UCEA 2019
8th Annual
Graduate Student Summit

Graduate Student Summit Program,
Jackson Scholars Network Program,
and UCEA Convention Guide
for Graduate Students
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About the artist: Anise W. is a New Orleans school student and artist. Her work here represents the creativity that a good teacher can inspire in every student.
Welcome from the
UCEA Graduate Student Council

The UCEA Graduate Student Council (GSC) is pleased to welcome you to the 8th Annual Graduate Student Summit (GSS). As emerging scholars in the field, this Summit offers a unique opportunity for us to create new professional and social relationships that allow us to learn from and share our knowledge with each other. The GSS will provide graduate students with the opportunity to critically examine and share our own research and practices, and to purposefully develop new partnerships and networks. These opportunities aim to enhance our work both at and beyond the GSS.

It is our hope that the array of programming offered for graduate students before, during, and after the Convention will support the growth of graduate students in all stages of their programs. The purpose of the 2019 UCEA GSS is to provide graduate students a space to engage in authentic dialogue with distinguished UCEA faculty and peers about their scholarly work. This year it includes:

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

Additionally, the GSC offers a series of professional development sessions designed for graduate students throughout the UCEA Convention. See the list of these sessions on pp. 63-69 along with the last page and back cover of this program—be sure to attend!

Finally, join in the conversation happening on Twitter by tweeting your thoughts and reactions with #UCEA19 and @UCEAGSC, and be sure to complete the survey at the close of this year’s events to help us plan for next year!

#UCEA19
@UCEAGSC
Welcome from the Jackson Scholars Network

Dear Jackson Scholars:

Welcome to the 2019 UCEA Convention in New Orleans, Louisiana! We are delighted that you are able to attend this year’s Convention! We trust that your time in New Orleans will be most rewarding as you learn from your Jackson Scholars Network (JSN) Mentors and connect with fellow Jackson Scholars Network cohort colleagues and alumni. We look forward to seeing you in the sessions created for Jackson Scholars, including our convocation, orientation, and recognition ceremony. We also expect that you will take advantage of the additional sessions and networking opportunities as you attend the Convention. Please do not hesitate to contact us if you need assistance as you navigate through the week’s events.

Sincerely,

Lisa Bass
Associate Director of Graduate Student Development

Hollie Mackey
Associate Director of Graduate Student Development

Apply to Become a Jackson Scholar or Mentor

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

Dear Graduate Students:

On behalf of the University Council for Educational Administration (UCEA), we are pleased to welcome you to UCEA’s 2019 signature events in New Orleans, Louisiana. These events include the

- UCEA 8th Annual Graduate Student Summit (Wednesday 12:00pm - Thursday at 11:30am)
- Barbara L. Jackson Scholars Research Symposium (Thursday 9:00am - 11:50am)
- 33rd Annual UCEA Convention (November 21 – 24)

The planning teams for these events have created thought-provoking opportunities that support and challenge educational leadership and policy scholars to reflect on how they make a difference through their research and development initiatives.

Graduate students represent the future of the educational leadership and policy scholarly community, and, as such, you warrant special attention within the work of organizations like UCEA. The 33rd Annual Convention theme, “Where Y’at: Validating subaltern forms of leadership and learning with/in and outside of schools,” reflects UCEA’s commitment to centering a broad array of knowledges, discourses, experiences, epistemologies, and ways of knowing that historically have been marginalized, downplayed, and/or rendered invisible in the larger field of educational leadership. As our future leaders, know that we see you, we hear you, and we value you. Graduate student programming is designed and created with this in mind. Your participation today will pay dividends for years to come. The Convention events facilitate network building and the development of career-related knowledge and competencies.

In addition to presenting and attending the many sessions occurring during the UCEA Convention this year, we hope you will join us for the different social events we have planned. Make the most of it!

Please join us in thanking this year’s Graduate Student Council, Barbara L. Jackson Scholars’ Leadership Team, and the Convention Planning Committee for their important contributions.

