who made this project possible.
Charlottesville, September 10 – It has been 102 days since I became the Executive Director. In that time I have moved my home, office, and dogs; hosted my first Twitter chat; attended the Women Leading Education (WLE) and the British Educational Leadership, Management, and Administration Society (BELMAS) conferences; facilitated a Headquarters Retreat; and met with the Executive Committee to determine the finalists for a new host institution. Through it all I have received well-wishes and support from UCEA colleagues and beyond. It has been a busy and exciting three months!

Over the summer, each new relationship and conversation has started by sharing “UCEA stories.” Michelle Young, in her last “From the Director” column over the summer, described her experience attending her first UCEA Convention as a graduate student. In our Twitter chat (search for #UCEAStory), people shared their first memories of UCEA. Each story is grounded in deep connections with colleagues and mentors, intellectual challenges, as well as professional and personal growth. This is the heart of UCEA and is a vibrant part of our organization. It is important to me, and it is important to all of us.

Subsequent conversations have allowed me to talk more about what we “do” and to learn from other perspectives on the issues facing educational leadership. Our work is three fold: (1) to understand and ensure quality leadership preparation, (2) develop and influence policy, and (3) conduct rigorous and critical research. This knowledge production, sharing, and dissemination help us to continue to evolve. This is the brain of UCEA, and it as important as the community we have worked hard to create.

With each interaction—some with emerging voices and some with a longer perspective—I come back to the need for us to plan for our continued sustainability, deepen and diversify our knowledge base, and forge new relationships in more global contexts, both here and in other parts of the world. Our sustainability will depend on staying relevant, strengthening our organizational capacity, and maintaining our financial independence. We deepen our knowledge base by learning from more affirming—and ancient—ways of knowing while embracing emerging methodologies and technologies. Our connections to leaders across the globe must be authentic, collaborative, and empowering for/with children, communities, and educators across contexts. The last 102 days have given me an opportunity to listen, learn, and envision how—through our research, advocacy, and pedagogy—we can enact new forms of leadership that bring our goals for justice to life.

It will continue to be a year of changes and challenges for us. Even as we transition to a new Executive Director (me) and new host institution, the educational leadership and higher education landscape is still uncertain. It will be my job to make sure that our interests and institutions are represented in the discussions that matter to us and to engage further in the work that matters to educators, communities, and children. Our job is to work together and make sure that we don’t lose our heart or our brain in the process. I am confident that we can do both!

I look forward to seeing you all in New Orleans (November 21-24) where the Planning Committee and Headquarters Staff are eager to welcome you!! When you see me, please, introduce yourself, tell me your #UCEAStory, and share your thoughts about the future of our field. Laissez les bon temps rouler!
Did you know that UCEA hosts nine program centers? Each program center focuses on a target area of need in the field. These targeted needs include technology leadership, social justice, ethics, evaluation, academic leadership, international leadership, district governance, urban leadership, and school law. Each program center substantially contributes to the knowledge production around the topic and, in turn, contributes to UCEA's mission. Having been the Associate Director of Program Centers for 5 years, I have come to realize that UCEA members rarely get a glimpse at the amazing work of the centers. So, starting soon, we will highlight the work of the UCEA Program Centers in a new section of the UCEA Review called Program Centers Corner. In it, we will feature two to three centers to share their work with the UCEA family.

Center for the Study of Academic Leadership
Washington State University & University of San Francisco
Walter H. Gmelch, Sharon Kruse
Founded 1998

Center for the Advanced Study of Technology Leadership in Education (CASTLE)
University of Kentucky & University of Colorado Denver
Jayson Richardson, Scott McLeod, Sara Dexter, Nick Sauers
Founded 2005

Center for Educational Leadership and Social Justice
Duquesne University
Gretchen Generett, Launcelot Brown, Lori Jockel
Founded 2007

Center for the International Study of School Leadership Center
Georgia State University
Jami Berry, Melanie Brooks, Ross Notman, Charlie Slater
University of Georgia
Founded 2008

Center for the Study of Leadership in Urban Schools
OPEN

Center for the Study of Leadership and the Law
University of Arkansas
Kevin Brady
Founded 2015

Consortium for the Study of Leadership and Ethics in Education (CSLEE)
In transition
Heather Rintoul
Founded 1996

National Center for the Evaluation of Educational Leadership Preparation and Practice
University of Utah
Andrea Rorrer
Founded 2008

UCEA Joint Program Center for the Study of the Superintendency & District Governance
Florida Atlantic University & University of Wisconsin-Milwaukee
Meredith Mountford, Leigh Wallace
Founded 2009

CSLEE Values & Leadership Conference
November 20-21, 2019
New Orleans, LA
Hilton New Orleans Riverside
http://csleecenter.org

Sustaining Ethical and Values-Based Leadership in Volatile Contemporary Times
24th Annual Values and Leadership Conference
Presented by the Consortium for the Study of Leadership and Ethics in Education (CSLEE)
In 2016, the Educational Leadership Program at Indiana University (IU) Bloomington launched an ambitious partnership with the Evansville Vanderburgh School Corporation (EVSC) to begin tightening our collaboration on issues of leadership education. The goal of this partnership was to grapple with the difficult problem of how to prepare leaders for continuous improvement and ultimately to enable IU and EVSC to think, act, and interact in an aligned manner about improvement issues. We recognized early that our preparation program was behind the field and our aspirations were set too low. Instead of focusing on licensure as the end result, we recognized that we must embrace shared and sustainable improvement as the primary goal. This required leaders who could think about complex improvement challenges, act in response to these challenges using structured inquiry, and interact with other leaders and IU in order to support shared learning. This required leveraging the statewide status of IU to work directly with education professionals in school districts around the state. We were aided in this process by strong support from Dean Emeritus Terry Mason, whose enthusiasm for this initiative was vital.

The Guiding Principle: Improvement Science

Networked improvement science (Bryk, Gomez, Grunow, & LeMahieu, 2015) is an intuitive approach to educational improvement given the loosely coupled nature of education systems. This model rests on a structured inquiry process, referred to as a plan-do-study-act (PDSA) cycle, and a structure for social learning, referred to as a networked improvement community (Dolle, Gomez, Russell, & Bryk, 2013; LeMahieu, Grunow, Baker, Nordstrum, & Gomez, 2017). The aim of improvement science is to create conditions for rapid problem formulation, iterative development of change ideas, and rigorous testing (Langley et al., 2009). The aim is to reduce variation, improve quality, and promote equity (Bryk, 2017). Improvement science thus functions as both a theory that describes the actions we take to improve as well as a method through which to understand how those actions produce meaningful organizational changes. In the field of educational leadership, improvement science has captivated educational professionals working in institutions of higher education and local education agencies. Further, it has become a major focus for the redesign of leadership preparation as evidenced through UCEA’s Program Design Network.

Historically, our approach to educational improvement has relied on the steady of disaggregation of data to identify performance gaps. This process has been widely described as data-driven or data-informed decision-making (Ikemoto & Marsh, 2007; Knapp, Copland, & Swinnerton, 2007; Madinach, Honey, & Light, 2006). This process has given rise to the introduction of a multitude of reform strategies without contemplating how these initiatives contribute—or more accurately don’t contribute—to the system’s overall improvement. In effect, we have prepared leaders to find problems without giving them the tools to begin solving them. Improvement science thus represents one strategy that can be used by leaders to introduce changes in educational organizations and to test these ideas prior to widespread implementation.

Recapping the Process

Recent efforts at IU to integrate improvement science within the context of our K-12 leadership program through a unique partnership with the EVSC can be described as follows.

**Building from the ground up: Getting to the gemba.** In one of our earliest conversations in 2016, a colleague from EVSC suggested we depart from the traditional ways in which new content and coursework from leadership preparation programs have been developed. The colleague asked, “Instead of telling us, why not go to the gemba?” Gemba is a Japanese term for “actual place”; it has been used in relation to Lean and Six Sigma, two continuous improvement models found in business and manufacturing. This concept motivates leaders to go where the work is actually occurring in order to understand why processes and practices are deficient or ineffective. In the case of the IU program, it invited faculty into Indiana’s third largest school system to understand how the context for district and principal leadership had changed in light of more than a decade of education reforms. Meeting standards was clearly not enough, and traditional logics of leadership were insufficient (Rigby, 2014). What was needed, instead, were leaders who could guide and direct a sustained improvement effort in a relatively entrepreneurial fashion.

**Catalyzing our improvement work and shared learning.** IU and EVSC joined the Carnegie Foundation for the Advancement of Teaching’s Improvement Leadership Education and Development (iLEAD) initiative to accelerate their existing program efforts. This initiative included 11 partnership sites located throughout the United States, including many from UCEA. Broadly, the initiative seeks to deepen partnerships between institutions of higher education and local education agencies. The partnerships all emphasize a strong commitment to collaborative leadership preparation and the use of improvement science. IU and EVSC hoped that this program would provide access to professional development as well as opportunities to
learn from other universities and districts. We also anticipated that this initiative would provide opportunities to secure external funding through the establishment of a research–practice partnership.

Within the 1st year, the partnership focused on the development of a 12-credit online certificate in improvement science designed to serve educators working in three areas: classroom teachers/teacher leaders, principals, and central office administrators. This certificate was designed to provide access to IU-backed training and a pathway into the university’s graduate program in Educational Leadership. The curriculum rested on the six principles of improvement (Bryk et al., 2015) but added to these other more prominent perspectives in the leadership field including strategic problem formulation and inquiry (Baer, Dirks, & Nickerson, 2013; Copland, 2003), design thinking (Gallagher & Thordarson, 2018), and data-informed decision-making (Knapp et al., 2007). The certificate created an opportunity to establish a common language between the university’s preparation program and the district’s improvement work. More importantly, it created an opportunity to extend our course offerings into the gap that existed between our master’s and doctoral programs. The district agreed to fund the initial cohort of the certificate (up to 15 participants) and to offer access to three elementary school launch sites. An IU faculty member would, in turn, coach the schools and use the tools, experiences, and strategies developed from this coaching to inform the development of the curriculum for the new certificate program.