We look forward to welcoming you to the UCEA community this November in New Orleans!

Sincerely,

Mónica Byrne-Jiménez       Gerardo López
UCEA Executive Director    UCEA President-Elect
UCEA’s Commitment to Graduate Students

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

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

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

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

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

- **Sessions for graduate students at the UCEA Convention**
- **Graduate Student Council Podcast Series**
- **Jackson Scholars Network Webinar Series**
- **Researcher Development Program**

Have an idea about how UCEA could further support graduate students?
Email the UCEA GSC at uceagradconnex@gmail.com!
Meet the UCEA GSC

2018-2020 UCEA Headquarters Representative
Margaret Thornton, University of Virginia (met6d@virginia.edu)

2017-2019 Representatives
Andrene Jones Castro, University of Texas - Austin (andrenecastro@utexas.edu)
Shannon Holder, University of Connecticut (shannon.holder@uconn.edu)
Matthew Stier, University of Iowa (matthew-j-stier@uiowa.edu)

2018-2020 Representatives
Taeyeon Kim, Michigan State University (kimtaeye@msu.edu)
Courtney Mauldin, Michigan State University (mauldin3@msu.edu)
Lam Pham, Vanderbilt University (lam.pham@vanderbilt.edu)
Patricia Virella, University of Connecticut (patricia.jahaly@uconn.edu)

2019-2021 Representatives
James Lamar Foster, University of Washington (fosterj3@uw.edu)
Annie Maselli, The Pennsylvania State University (kam1279@psu.edu)
Mariama Nagbe, University of Texas at Austin (mnnagbe@utexas.edu)

Join the UCEA GSC

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

http://gradstudents.ucea.org
Meet the UCEA Leadership

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

UCEA Executive Committee Members
Terah Venzant Chambers, President, Michigan State University
Gerardo López, President-elect, Michigan State University
Mariela Rodríguez, Secretary/Treasurer, University of Texas at San Antonio
William (Bill) Black, University of South Florida
Casey Cobb, University of Connecticut
Carol Mullen, Virginia Tech
Anjale Welton, University of Illinois–Urbana Champaign
Megan Tschannen-Moran, College of William and Mary
Sheneka M. Williams, University of Georgia

Ex-Officio UCEA Executive Committee Members
Mónica Byrne-Jimenez, Executive Director, UCEA/University of Virginia
Sara Dexter, Senior Associate Director, UCEA/University of Virginia

UCEA Associate Directors
Michael O’Malley, Associate Director of Publications, Texas State University
Lisa Bass, Associate Director of Graduate Student Development, North Carolina State U.
Hollie Mackey, Associate Director of Graduate Student Development, North Dakota State University
John Nash, Associate Director of Communications, University of Kentucky
Jayson Richardson, Associate Director of Program Centers, University of Kentucky
Ed Fuller, Associate Director for Policy and Advocacy, Pennsylvania State University
Janie Clark Lindle, Associate Director for Policy and Advocacy, Clemson University
Our Sponsors