Learning from three launch sites. While the certificate program worked through IU’s program approval process, the 2nd year of the partnership engaged three elementary schools located in different attendance regions of EVSC. The schools were selected by the district and served as a laboratory for IU faculty. The sites ranged in size from 452 to 602 students, 34% to 95% free or reduced-price lunch eligibility, and significant differences in the racial/ethnic composition of the student body. The schools also varied in their achievement trajectories, staff composition, and principal experience. As such, the schools served as opportunities for IU to learn how to introduce improvement science under different conditions as well as given different improvement pressures introduced by the state’s accountability framework.

Across the year, an IU faculty member worked with a central office administrator to coach three school teams in the design, development, and refinement of their initial PDSA cycles. We also created conditions for “networked” improvement conversations through quarterly PDSA Clinics. After 1 year, teachers, principals, and central office administrators were surprised by the early results. At one school, teachers used a PDSA to recover 35 minutes of instructional time per day to devote to more complex mathematics instruction. At another school, teachers introduced a data-based grouping strategy in mathematics with Northwest Evaluation Association assessment data suggesting students involved in the groups performed better than the district. Across schools, teachers reported feeling empowered to make decisions that reflect the best interests of their students and more inclined to use data to inform their decision-making. Principals perceived that the introduction was encouraging them to spend more time in classrooms. These experiences have been recorded and will serve as the basis for teaching cases in the new certificate program.

Improving the IU Leadership Program, Sustaining the Partnership, and Serving the State

Now, entering the 3rd year of the partnership, work again turns to the IU Educational Leadership Program. Course development will introduce the high-leverage practices and principles identified from the work with the three launch sites. These practices include the use of principal-led improvement huddles, improvement tools (e.g., fishbone and driver diagrams), coaching strategies, and a field-based improvement project that seeks to introduce a PDSA into schools as part of the participant’s certificate coursework. Candidates who participate in the program will also learn to identify measures, develop data trackers, and analyze data to identify causal relationships between change ideas and short-term outcomes. In supporting each of these key learnings, we are also producing a series of teaching cases derived from the three launch sites. Ultimately, the ideas introduced in the certificate will be expanded to the principal preparation program and embedded within the doctoral program. The certificate is thus supporting the development of a new programmatic core focused on continuous improvement and is positioning IU as an emerging partner in school and district improvement efforts.

Please contact Dr. Lochmiller at clochmil@indiana.edu for further inquiries. More information about the IU K-12 Educational Leadership Program can be found at https://education.indiana.edu/programs/educational-leadership.html

References


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**Grad Student Column & Blog: Submissions Welcome**

Two elements of the UCEA website are focused on issues and information relevant to the graduate students of UCEA. The Graduate Student Column typically features scholarship written by graduate students at UCEA member institutions. Column entries explore a variety of topics and allow the authors to present developing research and to the UCEA graduate student community. The Graduate Student Blog is a more discussion-oriented format encouraging conversation between graduate students via posts and comments. Topics addressed in the blog include discussion and links to educational leadership and educational policy news relevant to graduate students, as well as updates and information about ways graduate students can be more involved in UCEA. Graduate students are invited to send in contributions for both the Graduate Student Column and the Graduate Student Blog. To find out more, please e-mail ucea@virginia.edu.

[www.ucea.org/graduate-student-blog/](http://www.ucea.org/graduate-student-blog/)

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**Statement From the UCEA Executive Committee Condemning Immigration and Customs Enforcement Raids in Mississippi**

On August 7, 2019, U.S. Immigration and Customs Enforcement (ICE) executed a coordinated series of immigration enforcement raids in seven food processing plants across the state of Mississippi. The result was one of the largest immigration sweeps of its kind with a record-setting 680 arrests that separated families, left many children without parents or caretakers, and stoked fears in entire communities. The timing of these unprovoked raids coincided with the first day of school, causing fear and anxiety among children and forcing school officials to figure out how to deal with the aftermath of these targeted assaults on local communities.

As an organization dedicated to quality leadership and advocacy for schools, we publicly condemn these raids. No child should ever be forcibly separated from her/his/their family in this fashion. No child should live with the fear that their parent could be taken away from them at any time. No child should stress over whether their parents or guardians will be home at the end of the school day. The psychological and emotional trauma of these raids—compounded by massive family separations on the U.S./Mexico border, the deadly shootings in El Paso, TX, and Dayton, OH, and a political climate that is vehemently anti-immigrant and anti-Latinx—is considerable and destructive to children and entire communities. As a result, schools bear the unique burden of having to respond to these socially produced causalities in real time. Mississippi school administrators are not alone in their efforts to address the devastation caused by ICE raids. These crises are impacting students across the country, and schools are on the front lines of tackling these individual and collective tragedies and responding to them in ways that are responsive to student and community needs.

As members of the UCEA Executive Committee, we, like many of you, are devastated by what is happening in our nation and our schools and are called to action. As a first step, UCEA hosted a Twitter chat on supporting and preparing leadership for traumatic events such as this, August 12, 2019, 12:00-2:00 p.m. EST with the hashtag #UCEAction.

We also encourage local action and involvement from our member institutions specifically and the educational community writ large. Reach out to local school districts and ensure they have a clear plan in place for dealing with ICE raids and local enforcement actions. As fears become realities in immigrant communities, it is imperative that we all step up, do our part, and take a stand in order to better serve students during times of trauma and insecurity.
Statement from the UCEA Executive Committee
Unified in Support of Families Unfairly Detained and Separated at the U.S. Border

As an organization dedicated to quality leadership, advocacy for school communities, especially families, is at the heart of our values as an organization and what we should be called to do. When UCEA has been positioned to issue a public statement, it has often centered on supporting families. For example, we decried actions taken against Deferred Action for Childhood Arrivals or DACA, restricting immigration to the United States from predominantly Muslim countries (UCEA, 2017), and the senseless massacre of LGBTQ young people in Orlando (UCEA, 2016). Just last year, we also issued a statement standing with immigrant children and families detained at the U.S. border (UCEA, 2018). The continued detainment of these families and the separation of children from their families as part of the process are met with our outrage. As educators, we are keenly aware of the long-term impact of persistent trauma on the health, well-being, and cognitive development of young children. This trauma is detrimental for children being detained as much as it is for children living in fear of family separations. Thus, we again find ourselves in the position to establish a clear position against these actions.

As members of the UCEA Executive Committee, we, like many of you, are devastated by what is happening in our nation and are called to action. The question remains, WHAT CAN WE DO? Our call to action today includes three ideas, though we are open to hearing from you on other ways our members might fight back.

First, contact your local congressional representatives to let them know our organization’s stance against the detainment of children and families under these conditions. If you are unsure who your congressional representative is, you can look here to find your Representative and here to find your Senators.

- [https://www.house.gov/representatives/find-your-representative](https://www.house.gov/representatives/find-your-representative)
- [https://www.senate.gov/general/contact_information/senators_cfm.cfm](https://www.senate.gov/general/contact_information/senators_cfm.cfm)

Second, offer support to the organizations on the front lines who are providing direct legal and other support to these communities. One organization, RAICES [https://www.raicestexas.org/about], is a nonprofit agency in Texas that has emerged as the leading organization supporting these efforts. Also, seek out organizations in your area that support immigrant families, communities, and reunification efforts locally.

Finally, you can reach out to your local school districts to make sure they have a clear plan in place should ICE officials come to their schools. Immigrant families have rights, and educators are not required to collect information about immigration status or provide ICE officials access to students who may be immigrants. The ACLU has compiled helpful information for school officials and educators (ACLU, 2019) to understand their rights and responsibilities that you can share widely.

We want to hear from you about the efforts you are taking to make a difference in your community, as well as in your program and courses. As “leaders” in our classes, it is important that we prepare our students for current leadership contexts and help them develop the necessary skills to advocate for and protect their school communities. Share your thoughts and ideas by using the #UCEA4Families hashtag. You can also share your work with us through email: ucea.org@gmail.com

There are times in a nation’s history where we are called to stand up, to speak out and do something. This is that time. We are not helpless pawns—as people and as an organization, we can do something to help these families. Together, we can make a difference!

Potential Resources

- Immigrant Defense Project: [www.immdefense.org](http://www.immdefense.org)
- The Immigrant Learning Center: [www.ilctr.org](http://www.ilctr.org)
- National Immigration Law Center: [www.nilc.org](http://www.nilc.org)
- National Immigrant Justice Center: [www.immigrantjustice.org](http://www.immigrantjustice.org)

References


The University of South Carolina is a public-funded university established in 1801 with a current enrollment of approximately 28,000 students. Located in the state capital (Columbia) only one block from the capitol building, the campus provides convenient access to influence both state governmental actions and state professional educational association agendas. The K-12 Educational Leadership program is located in the Department of Educational Leadership and Policies, College of Education. Program faculty members study school development and talent management; improvement science and leadership; the economics of leadership and policy; law; democratizing education and leadership; and relationships among race, education, policy, and leadership, all informing principal and superintendent preparation as well as the PhD in P-20 Leadership and Policy. Program faculty are working on the Carnegie iLEAD project in partnership with a local school district as well as the International School Leadership Development Network and the International Successful School Principals Project.

The department includes the Center for Innovation in Higher Education focusing on university-community partnerships aimed at bringing democracy and education closer together as well as an affiliated South Carolina policy center and active partnerships with the Historic Penn Center and the Anne Frank House. Recent and forthcoming publications include a special issue on Race and Education in Teachers College Record; a special issue on public education and leadership at the crossroads in the European Educational Research Journal; and articles in Journal of School Leadership, Leadership and Policy in Schools, The Journal of Education Finance, and The Journal of Educational Administration, among others.

For more information, contact Dr. Emily Davis at the Department of Educational Leadership and Policies at emilydavis@sc.edu or call 803-777-3802.

https://sc.edu/study/colleges_schools/education

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Left to right: Simone Gause, Rose Ylimaki, Peter Moyi, Joe Flora, Henry Tran, Suzy Hardie, David Martinez, and Daniel Spikes. Not pictured: Doyle Stevick, Susan Bon, Kathleen Cunningham, Spencer Platt, Christina Yao, Christian Anderson, and Julie Rotholz.

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AERA 2020

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The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate

https://www.aera.net/Events-Meetings/Annual-Meeting/2020-Annual-Meeting-Theme
Dr. Muhammad Khalifa is the Robert H. Beck Professor of Ideas in Education in the Department of Organizational Leadership, Policy, and Development in the College of Education and Human Development at the University of Minnesota. His research focuses on how educational leaders enact culturally responsive school leadership practices for minoritized students. He is the coeditor of three other books: *Culturally Responsive School Leadership* and author of the book *School Leadership Practices for Minoritized Students*. He is the focus of how educational leaders enact culturally responsive Development at the University of Minnesota. His research in Education in the Department of Organizational Leadership, Policy, and Development in the College of Education and Human Development. Prior to his current work in research, Dr. Khalifa worked as a public school teacher and administrator in Detroit.

ALY HONSA: I want to thank you for this opportunity to speak with you and learn more about your scholarship. To begin, it would be valuable to know more about who you are and how that informs your research. Knowing there are often many important life experiences that influence our career paths, what are one or two of those experiences that you consider critical to becoming an educational researcher?

MUHAMMAD KHALIFA: My experience as an educator in Detroit is one. I started out as a science teacher, and I was sort of mentored and socialized into believing and accepting and repeating deficit-oriented understandings of the community that I served on the east side of Detroit. I was very ignorant about the conditions around Detroit that caused parents and students to interact with schools in the ways that they did. It was a choice for them. It was agency for them. But I didn’t understand that. I understood it as having low values around education or being confrontational. It wasn’t until I had the freedom to study more that I learned there were many other experiences that they had that led them to that space. And I came from a very socially conscious family background and went to a stellar educational institution. I went to the University of Michigan. It was and remains one of the top teacher education programs in the country.

And another thing, I chose to go to Detroit. I could’ve got a teaching job in many other places. I chose Detroit. But despite all of that, I still ended up accepting these understandings of my students. When I did become aware of some of these things as a teacher, and I was trying to push for change, what I noticed was that change was only able to come in a sustained and systemic way when the school leader understood that change needed to happen. Whether it was equity work or any other kind of reform that was being undertaken. This alerted me to the fact that leadership is truly important. And if you don’t have a strong leader who is willing to be courageous and humble, and embraces equity work and educational practices that are best for students, then teachers will eventually burn out.

ALY HONSA: I was going to move into the research you’ve done with your colleagues Mark Gooden and James Davis around developing a framework for culturally responsive school leadership. How you would describe culturally responsive school leadership?

MUHAMMAD KHALIFA: It’s difficult to come up with a small, simple, and concise definition because there are so many areas or spheres of it. One is the notion of the leader being a public intellectual and being critically self-reflective. One of the ways that we’re able to become and remain critically self-reflective is to be intellectually curious. Part of that is to understand how we’re nestled in and either benefit from or reproduce systems of oppression that our students face. That requires some thought and introspection.

Another realm is this notion of school identity and school context and climate. And this comes down to how does a leader promote culturally responsive and inclusive environments with students. This is important because the culturally responsive school pedagogy, curriculum, and teaching literature don’t really touch deeply on school climate because it’s not exclusively a classroom-based question. It’s really more of a leadership question. It’s what students encounter before and after school, on the way to and from school, in lunchrooms, and in other nonpedagogical spaces within the school. Leaders have to be aware of that. As it pertains to identity, we argue that identity has to be honored and valued regardless of whether or not the teacher and/or administrator find value in those cultures, even if they find those cultures to be distasteful or criminal. If the students have chosen those identities, instead of marginalizing those identities, it might be better to try to merge other academic identities with that identity.

The third realm of culturally responsive school leadership deals with community engagement, and this is where many school leaders recognize that they have the most work to do. They don’t really know how to engage communities. They don’t know how to reach into the community to excavate and then bring into schools those epistemologies, perceptions, histories, and understandings within the community. Usually when they go to the community, it’s school-centric, and the goals all reflect what the school needs, not necessarily what the community needs.
And the fourth area of culturally responsive school leadership is just the nuts and bolts of school leadership as it pertains to curriculum and instruction. So that would be instructional leadership practices, distributed leadership practices, hiring, classroom observations, curriculum development, professional learning communities, and leading those processes.

I wish I could have given you a simple, small, concise definition of it. But anybody who does that, I don’t think they understand what culturally responsive school leadership is all about.

ALY HONSA: It’s complex; it has multiple dimensions. Based on your research, what recommendations might you make to leadership preparation programs who are developing aspiring principals?

MUHAMMAD KHALIFA: Stop avoiding discussions around race and other areas of difference. Become scholarly and historical about how bias emerged, and that requires study of times before the establishment of this republic, the United States of America. Develop community-based knowledge and epistemology, which can come through youth participatory action research or community-based research. It could come from creating overlapping efforts so that your teachers and administrators can spend more time in the community or community members can spend time at the school. And it can come from more direct types of research such as funds of knowledge, as long as it’s not exoticizing, which would allow educators to go into communities and find out what those perceptions are. Find out the histories of the school in those communities and the histories of the people schools are serving. And all of these things should enrich the curriculum of principal prep programs. And if they don’t have these things, then all they are going to do is give them a very sterile, nonculturally responsive preparation to become a school leader.

ALY HONSA: Would you make similar or different recommendations to school district leaders who are designing professional development for principals who may be at various stages of their careers?

MUHAMMAD KHALIFA: I would make similar recommendations. But in addition to that, school leaders and district leaders have another set of things that they need to carry through. They have to, first of all, be comfortable using data in conversations about race. For example, if you walk into a building and there are problems with a particular science teacher, and all of the students score low in that academic area, then the school is very comfortable approaching the teacher saying, “Look, you need some mentoring with this high school teacher. All of your students are performing low in this area, and this is an indication that there is something pedagogically that you’re missing, so here’s the mentoring.” We feel very comfortable theorizing and talking about that. Yet when it comes to issues of race and difference, then we avoid it like the plague.

School district leaders have to understand that they cannot continue to avoid the topic of race.

But the other thing is that they also have to put in place mentoring and modeling within the district, which has to happen at all levels. Most districts, unfortunately, have approached this topic by having breakout days where they talk about racial equity data or other types of data that deal with minoritized students. The reality is that you should keep those days, but also you should reform all the tools, processes, policies, and protocols of the district so equity is throughout. It has to be reflected in your intake forms, in your observation forms, in your budgeting forms. There should always be questions around is this work that we’re doing on a day-to-day basis reflective of equity, cultural responsiveness, and social justice.

ALY HONSA: That leads to some of the real challenges of this work at the district level. In several of your articles, you focus on the ways school districts are highly bureaucratic and technical-rational spaces that tend to value neoliberalism and colorblindness. And you point out the ways in which these norms often serve to reproduce inequity and maintain racial disparities. While the culturally responsive leadership framework that you developed is focused on the principalship, to what extent do you think district leaders can adopt and exercise culturally responsive leadership, especially in that district context?

MUHAMMAD KHALIFA: I’ve seen it happen with district leaders in many different places, so it’s very possible. I’m working with a group of principals now, and in our first meeting, they all came together and said, “Look, we want to do this work. We’re committed to doing this work. But the leader of this district is apathetic toward this work, and there’s a tendency to put the blame on individual principals. So if we’re going to do this, we have to act together.” So I’ve seen the results play out in districts in which the highest level of leadership is not there, and the principals have apprehension and uncertainty. And I’ve seen the flip of that. There are clear differences in how employees, from principals and teachers, all see their roles if it’s being modeled by the superintendent and associate superintendents versus if it’s not being modeled. It’s very important that district-level people and all offices, budgeting, development, procurement, reflect upon how they are either reproducing oppression or contesting it within their roles.

ALY HONSA: How might district leaders challenge some of those norms that are so baked into the central office and district practices?

MUHAMMAD KHALIFA: Oh, in the same way that building principals and superintendents do, talking about race. As a country, we just don’t do that, so making sure to always talk about race, and the other issues of difference that are unique to that district. It could be you have indigenous people who live nearby. It could be that you have LGBTQ staff members who don’t feel valued. It could be that you
have gender pay disparities. Whatever it is, it’s important to talk about that and talk about it frequently so it’s a central piece of what you do. That is a huge first step. In terms of all of these other roles in the district, they have to have the same professional development, training, deep conversations, and critical self-reflection that the superintendent, principals, and others who deal with instruction do.