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

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

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

**Wednesday, November 20, 2019**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
<th>Facilitator</th>
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</table>
| 12:00 – 12:50pm | **Graduate Student Summit**  
Opening General Session          | Jefferson Ballroom | UCEA Graduate Student Council |
| 1:00 – 2:10pm  | **GSS Session 1** – Educational Leadership and School Reform in  
the Era of Accountability          | Camp    | Diana Pounder                        |
| 1:00 – 2:10pm  | **GSS Session 2** – Legal Issues in Educational Leadership               | Fulton  | Bradley Carpenter                   |
| 1:00 – 2:10pm  | **GSS Session 3** – Community Engagement and Student Voices             | Jackson | Mary Erina Driscoll                 |
| 1:00 – 2:10pm  | **GSS Session 4** – Gender Issues in Educational Leadership             | Magazine | James Koschoreck                     |
| 1:00 – 2:10pm  | **GSS Session 5** – Ignite! Understanding our Communities and Students | Parish  | Anjale Welton                       |
| 2:20 – 3:30pm  | **GSS Session 6** - Dialogue on Leadership and Students in Higher  
Education                               | Camp    | Jayson Richardson                   |
| 2:20 – 3:30pm  | **GSS Session 7** – Leadership Development: What do we need for  
future leaders?                      | Fulton  | Donald Hackman                      |
| 2:20 – 3:30pm  | **GSS Session 8** – Leadership for Student Learning                     | Jackson | Martha Ovando                       |
| 2:20 – 3:30pm  | **GSS Session 9** – School Principal as Mediator: Professional  
Development and School Improvement   | Magazine | Gary Crow                           |
| 2:20 – 3:30pm  | **GSS Session 10** - Ignite! – Shifting the Paradigm: Visions for  
Education                              | Parish  | Arnold Danzig                       |
| 3:40 – 4:50pm  | **GSS Session 11** – What Do We Know About Teachers? Teacher Perception and Work | Camp    | Chad Lochmiller                     |
| 3:40 – 4:50pm  | **GSS Session 12** – Exploring Evidence for Student Outcomes,  
Teacher Quality, and Leadership Practices | Fulton  | Kimberly Kappler-Hewitt             |
| 3:40 – 4:50pm  | **GSS Session 13** – Political Economy of Schooling: Challenges in  
Leadership and Policy                 | Jackson | Sarah Diem                          |
<p>| 3:40 – 4:50pm  | <strong>GSS Session 14</strong> – Navigating Gender and Race in Education         | Magazine | Miriam Ezzani                       |</p>
<table>
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<tr>
<th>Time</th>
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<th>Location</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>5:00 – 6:10pm</td>
<td><strong>GSS Session 15</strong> – Leaders in Challenges: Discipline, Trauma, and School Culture</td>
<td>Parish</td>
<td>Hollie Mackey</td>
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<td></td>
<td><strong>GSS Roundtable A</strong> – Building Effective Schools: Recruitment, Development, and Teamwork</td>
<td>Jefferson Ballroom</td>
<td>Frank Perrone</td>
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<td><strong>GSS Roundtable B</strong> – Promoting Socially Just Learning Environments</td>
<td>Jefferson Ballroom</td>
<td>Joshua Childs</td>
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<td><strong>GSS Roundtable C</strong> – A Critical Look at Leadership</td>
<td>Jefferson Ballroom</td>
<td>Rod Whiteman</td>
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<td><strong>GSS Roundtable D</strong> – Leadership for Change</td>
<td>Jefferson Ballroom</td>
<td>Meredith Wronowski</td>
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<td><strong>GSS Roundtable E</strong> – Becoming a Leader: Pathways, Pitfalls, and Partners</td>
<td>Jefferson Ballroom</td>
<td>Andrew Pendola</td>
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<td><strong>GSS Roundtable F</strong> – School Leadership in Context</td>
<td>Jefferson Ballroom</td>
<td>Wesley Henry</td>
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<td><strong>GSS Roundtable G</strong> – A Critical Examination of Student Experiences in Higher Education</td>
<td>Jefferson Ballroom</td>
<td>Jada Phelps-Moultrie</td>
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<td><strong>GSS Roundtable H</strong> – Policy &amp; People: Examining Stakeholder Perspectives</td>
<td>Jefferson Ballroom</td>
<td>Rachel White</td>
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<td><strong>GSS Roundtable I</strong> – Accessing a Quality Curriculum: The Role of Instructional Leadership</td>
<td>Jefferson Ballroom</td>
<td>Katie M.W. Cunningham</td>
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<td><strong>GSS Roundtable J</strong> – An Examination of Systems of Oppression</td>
<td>Jefferson Ballroom</td>
<td>Nakia Gray-Nicolas</td>
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<td><strong>GSS Roundtable K</strong> – Understanding Students and Families</td>
<td>Jefferson Ballroom</td>
<td>Kristina Brezicha</td>
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<td>6:15 – 7:15pm</td>
<td><strong>UCEA Plenum and Graduate Student Reception</strong></td>
<td>The District</td>
<td>UCEA Executive Committee</td>
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<td><strong>Graduate Student Social Networking Event @ Drago’s</strong> – Hilton Riverside 2 Poydras St., New Orleans, LA 70112</td>