ALY HONSA: You’ve noted in your research that leaders tend to affirm society’s prevailing ideologies due to a desire for credibility. Developing and practicing culturally responsive leadership, either at the school or the district level, demands that educational leaders disrupt those norms, which could potentially weaken their own legitimacy depending on what the norms are in their own educational context. What do you think supports leaders in taking on that kind of risk?

MUHAMMAD KHALIFA: So essentially, what we arguing is that when you push back against norms, it’s not that you become necessarily less credible, but people who do not want you to be doing that may not have the same kind of trusting relationship with you, and therefore extend that same kind of credibility that they would if you were a technical, rational leader pushing the status quo. So leaders take on tremendous risk, obviously. And this is why it’s so important to be cognizant and aware of district-level policy and the vision for equity. Because, for example, if you are an instructional leader or principal and you’re doing some classroom observations, and you say to a teacher, “Okay, now hold on a second. You’re ignoring all the brown students in your classroom. You’re allowing them to disengage. You’re not calling on them when you ask questions. And you’re allowing them to leave your classroom.” That’s a number of bigotry-oriented behaviors that some teachers may do. But if you go in there as a leader and you call the teachers on that, then you run the risk of having them shut down and distance themselves from you. They won’t be vulnerable with you. They won’t allow you to come into the room on the more vulnerable teaching days to give them advice because now you’ve brought up something that makes them uncomfortable. And, in one article, I found that this is especially true with tenured teachers.

Now, if it’s a district-level mandate or a district-level expectation in practice, then they’ll be expecting you to mention that, and therefore it will not break down the trust. Because it’s widely expected that leaders are going to be paying attention to how well you are serving students in your pedagogical instructional practices. That’s one example that suggests that there are risks associated with doing the work, but there are ways to mitigate those risks. Unfortunately, school leaders have this notion that policy can solve everything, which is false. But that’s one of the instances in which at least you are armed with the policy when you go down this courageous pathway of doing culturally responsive school leadership work.

ALY HONSA: Is there anything I didn’t ask you about that you feel would be important to share or maybe new work that you’re thinking about?

MUHAMMAD KHALIFA: What I’m thinking about now is how culturally responsive school leadership work can begin to engage the district-level and instructional leadership research that’s already out there. These are the areas in which there’s very little research done, and I’m doing some research myself, but I really encourage people in the field to engage culturally responsive leadership with all of their lines of research. I think that our field is moving in that direction, but we really need some accelerates. We need to make sure that everything we do is culturally responsive.

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### JOB SEARCH RESOURCES

Subscribe to the UCEA news feed to get new job postings in your e-mail inbox or RSS reader. Search by date, state, or type of position. The site aggregates in one place all of the jobs posted at the UCEA Ed Leadership Jobs Board, HigherEdJobs, the Chronicle (Vitae) Job Board, UCEA CASTLE, and the AERA Jobs Board.

**Sample Job Search Documents:** [http://www.ucea.org/opportunities/sample-job-search-documents/](http://www.ucea.org/opportunities/sample-job-search-documents/)

**UCEA Educational Leadership Jobs Board:** [https://members.ucea.org/edleadershipjobs](https://members.ucea.org/edleadershipjobs)

**HigherEdJobs:** [https://www.higheredjobs.com](https://www.higheredjobs.com)


Stage-by-stage assistance for graduate students new to the academic job search process. The site includes a plethora of helpful tips and strategies and has been highly acclaimed by past job seekers. Please publicize these resources to your graduate students.

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Join UCEA and your professional colleagues on a special delegation to South Africa, March 8-14, 2020

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- Access to education at both secondary and tertiary levels
Delegation Leader:
Mónica Byrne-Jiménez, EdD

Dr. Mónica Byrne-Jiménez is the Executive Director of the University Council for Educational Administration (UCEA). Her scholarship focuses on Latina/o identity and educational leaders, social justice leadership development, rural leadership, and the impact of faculty diversity on doctoral student experiences.

Dates: March 8-14, 2020

Itinerary: Request a day-by-day itinerary by calling Professionals Abroad at 877-298-9677, emailing professionalsabroad@academic-travel.com, or visiting professionalsabroad.org.

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A Safari Extension: For those who want to experience a safari, we have arranged an extension to Pilanesberg Game Reserve for UCEA delegates and their guests at additional cost. Contact us for details.

Fee: The $4,450 fee includes group transportation within South Africa, meetings, accommodations in double-occupancy rooms at a 4-star hotel, entry fees for cultural visits, the service of a national guide, and most meals. Single supplements are available for single rooms. Call for more details.

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Patrick B. Forsyth, who served as UCEA executive director for 15 years, 1985–2000, has retired from his position at the University of Oklahoma, where he has been professor and co-director of the Oklahoma Center for Education Policy for the past 11 years. His education career covers a span of over 50 years, including his leadership position at UCEA.

Forsyth accepted the directorship of UCEA at a rather precarious time in the consortium’s history. University membership had dwindled to 38. Foundation support, so vital to UCEA’s early years, was focusing on other interests, and UCEA was drawing down its nearly depleted reserve fund at an alarming rate. UCEA had almost no programatic activity, and its staff consisted of the director, a secretary, and a graduate assistant. Forsyth believed that UCEA’s chief asset and key to rebuilding remained the affection and commitment of professors of educational administration to the consortium; he saw his task as restoring program opportunity for member professors.

In his first years as director, Forsyth, along with retired dean of New York University Daniel E. Griffiths, raised funds primarily from the Ford, MacArthur, and Danforth foundations to establish the National Commission on Excellence in Educational Administration (NCEEA). UCEA managed the project, and the blue ribbon panel of educational, business, and political leaders (including then-governor of Arkansas Bill Clinton, Judith Lanier, Barbara Jackson, Al Shanker, and 23 others), which met periodically for nearly two years to help the profession examine its current state and set directions for the future. The commission’s final report, *Leaders for America’s Schools*, was released in 1987 at the National Press Club. UCEA’s leadership in this project helped to restore the consortium to national prominence.

Next on the agenda, Forsyth pedaled the benefits of a National Policy Board for Educational Administration (NPBEA) to Washington-based education associations in response to a commission recommendation and eventually persuaded them to join the new board, the NPBEA. Membership simultaneously seated UCEA at the table of quarterly meetings with all the executive directors of related educational organizations (AACTE, AASA, NASSP, NAESP, NSBA, ASCD, CCSSO, NCPRA, and ASBO), bridging the education and practice arms of the educational administration profession. Among other accomplishments, The NPBEA successfully won funding for and managed the Interstate School Leaders Licensure Consortium and helped implement nationwide standards for the profession.

Also in the first year of his directorship, the UCEA Executive Committee (in particular, Martha M. McCarthy) floated the idea of having a UCEA conference. Somewhat strangely, the organization had never considered this before. Forsyth embraced this project as a masterful way to provide opportunity for all UCEA professors to participate more actively in the work of the consortium. Within a year, UCEA’s tiny staff, along with enthusiastic support from member universities (especially the University of Virginia, which hosted), launched a very successful first convention on October 30 – November 1, 1987 in Charlottesville, Virginia. The convention continued to grow over the 15 years to become the cornerstone of UCEA’s yearly activities.

These two projects especially, the NPBEA and the UCEA Convention, helped restore the voice of university preparation programs in the field to the general educational improvement conversation. Membership in UCEA began to increase, and member universities competed to host the consortium’s headquarters, as well as the editorial offices of its various publications. Forsyth moved with UCEA headquarters from Arizona State to Penn State to the University of Missouri–Columbia.

A surprise retirement party was held on May 25 attended by many colleagues, former students, former UCEA presidents, friends, and family from across the nation. Forsyth lives with his wife of 40 years, Elena, in Tulsa, Oklahoma. He will continue some university activity and service to public schools. His email address is patrick.forsyth@ou.edu.

**The Initiative for Systemic Program Improvement through Research in Educational Leadership (INSPIRE) Surveys** include a suite of evaluation resources made available by the UCEA Center for the Evaluation of Educational Leadership Preparation and Practice. These surveys are available for leadership preparation programs to produce evidence helpful in improving programs, meeting accreditation requirements, and making the case for support among various constituencies. INSPIRE is aligned with national educational leadership standards and the UCEA Institutional and Program Quality Criteria and provides a source of evidence on program outcomes.

[www.ucea.org/resource/inspire-leadership-survey-suite/]
The Wallace Foundation launched the Principal Pipeline Initiative (PPI) with the goal of supporting comprehensive school leadership improvement at scale. The foundation provided technical support to six large urban districts from 2011 to 2016: Charlotte-Mecklenburg, North Carolina; Denver, Colorado; Gwinnet County, Georgia; Hillsborough County, Florida; New York City; and Prince George’s County, Maryland. In each district PPI efforts had a central focus around improving school leadership pipelines via preparation, hiring, development, evaluation, and induction efforts. The PPI was designed as a set of “systematic, mutually reinforcing reforms” to the way school districts approach support for newly placed principals (Gates, Baird, Master, & Chavez-Herreras, 2019, p. xvii).

The RAND Corporation along with Policy Studies Associates conducted a comprehensive evaluation of efforts undertaken within the PPI. Prior reports by Policy Study Associates detail the features of the PPI related to early implementation (see Wang et al., 2018). RAND conducted the final evaluation report, reviewed here, which provides a full picture of the implementation and associated effects of the PPI on outcomes related to student achievement, principal retention, and overall program feasibility. Findings discussed in this spotlight summarize the RAND report, Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools. In the sections that follow I highlight findings related to initiative implementation, achievement effects, principal retention, and the feasibility and affordability of the PPI. This spotlight concludes with a short discussion of implications for future policy and practice.

**Implementation**

Each of districts receiving support in the implementation of their pipeline consistently worked to improve the components of PPI in place throughout the course of RAND’s study. The timing and features of this work varied across districts; however, each engaged in efforts related to the improvement of leadership standards, preservice training, hiring practices, and induction. Overall, the PPI led to improved experiences for new principal hires in each district. Four elements of the PPI listed here were consistently observed during implementation efforts across most district contexts, all of which are useful to researchers and policymakers interested in the development of leadership pipelines:

1. The exposure of new hires to practical demonstrations of the process of hiring along with the provision of feedback during the actual hiring process.
2. Training in the area of instructional leadership with an explicit emphasis on school improvement.
3. Efforts to prepare a greater share of newly hired principals within a preferred preservice program (university, nonprofit, or in-house district partners).
4. A higher rate of new principals receiving induction and mentoring supports.

To summarize, there is evidence that each of the six districts took steps to reshape policies and practices related to the creation of a strong school leadership pipeline. The result of these actions effectively changed the experiences that new principals had during their training, hiring, and on the job.

**Achievement Effects**

The PPI was associated with a diverse set of benefits for districts, schools, principals, and students. Effects on student achievement were “pervasive,” improving outcomes across districts, grade levels, and for a range of student groups (Gates et al., 2019, p. 66). In fact, the PPI was associated with multiple years of positive achievement growth in both reading and math test scores. Schools with a new principal benefiting from the PPI outpaced comparison schools by 6.22 percentile points in reading and 2.87 percentile points in math after 3 years. These results were strongest in the schools receiving a newly placed principal; however, smaller achievement effects were also found in all schools district-wide. This latter finding provides evidence that the PPI supports were spread across the district above and beyond schools receiving a newly trained leader.

PPI-related achievement gains were greater when the principal was a brand-new hire, compared to those who were reassigned from another school within the district. The authors of the report also noted that new hires were more likely to receive the full model of PPI supports, including improved preparation, induction, and hiring program features. This detail provides some indication that the PPI is driving observed achievement effects.

There were stronger effects for the lowest performing schools. Specifically, when student achievement data were analyzed by overall school performance subgroups, the lowest performing schools experienced the largest achievement gains. These positive and statistically significant effects of the PPI were for the lowest performing schools, those in the bottom quartile of the statewide achievement distribution most likely to be identified as a turnaround campus.
Principal Retention

PPI efforts increased principal retention in the targeted districts, and the effect on retention was the strongest for more recent cohorts. Newly hired principals in PPI districts were almost 8 percentage points more likely to stay in their current school for 3 years, compared to similar principals in districts not receiving initiative supports. When exploring characteristics of the principals who left their position, results suggest that on average the PPI districts retained higher performing principals. In other words, none of the PPI districts experienced a net loss of high-performing principals as defined by the evaluation systems in place.

Related to retention, the PPI was also associated with principals’ perceptions of their school climate. Ratings of overall school climate increased for schools with principals receiving PPI supports. This could signal greater levels of satisfaction for principals as a result of PPI strategies, such as the higher rates of induction support.

A Feasible and Affordable Strategy

Results indicate that the PPI is a feasible option for district leadership development. Each district was able to implement a comprehensive principal pipeline by the 2016-2017 school year. While there was variation in each approach to PPI implementation, all six districts executed the components of the PPI at scale. The built-in flexibility of the PPI system of supports proved a key feature of its overall feasibility. For example, in terms of principal induction, some districts concentrated supports in the 1st year of a new leader’s transition, while other districts spread induction supports across a 5-year window of time. This is just one example of how PPI implementation flexibility is associated with a more feasible overall program model.

Affordability is an important consideration for any central office considering implementation of a new comprehensive program, especially in large urban district contexts. PPI costs represented less than one percent of each district’s annual budget, an average of $42 extra dollars per pupil annually. Compared to similar principal support programs, the PPI provided districts with larger gains from a lower per student monetary investment. In sum, based on the achievement outcomes reported and the fact that this initiative is structured to benefit a large number of students per affected principal, it represents one cost-effective model towards overall student growth.

Conclusions, Policy Implications, & Recommendations

The multiyear study of PPI conducted by RAND and reviewed here found that reforms to the ways that districts organize preparation, recruitment, and support of newly placed principals was feasible, effective, and affordable overall. The efforts organized under the PPI within multiple large, urban districts had a sizable impact on student achievement and increased principal retention. Important from the standpoint of district leaders and state policy makers, the report concluded that the PPI was both feasible, because each district was able to implement all recommended processes, and affordable, because the cost represented less than 1% of each district budget.

The success of the PPI is most relevant to other similar districts pursuing an affordable option for strengthening school leadership and improving student achievement. However, there are implications for smaller and more rural districts as well, especially given the built-in flexibility of PPI implementation. Future research on pipeline efforts such as the PPI should explore variability in implementation, achievement, and retention outcomes for a more heterogeneous sample of districts in terms of size and urbanicity. And finally, the results spotlighted here imply that states should get more involved in leadership pipeline efforts. At the state level, efforts could be streamlined and scaled, allowing districts to share resources as they implement a model proven to improve student and workforce outcomes.

To access the report, visit https://www.wallacefoundation.org/knowledge-center/Documents/Principal-Pipelines-A-Feasible-Affordable-and-Effective-Way-for-Districts-to-Improve-Schools.pdf

References


2019-2021 Jackson Scholars and Mentors

UCEA and the Jackson Scholars Network would like to officially introduce its newest Scholars. The following group will make up the 2019-2021 cohort:

- Joonkil Ahn, University of Illinois at Urbana-Champaign
- Lisa Ashe, University of North Carolina at Chapel Hill
- Roberta Ballard, University of Northern Colorado
- Chalena Beasley, Wayne State University
- Rachel Boggs, University of Texas at Austin
- Fernando Branch, University of Denver
- Victor Carter, University of Minnesota
- Katherine Chang, University of Washington
- Gail Charles-Walters, Florida Atlantic University
- Brigida DeLeon, University of Utah
- Jessica Enyioha, Texas State University
- Jamon Flowers, College of William and Mary
- Meagan Ford, Auburn University
- Julien Frazier, Wayne State University
- Leyda W. Garcia, Loyola Marymount University
- Keneisha Harrington, Clemson University
- Jaray Harvey-Gillespie, Georgia State University
- Brandi Howard, Auburn University
- Vanessa Johnson-Ojeda, University of Utah
- Nicklaus Khan, Georgia State University
- Phyllis Kyei Mensah, Miami University
- Lawrence Louis, Michigan State University
- Erika Marte, New York University
- Palwasha Marwat, University of Missouri
- Rachel McMillan, Miami University
- Lisa Mendoza Knecht, University of Texas at San Antonio
- LaWanda Mitchell, Purdue University
- Alan Moye, Sam Houston State University
- Yujin Oh, Michigan State University
- Shukella Price, Sam Houston State University
- Denise Rodriguez-Strawn, New Mexico State University
- Liana Summey, Rutgers University
- Henedina Tavares, University of Washington
- Alexis Taylor, Sam Houston State University
- Yvonne Taylor, University of Texas at Austin
- Maria Ureta Viroga, Texas State University
- Patricia Virella, University of Connecticut
- Yangyang Wang, Pennsylvania State University
- Shamera Wilkins, Howard University
- Natalie Witherspoon, Purdue University
- Hansol Woo, Pennsylvania State University
- Eskender Yousuf, University of Minnesota

Congratulations to our 2019-2021 cohort. We are looking forward to their participation in the program, and we welcome them to the Jackson Scholars Network family!

Jackson Scholars Network would also like to officially introduce its newest Mentors. The following group has been accepted and will begin mentoring 2019-2021 Scholars:

- Timothy Drake, North Carolina State University
- Chetanah Gautam, Delaware State University
- Lisa Grillo, Howard University
- David Hoa Nguyen, Indiana University-Purdue University Indianapolis
- Cynthia Martinez-Garcia, Sam Houston State University
- Nathern Okilwa, University of Texas at San Antonio
- Andrea Rorrer, University of Utah
- Martin Scanlan, Boston College
- Haim Shaked, Hemdat Hadarom College of Education
- Chris Willis, Bowling Green State University

Congratulations to this fine group of Mentors. We thank them in advance for everything they will do for our Scholars. As always, we are grateful to all of our wonderful Mentors and their continued support of Jackson Scholars Network.

In other news, 2nd-Year Scholars will present their dissertation research at the Jackson Scholars Network Research Symposium in November. Proposals have been submitted, paper sessions have been created, and faculty mentors have volunteered to facilitate. We are excited about these presentations and anticipate another excellent Symposium this year.

UCEA Graduate Student Webinars Hosted by Jackson Scholars Network

In case you haven’t heard, the webinar series returned this spring, and graduate students have been treated to exceptional programming ever since. Panelists have shared their expertise on transitioning from graduate student to faculty colleague, working with marginalized communities as outsiders, crafting strong conference proposals, planning for conference attendance and maximizing professional opportunities, making the most out of the Summer break, and establishing the contours of a research agenda.