<td>UCEA Graduate Student Council</td>
<td>UCEA Graduate Student Council</td>
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<tr>
<td>Time</td>
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<tr>
<td>7:15 – 8:00am</td>
<td>Light Breakfast for GSS Registrants and Jackson Scholars</td>
<td>Magazine</td>
<td>UCEA Graduate Student Council</td>
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<tr>
<td>8:00 – 8:50am</td>
<td>Jackson Scholars Network Convocation</td>
<td>Jackson</td>
<td>Lisa Bass &amp; Hollie Mackey</td>
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<tr>
<td>8:00 – 9:10am</td>
<td>GSS Session 16 - Ignite! – Thinking Big: Communities, Organizations, and Leadership</td>
<td>Ascot</td>
<td>Curtis Brewer</td>
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<td>GSS Session 17 – Social Justice Leadership in Shifting School Contexts</td>
<td>Parish</td>
<td>Betty Merchant</td>
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<td>GSS Session 18 – Relationships Between Teacher Leadership and School Culture</td>
<td>Royal</td>
<td>Sharon Kruse</td>
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<tr>
<td>9:00 – 9:50am</td>
<td>Jackson Scholars Network Paper Presentations</td>
<td>See JSN Schedule</td>
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<tr>
<td>10:00 – 10:50am</td>
<td>Jackson Scholars Network Paper Presentations / Mentor Feedback Sessions</td>
<td>See JSN Schedule</td>
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<tr>
<td>11:00 – 11:50am</td>
<td>Jackson Scholars Network Mentor Feedback Sessions</td>
<td>See JSN Schedule</td>
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<tr>
<td>11:00 – 11:50am</td>
<td>GSS Mentor Feedback Session A (GSS Sessions 1 through 4)</td>
<td>Camp</td>
<td>See GSS Schedule</td>
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<td>GSS Mentor Feedback Session B (GSS Sessions 5 through 8)</td>
<td>Fulton</td>
<td>See GSS Schedule</td>
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<td>GSS Mentor Feedback Session C (GSS Sessions 9 through 12)</td>
<td>Jackson</td>
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<td>GSS Mentor Feedback Session D (GSS Sessions 13 through 15)</td>
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<td>GSS Mentor Feedback Session E (GSS Sessions 16 through 18)</td>
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<td>7:15 – 7:45am</td>
<td>Light Breakfast for GSS Registrants and Jackson Scholars</td>
<td>Magazine</td>
<td>UCEA Graduate Student Council</td>
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<td>Jackson Scholars Network Convocation</td>
<td>Jackson</td>
<td>Lisa Bass &amp; Hollie Mackey</td>
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<td>9:00 – 9:50am</td>
<td>JSN Session 1 - Unexpected Journeys: Community Connected Leadership and the Joy of Giving Back</td>
<td>Canal</td>
<td>David Hoa Nguyen</td>
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<td>JSN Session 2 - Discipline &amp; Social Emotional Learning: Promoting Equity over Exclusion</td>
<td>Commerce</td>
<td>Chetanath Gautam</td>
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<td>JSN Session 3 - Leadership: A Critical Review of Practice and Shifting Paradigms</td>
<td>Newberry</td>
<td>Kathrine Gutierrez</td>
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<td>JSN Session 4 - The Presence of Being: Navigating Educational Landscapes and Intersectionality of Identity</td>
<td>Norwich</td>
<td>Lolita Tabron</td>
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<td>JSN Session 5 - Persistence, Retention, and Campus Experiences: Strategies for Outreach in Higher Education</td>
<td>Magazine</td>
<td>Carolyn Shields</td>
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<td>JSN Session 6</td>
<td>Choice and the Conservative Lobby: Implications for Public School Reform</td>
<td>Trafalgar</td>
<td>Martin Scanlan</td>
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<td>JSN Session 7</td>
<td>Dodging Landmines: Overcoming Obstacles to Pursue College Access</td>
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<td>JSN Session 8</td>
<td>Untapped Resources and Unfulfilled Promises: Cultural Wealth and the Pursuit of Student Achievement in Schools</td>
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<td>Pamela Gray</td>
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<td>JSN Session 9</td>
<td>Cultivating Emancipatory Spaces: Breaking Chains and Staking Claims</td>
<td>Newberry</td>
<td>Mark Gooden</td>
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<td>JSN Session 10</td>
<td>Primary Sources: Accessing Cultural Capital to Inform Social Justice Efforts</td>
<td>Magazine</td>
<td>Jennie Weiner</td>
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<td>David Hoa Nguyen</td>
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<td>Durham</td>
<td>Chetanath Gautam</td>
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<td>JSN Mentor Feedback Session 3</td>
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<td>Lolita Tabron</td>
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<td>11:00 – 11:50am</td>
<td>JSN Mentor Feedback Session 6</td>
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<td>Mark Gooden</td>
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<td>JSN Mentor Feedback Session 9</td>
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<td>Jennie Weiner</td>
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**Julie Laible Memorial Session**  
Thursday, November 21, 2019