Dr. Judy Alston, Ashland University, helped us get off to a good start this fall by hosting “Preachin’ It! Practical Advice to Start Your Semester Right” on August 8. Webinars are recorded and archived for the entire UCEA community to enjoy. The webinars can be found under Resources on the UCEA website: http://www.ucea.org/resource/ucea-webinars-series/

If you desire additional information, would like to provide questions for our panelists, or suggest future webinar topics, contact Jackson Scholars Network at dm9ab@virginia.edu.
Convention Reminders
Let the good times roll! The 33rd Annual UCEA Convention will be held in New Orleans this year. Do not miss this opportunity to join thought leaders in educational leadership. The convention will take place at the Hilton New Orleans Riverside November 21-24, 2019. Registration is now open. (It’s probably also a good time to check your UCEA profile to make sure it is up-to-date).
http://www.ucea.org/conference/registration-2/

If staying at the host hotel, remember to use the discount passkey to reserve your hotel room. A Room Sharing Forum has also been created for your benefit. Registrants who indicate an interest in sharing a room will receive an access link in the near future. Visit the convention website for all updates and announcements:


Professional Opportunities
If you are entering the job market this cycle, don’t forget to check out the UCEA Job Board for the latest postings:
https://members.ucea.org/edleadershipjobs

UCEA Networking Tool
The UCEA Networking Tool is aimed to support communication, collaboration, and community. Developed by Sara Dexter at the University of Virginia, the UCEA Networking Tool provides a robust interactive experience for cross-institutional collaboration. Through this tool, you can participate in existing networks to support teaching and program development, research, or service initiatives. The networking tool also allows you to create new networks and invite others to join.

Single Sign-On Connection
The UCEA Networking Tool is seamlessly integrated with individual UCEA user accounts. UCEA community members automatically have access to the Networking Tool. Upon log-in to your UCEA user account, you’ll find the Networking Tool in the right hand column along with links to UCEA Registration and All Academic.

Better Member Interaction
A “Discussions” feature on the Networking Tool facilitates member engagement through threaded conversations. Unlike flat, text-only Listservs, members can upload videos and attachments and embed HTML graphics into conversations. UCEA community members can browse other networks and request to join them, providing an opportunity to find colleagues with similar interests and explore new areas.

Share Knowledge Resources
The Networking Tool allows for uploading and sharing different types of multimedia files in the “Discussion” section to create a knowledge base on specific topical categories. These files are automatically saved in a centralized resource library and are easily found based on defined tags or media type. Members can comment, engage, and collaborate about the files.

Centralized Calendar of Events
Members may contribute to a “Community Calendar” to capture dates and deadlines for calls for papers, conferences or workshops, registration for conferences or special events, calls for contributions to special issues of journals, and more. All events are aggregated in a single display, making the community a valuable one-stop resource for all of the important events and happenings in the division’s domain.

Here’s what you need to do to participate:
1. Log in to your UCEA user account at www.ucea.org.
   Update your email address and profile and add a picture.
2. Click on the UCEA Networking Tool link.
3. Browse the current content or create your own network
4. Get Networking!

http://www.ucea.org/grad-student-focus/get-to-know-the-graduate-student-council/

UCEA is pleased to introduce three new and exciting members of the Graduate Student Council:
• Lamar Foster, the University of Washington
• Annie Maselli, Pennsylvania State University
• Mariama Nagbe, the University of Texas at Austin.

These new members will serve for two years and work to increase the presence and the voice of graduate students in UCEA.

http://www.ucea.org/grad-student-focus/get-to-know-the-graduate-student-council/
DAVID L. CLARK NATIONAL GRADUATE STUDENT RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION & POLICY

A CALL FOR NOMINATIONS

The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), and SAGE Publications, brings emerging educational administration and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth. The majority of Clark Scholars go on to become professors at major research institutions around the world. This year’s seminar will be held at the beginning of the 2020 AERA meeting in San Francisco, April 17-21, 2020.

Nominations for the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy are due 11:59 pm EST Friday, November 1, 2019.

Nominees should be outstanding doctoral students in PK-12 educational leadership and administration and/or PK-16 education policy, seeking careers in research. Nominees must have substantially completed their courses and must have formulated a dissertation proposal. Students who have already started or completed their dissertations are unlikely to gain as much from the seminar as students who are in the early stages of formulating their research. Nominations of students from underrepresented groups are strongly encouraged.

Each university may nominate up to two students. Nominations must be accompanied by a student research proposal, and all materials will be submitted online via the UCEA website. The nomination form can be found at https://members.ucea.org/clark/nominations/new. An overview of the Clark Seminar process can be found on the “David Clark Seminar” page of the UCEA website: http://clarkseminar.ucea.org/

To nominate a student, the nomination form must be filled out completely by the nominator via the link above. The information requested includes: (a) nominator’s information (name, institution/affiliation, mailing address, email address, and phone number), (b) nomination statement, (c) student information (name; institution/affiliation; day, evening, and cell phone numbers; mailing address; email address), (d) an abstract of student research, (e) a title, and (f) a blinded statement of proposed research. Nominating institutions must also indicate the level of financial support that will be provided to support their nominee’s travel and participation. Given the cost of hotels and transportation, we recommend an allocation of at least $700 per student. Again, please note that the form must be submitted by the nominator and will require that the nominator gather the necessary information from the nominee.

The student’s statement of proposed research should be no more than two (2) single-spaced pages, not including the references section, and should outline the problem he/she is pursuing or plans to pursue in his/her dissertation research, its intended contribution to theory and practice, specific research questions, and study procedures. The (a) abstract, (b) statement of proposed research, and (c) file name should be devoid of any reference to the nominee’s name and/or institution/affiliation. Student proposals are blind reviewed by three prominent scholars. Invitations will be issued to 42 doctoral students with competition based on the quality of the student’s proposal and his/her perceived capacity to gain from and contribute to the seminar. To be considered complete, both the faculty nomination and the student research proposal must be received by the deadline.

Additional information concerning the seminar is available on the “David Clark Seminar” page of the UCEA website: http://clarkseminar.ucea.org. We expect to extend invitations in December 2019. If you have any questions, please call (434) 243-1041.

http://clarkseminar.ucea.org      Deadline: Friday, November 1, 2019
Where y’at: Validating subaltern forms of leadership and learning with/in and outside of schools

The UCEA Graduate Student Summit (GSS) is an annual pre-conference event organized by the UCEA Graduate Student Council. The GSS will commence at 12:00 pm on Wednesday, November 20, 2019 and conclude at 11:30 am on Thursday, November 21, 2019. The cost of registering for the UCEA Convention is a separate $35 fee, and registration for both the UCEA Convention and the GSS is required for presenting during the GSS. http://www.ucea.org/conference/registration

Now in its eighth year, the UCEA GSS has grown each year as it has become recognized by UCEA faculty members and graduate students as a valuable developmental experience for aspiring educational leadership faculty. The purpose of the 2019 UCEA Graduate Student Summit is to provide graduate students a space to engage in authentic dialogue about their scholarly work. This summit will offer opportunities to meet and network with graduate students and faculty, to present your work and receive feedback on your research.

- Paper sessions: Share your research and receive constructive feedback.
- Ignite! sessions: Share your research and/or ideas for research projects and receive constructive feedback.
- Roundtable sessions: Share your research and/or ideas for research projects and receive constructive feedback.
- Mentor feedback sessions for paper, Ignite!, and roundtable presenters: Get direct feedback from distinguished faculty on a work that you would like to publish, a proposal, or your dissertation research plan.
- Networking sessions: Network with faculty and students from other UCEA institutions interested in similar research topics and talk with UCEA Executive Committee members and Plenum Session Representatives.
- Social gatherings for graduate students: Make connections with others sharing similar life experiences in graduate schools across the globe.
- Developmental workshops for graduate students: Hear from emerging and established scholars on such topics as creating a research agenda, crafting a CV, applying for jobs, the publishing process, and grappling with and making it through graduate school.

If you have questions at any time, please feel free to email the UCEA Graduate Student Council at uceagradconnex@gmail.com.
International Summit I:
Women Leading Education Across Continents: WLE @ UCEA
Friday Nov. 22 11:00 am–12:10 pm

Since 2007 the Women Leading Education (WLE) Across Continents has convened women from around the world to share knowledge and experiences, to challenge and refine our understandings of justice and equity, and to grow an international research collective. UCEA has been a sponsor of WLE since its inception. In this session, some of the WLE founders, along with representatives of the organizers of the recent conference in Nottingham, England, will share the history of WLE and engage participants in a discussion of how the collective wisdom gained from/through WLE can contribute to the further development of social justice leadership and preparation in the United States.

Monica Byrne-Jimenez, Indiana University; Margaret Grogan, Chapman University; Charol Shakeshaft, Virginia Commonwealth University; Victoria Showunmi, University College London; Michelle D. Young, University of Virginia

International Summit II:
Helping to Build International Educational Communities: Sharing the Experiences of UCEA Fulbright Scholars
Friday Nov. 22 12:20–1:30 pm

The Fulbright Scholar Program is an American academic exchange effort that operates under the aegis of the U.S. State Department by maintaining ties with the higher education community in the U.S. and abroad (including individual universities and colleges, major scholarly organizations, and academic associations). It works in concert with a network of binational Fulbright Commissions in 49 countries and 90 diplomatic posts around the world. Since its inception, the Program has conducted rigorous peer-reviewed selections of scholars competing for lecture, research, or combination teaching/research awards in over 125 countries. In the 2020-2021 round of competition, for example, roughly 470 Fulbright scholar opportunities will be available. So what do these opportunities entail, and what have been the experiences of academics with ties to UCEA? Four past and present Fulbright Scholars will share their experiences serving abroad and consider how this program might help UCEA foster its efforts at international community building. The scholars have worked in the nations of Albania, Ethiopia, Georgia, and the United Kingdom. Each will take no more than 10 minutes to describe experiences with Fulbright and in-country, after which the remainder of the session will be set aside for audience participation, focused specifically on how the Fulbright Scholars program can help UCEA in its international community-building efforts.

Stephen Louis Jacobson, University at Buffalo, SUNY; Lauri Johnson, Boston College; John Pijanowski, University of Arkansas; Abebayahu Teklesellassie, George Washington University

Additional International Sessions

Thursday Nov. 21
UCEA and BELMAS Research Collaboration: The International School Leadership Development Network
Decolonizing Educational Leadership in Africa
International Perspectives on Effective School Leadership
The Power of One-on-One: How Mentorship as Partnership Supports Flourishing Communities
Educational Leadership in the Global South
Socially Just Leadership in Four Countries: Addressing the Needs of Marginalized Students

Friday Nov. 22
Exploring Educational Policy, Organizational Structure, and Parent Engagement Across Different Sociopolitical Contexts
Challenging Subaltern Constraints: Costa Rican, Pakistani, and Rwandan Women in Educational Leadership
Understanding Leadership for Refugee Education: Implementations Around the Globe
Leading High-Need Schools: Cross-Cultural Perspectives on Leadership and Preparation

Saturday Nov. 23
For times, please consult the Convention Program when available at www.ucea.org
The 33rd Annual UCEA Convention

Where y’at: Validating subaltern forms of leadership and learning with/in and outside of schools

Nov. 20-24, 2019
Hilton New Orleans Riverside
New Orleans, LA

The 33rd Annual UCEA Convention will be held November 20-24, 2019 at the Hilton New Orleans Riverside in New Orleans, LA. The purpose of the 2019 UCEA Convention is to engage participants in discussions about research, policy, practice, and preparation in the field of education with a specific focus on educational leadership. Members of the 2019 Convention Program Committee are Gerardo R. López (University of Utah), Erica Fernández (University of Connecticut), Frank Hernández (Southern Methodist University), and Kevin Lawrence Henry, Jr. (University of Arizona).

The 33rd Annual UCEA Convention theme, “Where y’at: Validating subaltern forms of leadership and learning with/in and outside of schools,” aims to center a broad array of knowledges, discourses, practices, experiences, epistemologies, and ways of knowing that historically have been marginalized, downplayed, and/or rendered invisible in the larger field of educational leadership. In this regard, the “subaltern” specifically refers to individuals who have been marginalized in our field and in society: women, people of color, native populations, the undocumented, the poor, LGBTQIA+ communities, people with disabilities, older people, people from minoritized religions, people experiencing homelessness, those with intersecting identities, and/or those whose identities are not often recognized in society. Moreover, the “subaltern” also refers to individuals who have been prevented from accessing social, political, or economic power within a particular society, group, or organization. In K-12 school settings, these might be those with constrained agency or silenced voices: students, parents, grandparents, extended family members, teachers, instructional assistants, parent volunteers/liaisons, cafeteria workers, custodial staff, etc. Another understanding of “subaltern,” more generally, might refer to concepts, ideas, and norms that stand outside hegemonic configurations, for example, nontraditional or novel perspectives that are not acknowledged or widely circulated. Within our field, nontraditional perspectives might refer to different understandings/manifestations of leadership, alternative formulations of education, diverse organizational structures, or different institutional norms that guide/shape the overall philosophy of a school.

The convention features a variety of session types. Paper sessions are intended for reporting research results or analyzing issues of policy and practice in an abbreviated form. Ignite! presentations stimulate informal, lively discussions using a cluster of four to five 5-minute presentations. Symposia examine specific policy, research or practice issues from several perspectives, contribute significantly to the knowledge base, and allow for dialogue and discussion. International Community-Building Sessions have participants to be from multiple countries and focus on critical issues of leadership practice, development, or research from multiple international perspectives. Innovative Sessions and Mini-Workshops use web-based projects, films, and technology to increase interaction and participation. Critical Conversations and Networking Sessions stimulate informal, lively discussions around a series of provocative questions or research in process. Post Convention Work Sessions and Workshops provide both 2- and 4-hour sessions for scholars of similar interest. The UCEA International Summit takes place during convention sessions on Friday. See www.ucea.org.

Important dates:
- October 8: Regular Registration ends 11:59 p.m. EST
- November 7: Late Registration ends 11:59 p.m. EST
- November 8: On-Site Registration begins
- November 20-21: Graduate Student Summit and Plenum
- November 21-24: Annual Convention
- November 22: International Summit
UCEA Convention 2019 at a Glance

MONDAY Nov. 18, 2019
8:00 am–6:00 pm Executive Committee meeting

TUESDAY Nov. 19
8:00 am–6:00 pm Executive Committee meeting

WEDNESDAY Nov. 20
11:00 am–6:00 pm Convention Registration
10:00 am–5:00 pm Graduate Student Summit Registration
12:00–5:30 pm Plenary Session - Day 1
12:00–6:10 pm Graduate Student Summit (registration required)

THURSDAY Nov. 21
7:00 am–7:00 pm Registration
7:15–7:45 am Breakfast for Graduate Student Summit Registrants & Jackson Scholars
7:30–11:30 am Plenary Session - Day 2
8:00–9:10 am Graduate Student Summit (registration required)
8:00–11:50 am Jackson Scholars Network Research Seminar
9:00–11:50 am Pre-Convention Workshop on Promotion and Tenure
9:00–11:50 am UCEA–BELMAS Research Collaboration: The ISLDN
11:00–11:50 am Graduate Student Summit (registration required)
12:00–1:50 pm UCEA Awards Luncheon
2:00–5:00 pm Sessions
4:40–5:50 pm Julie Laible Memorial Session for New UCEA Jackson Scholars
6:00–7:30 pm UCEA Social Justice Speaker: Brenda Child
7:30–9:30 pm Convention Opening Reception

FRIDAY Nov. 22
7:00 am–6:00 pm Registration
7:00–7:45 am AERA Divisions A & L and UCEA Publications Discussion
7:00–8:00 am Meetings
8:00–9:30 am Town Hall sponsored by The Wallace Foundation
9:40 am–5:30 pm Sessions
11:00 am–12:10 pm International Summit I
12:20–1:30 pm International Summit II
12:20–1:30 pm Meetings
3:00–4:10 pm Graduate Student Summit (registration required)
5:45–6:45 pm Barbara L. Jackson Scholars Recognition Ceremony
6:45–7:45 pm Barbara L. Jackson Scholars Reception

SATURDAY Nov. 23
7:00 am–4:00 pm Registration
7:00–7:50 am Meetings
8:00 am–10:50 am UCEA Presidential Address: Terah Venzant Chambers
11:00 am–12:10 pm Jackson Scholars Fireside Chat
11:00 am–12:10 pm Sessions
4:30–6:00 pm UCEA Mitstifer Lecture Sponsored by Penn State University: Gloria Ladson-Billings
7:00–10:00 pm Banquet

SUNDAY Nov. 24
8:00 am–10:00 pm Meetings
8:00 am–12:00 pm UCEA Program Design Network
8:00 am–12:00 pm Post-Convention Workshops

NOTE: All days/times subject to change. Please consult the Convention Program when available at www.ucea.org for updates.
The 33rd Annual UCEA Convention
New Orleans, LA, Nov. 20-24, 2019

REGISTRATION

http://www.ucea.org/conference/registration

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<tr>
<th>Registrant</th>
<th>Advance (ends Sept. 3, 11:59 pm EST)</th>
<th>Regular (ends Oct. 7, 11:59 pm EST)</th>
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<td>UCEA Member Faculty</td>
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<td>BELMAS</td>
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<tr>
<td>Community Member/K-12 Student/Other Designation</td>
<td>Please contact UCEA Headquarters for registration details</td>
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<tr>
<td>Graduate Student Summit*</td>
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*In addition to applicable Graduate Student registration rate listed above

If you are a community member, K-12 student, or other designation, please contact UCEA Headquarters regarding registration details.

Graduate Student Summit (Nov. 20 and 21) will be an additional $35 after cost of registration.

If you are a BELMAS member, please email UCEA at uceaconvention@gmail.com for your discount code.

We encourage all potential attendees to register early to avoid rate increases AND ensure that your name badge is ready at registration. Registrant Type will be added to name badge, so be sure to select the correct Registrant Type during registration. For all attendees who register on site (starting November 8, 2019), we cannot guarantee that your name badge will be ready upon arrival due to processing; however, UCEA will get it to you promptly.

It is the policy of UCEA that all persons in attendance at the 2019 UCEA Annual Convention, including participants who plan to attend one or more sessions, are required to register. Registration is not transferable.

International Scholars

In keeping with UCEA’s longstanding tradition of an international focus and collaboration with aligned organizations worldwide, we welcome international attendees to the 2019 Annual UCEA Convention. If you require a letter of invitation to travel to the UCEA Convention, please e-mail your request by October 15, 2019, to uceaconvention@gmail.com

We encourage you to make your reservation early, as space is tight. All reservations must be made by **October 28, 2019** in order to receive rates listed above. For the UCEA room rates, please use the online passkey to make your reservations online, or call (504) 561-0500.

It’s all about location in New Orleans, and the Hilton New Orleans Riverside places you at the center of it all. Nestled against the banks of the Mississippi, guests can watch the ships come sailing in or dive into the city life just steps away. Grab a beignet, listen to live jazz, ride a streetcar, or hop into a parade, you never know what you’ll experience in the vibrant culture and excitement of New Orleans just outside our front door.

Need a roommate? UCEA provides separate forums for Convention and Graduate Student Summit attendees to submit room share requests to the larger UCEA faculty and graduate student communities. It is important that you read the terms of use/disclaimer before proceeding to a Room Share Forum. Please note that by using these forums, you are agreeing to the terms of use/disclaimer. Also, make sure the dates you listed for arrival and departure are present and accurate. The room sharing forum list is currently organized by gender, then arrival and departure dates to make scanning for a potential roommate easier.