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<tr>
<td>4:40 – 5:50pm</td>
<td>Julie Laible Memoria Session</td>
<td>Royal</td>
<td>Lisa Bass</td>
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<td>Orientation for New UCEA Jackson Scholars</td>
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<td>Hollie Mackey</td>
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<td>Angel M. Nash</td>
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<td>Daniel Morague</td>
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Friday, November 22, 2019

<table>
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<th>Room</th>
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<tbody>
<tr>
<td>5:45 – 6:45pm</td>
<td>Jackson Scholars Network Recognition Ceremony</td>
<td>St. Charles Ballroom</td>
<td>Lisa Bass &amp; Hollie Mackey</td>
</tr>
<tr>
<td>6:45 – 7:45pm</td>
<td>Jackson Scholars Network Reception</td>
<td>Jefferson Ballroom</td>
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See pp. 63-69 and the back cover for a listing of all of the sessions offered for graduate students at the 2019 UCEA Convention—or visit the online program and type in “GSC Programming” to see a complete list, too. Be sure to get the most out of your experience by attending both GSS and JSN sessions. Support one another and learn!
# My Session Planning Grid

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
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<tr>
<td><strong>Wednesday, November 20, 2019</strong></td>
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<tr>
<td>12:00–12:50pm</td>
<td>GSS Opening General Session</td>
<td>Jefferson Ballroom</td>
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<td>1:00–2:10pm</td>
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<td>6:15–7:15pm</td>
<td>UCEA Plenum &amp; Graduate Student Reception</td>
<td>The District</td>
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<td>8:30–9:30pm</td>
<td>Graduate Student Social Networking Event</td>
<td>Drago’s–Hilton Riverside</td>
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<td><strong>Thursday, November 21, 2019</strong></td>
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<td>7:15–7:45am</td>
<td>Light Breakfast for GSS and JSN Attendees</td>
<td>Magazine</td>
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<td>11:00–11:50am</td>
<td>GSS/JSN Mentor Feedback Sessions</td>
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Graduate Student Summit Sessions
Full Schedule, Abstracts, and Presenter Directory
Wed., Nov. 20, 12:00–6:10pm; Thurs., Nov. 21, 8:00–9:10am

Graduate Student Summit Opening General Session
12:00 to 12:50 pm; Jefferson Ballroom
Facilitators: The UCEA Graduate Student Council
In this session, we will formally welcome all UCEA Graduate Student Summit (GSS) registrants to the 8th annual GSS. During this time, you will have an opportunity to meet the members of the UCEA Graduate Student Council (GSC), learn about programming for graduate students at UCEA, and meet fellow graduate students.