For more information on the hotel and New Orleans, please see [http://www.ucea.org/conference/location-2](http://www.ucea.org/conference/location-2)
 Convention Special Presentations & Events

Inaugural Pre-Convention Workshop on Promotion and Tenure
Thursday Nov. 21  9:00–11:50 am
Information on registering for this pre-convention workshop will be forthcoming through our social media outlets.

UCEA is proud to announce its inaugural Pre-Convention Workshop for Faculty Seeking Promotion and Tenure. This workshop is part of UCEA’s efforts to support early career professors as well as more experienced faculty seeking promotion to full professor. Facilitated by authors of the UCEA Retention, Tenure and Promotion Guidebook, senior faculty will share key ideas and guide conversations among participants, particularly junior and more experienced faculty members, department chairs, and other administrators. The session will be engaging and interactive, employing large- and small-group discussions to allow participants to share their experiences and gain advice and perspectives from the Guidebook authors and each other. We hope this session will be of interest to you and/or other faculty members in your college or department. For more information about the session, please contact the organizers: Maria Luisa Gonzalez, University of Texas at El Paso (mlgonzalez6@utep.edu); Paul Goldman, Washington State University (paulgoldman53@gmail.com); or Bruce Barnett, University of Texas at San Antonio (bruce.barnett@utsa.edu).

Social Justice Speaker:  Brenda Child
Thursday Nov. 21  6:00–7:30 pm

Brenda J. Child, PhD, is Northrop Professor and Chair of the Department of American Studies and former Chair of American Indian Studies at the University of Minnesota. She received her PhD in History at the University of Iowa. Her first book, Boarding School Seasons: American Indian Families, 1900-1940 (University of Nebraska, 1998), won the North American Indian Prose Award. Child’s newest books are Holding Our World Together: Ojibwe Women and the Survival of Community (Penguin, 2012) and Indian Subjects: Hemispheric Perspectives on the History of Indigenous Education (with Brian Klopotek, SAR Press, 2014). A recent book, My Grandfather’s Knocking Sticks: Ojibwe Family Life and Labor on the Reservation (Minnesota Historical Society Press, 2014) combines a family memoir of her grandparents’ working lives, with a broader history of others of their generation. It won the National American Indian Book Award from Arizona State University, the Best Book in Midwestern History from the Midwestern History Association, and an Award of Merit from the American Association of State and Local History.

Graduate Student Council Sponsored Presentation:  Johnny Boucher
Friday Nov. 22  3:00–4:10 pm

Johnny Boucher is the first confirmed out-transgender candidate for a Texas school board, a nonbinary Lambda Literary Award contributing finalist in LGBTQ anthology, and the teacher-leader recipient of awards such as Greater East Dallas Teacher of the Year. While guiding their Exemplary public Montessori classroom by day, by evenings and weekends Johnny organizes the transgender community both nationally and internationally, administrating medical and personal support groups. The total membership exceeds 50,000 participants. Johnny is a member of the Mayor’s LGBT Task Force for the City of Dallas as well as a trustee for Hope Day School, the only-known early childhood school administrated entirely by LGBT leadership; it is associated with Dallas’ Cathedral of Hope, the world’s largest predominantly LGBT church.
UCEA Presidential Address: Terah Venzant Chambers
Saturday Nov. 23   9:20–10:50 am

Terah Venzant Chambers is a professor of K-12 educational administration at Michigan State University. Her research interests include post-Brown K-12 education policy and urban education leadership. Specifically, she is interested in the ways within-school segregative policies influence African American students’ academic achievement and school engagement, as well as the price of school success for high-achieving students of color (racial opportunity cost). She has been an associate editor for several journals and currently serves on the editorial boards of AERJ, JRLE, and *Urban Education*. She has previously served as a Congressional Fellow with the Congressional Black Caucus Foundation with placements in the Office of Rep. Diane E. Watson (retired) and the Office for Civil Rights in the U.S. Department of Education.

Mitstifer Lecture: Sponsored by Penn State University: Gloria Ladson-Billings
Saturday Nov. 23   4:30–6:00 pm

Gloria Ladson-Billings (PhD Stanford 1984) is Professor Emerita and former Kellner Family Distinguished Chair in Urban Education in Curriculum & Instruction and Faculty Affiliate in the Departments of Educational Policy Studies, Educational Leadership and Policy Analysis, and Afro American Studies at the University of Wisconsin-Madison. She was the 2005–2006 president of the American Educational Research Association. Ladson-Billings’ research examines the pedagogical practices of teachers who are successful with African American students. She also investigates Critical Race Theory applications to education. In addition to writing critically acclaimed books she has won numerous scholarly awards and is the recipient of seven honorary doctorates. She is a member of the American Academy of Arts & Sciences and current President of the National Academy of Education.

Annual Banquet
Saturday Nov. 23   7:00–10:00 pm

The 2019 Annual Banquet will be held Saturday, Nov. 23, 7:00-10:00 PM at Riverview Room (600, 4 Level, Decatur St, New Orleans, LA 70130). Come dressed in your finest masquerade attire and enjoy live music, New Orleans cuisine, and the revelry of the UCEA community at a very special venue. This masquerade ball will be remembered as a UCEA highlight for many years. Riverview Room is a 15-minute walk from the Hilton New Orleans Riverside.

*NOTE: All days/times subject to change. Please consult the Convention Program when available at www.ucea.org for updates.*
Wallace Foundation Sponsored Sessions

Over the last 19 years, The Wallace Foundation has invested significant resources in educational leadership preparation, research, and policy. UCEA has been a partner to the Foundation, seeking ways to leverage important research and development activities within higher education. This year at the UCEA Convention, The Wallace Foundation is sponsoring the following events; all UCEA Convention participants are invited to join.

Positive School-level Outcomes for Principal Pipeline Development
Thursday Nov. 21      4:40–5:50 pm

In 2011, six large school districts implemented a concept called “principal pipelines,” the aim of which was to improve schools by better preparing, selecting, evaluating, and supporting principals. A recent RAND report provides evidence that these pipeline efforts were feasible, affordable, and effective. RAND found all types of schools benefited and positive effects in student outcomes in math and reading: After 3 years, schools with new principals in the six districts outperformed comparison schools by 6.22 percentile points in reading and 2.87 percentile points in math. This intervention, which is eligible for Title I funding, also supported positive effects on principal retention.

Town Hall sponsored by The Wallace Foundation:
Constructive and Positive Change in Educational Leadership Preparation
Friday Nov. 22      8:00–9:30 am

Continuous improvement is a key feature of any highly effective educational leadership preparation program. School leaders must receive preparation that empowers them to meet the changing and real-world needs of students, schools, and communities. Preparation programs must develop strong and mutually beneficial communication structures with partner districts. While critical, efforts to facilitate constructive and positive change in leadership preparation can be challenging and underappreciated. This panel will present examples of programs successfully engaged in redesign and discuss how local and state policies can hinder and support change.

What Effective, Affordable & Sustainable Principal Pipelines Mean for Preparation Programs
Friday Nov. 22      11:00 am–12:10 pm

Studies have shown that the comprehensive development of principal pipelines is effective, affordable and sustainable. The experience of six districts in the Principal Pipeline Initiative (PPI) supported by The Wallace Foundation also offers important lessons for leadership preparation programs partnering with districts. This session will present research that monitored the progress of the PPI districts and present design aspects that programs can harness to strengthen their work with district partners. Representatives from the University of Denver and Denver Public Schools will discuss lessons learned from their participation in PPI and how the initiative has reinforced their partnership.

Transforming the Clinical Experience in Leadership Preparation
Saturday Nov. 23      1:40–2:50 pm

This session examines first- and third-generation redesigns of the clinical experience in three leadership preparation programs engaged in The Wallace Foundation’s University Principal Preparation Initiative (UPPI). Participants will gain a sense of how these university-based programs (both residency and nonresidency) have taken up and worked towards strengthening the clinical experience, either initially or over time.
October
7 Last day of Regular Registration, UCEA Convention
30 Deadline to upload advance copy of accepted UCEA 2019 Convention and Graduate Student Summit papers www.ucea.org

November
1 Clark Seminar nominations due
7 Last day of Late Registration, UCEA Convention
8 On-site registration begins, UCEA Convention
20-21 UCEA Graduate Student Summit, Hilton New Orleans Riverside, New Orleans, LA www.ucea.org
21-24 UCEA Convention, Hilton New Orleans Riverside, New Orleans, LA www.ucea.org
22 UCEA International Summit, Hilton New Orleans Riverside, New Orleans, LA www.ucea.org

2020
March
8-14 UCEA South Africa trip
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The UCEA Review is published three times a year (winter, summer, fall) and distributed as a membership benefit by the UCEA. If you have ideas concerning substantive feature articles, interviews, innovative programs, or point/counterpoints, UCEA Review section editors would be happy to hear from you. UCEA Review deadlines: April 1, August 1, December 15

General Editor:
Mónica Byrne-Jiménez
UCEA/Indiana University
mcbyrnej@iu.edu

Features Editors:
Juan Manuel Niño
University of Texas at San Antonio
juan.nino@utsa.edu

Miriam Ezzani
Texas Christian University
m.d.ezzani@tcu.edu

Interview Editor:
Alyson Honsa
University of Washington
ahonsa@uw.edu

Point/Counterpoint Editor:
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johanna.hanley@uga.edu

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Kansas State University
gliang15@ksu.edu

Managing Editor:
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UCEA
jenniferellencook@yahoo.com

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