GSS Session 1 - Educational Leadership and School Reform in the Era of Accountability
1:00 to 2:10 pm; Camp
Facilitator: Diana Pounder, University of Utah
District Takeover in the Rocky Mountain West
Megan D. Ostegaard, Johanna Cloud Reefe (University of Denver)
This case study analyzes one school district in the Rocky Mountain West that is in the throes of district turnaround. The data collection includes interviews, observations, and document analysis. Based on the evidence presented we suggest using Fullan’s coherence framework to drive a stronger district turnaround support network from the department of education down to the district turnaround process.
Opening the Door? Wisconsin School Districts Respond to Increased Graduation Requirements and Impact Student Opportunities
Cassidy Kist (University of Wisconsin-Madison)
This study looks at seven school districts to understand how mathematics leaders responded to a state policy change to graduation requirements and why they choose those responses. This qualitative study interviews math leaders in each district to gain their perspective to fully understand the district response as a whole. Understanding the responses in terms of course offerings, course sequences, and course placement and the reasons for these responses gives insight into the implications on students’ opportunities.
Trauma-Informed Care: School Administrators & Student Support Team Beliefs and Understandings
Nicole Michelle Fields, Manuel Garr, Whitney Abell-Taylor (University of Louisville), Detra DeVerne Johnson (University of Houston)
Trauma is affecting all students regardless of race, gender, social economic status, religious affliction and educational status. Creating trauma-sensitive, safe and supportive institute requires a new discernment by teachers, administrators and school staff. It also requires holistic changes to transform school culture, build a supporting infrastructure and alter curriculum content and interventions (McInerney...
& McKlindon, 2014). If this matter is not addressed more children will continue to walk into schools that mistake trauma for misbehavior. **School Leaders’ Perceptions of and Responses to Accountability: Multiple Meanings and Ethical Dilemmas**

*Taeyeon Kim (Michigan State University)*

This study explores accountability through perceptions and responses of school leaders. Using multiple methods of qualitative study, data is collected from school principals working at PK-12 public schools over the course of a year. Findings of this study present (1) how school leaders conceptualize accountability, (2) how school leaders perceive accountability as supporting and/or undermining their leadership practice, and (3) how school leaders respond when confronting ethical dilemmas under competing accountabilities.

GSS Session 2 – Legal Issues in Educational Leadership

1:00 to 2:10 pm; Fulton

Facilitator: Bradley Carpenter, Baylor University

**Morse v. Frederick: The Enduring Impact of One Student and His Homemade Banner**

*Michelle M. Flores (Texas A&M), Elisabeth M. Krimbill (Texas A&M – San Antonio)*

Joseph Frederick arrived late to campus to see the 2002 Olympic Torch Relay. The organized school event was set to watch the Olympic Torch Rally through Juneau, Alaska. As students and people gathered to watch Joseph and his friends put out a sign that read Bong Hits 4 Jesus so the media would see. The principal took the steps that she felt were in the best interests of the school and community, but were they?

**Navigating the Maze of First Amendment Religious Entanglement: A Legal Analysis for Aspiring School Administrators**

*Christopher McCaskil (Texas A&M), Elisabeth M. Krimbill (Texas A&M – San Antonio), Nate Walker*

This paper will summarize relevant case law and research collected to examine the past, present, and future implications of religious entanglement in public schools. Through a detailed examination of students’ rights, this work may initiate critical conversations in schools among the decision-makers to honor students’ rights and protect the school from potential litigation.

**Rethinking Discipline in Schools: How Goss v. Lopez Impacted Schools and What Happens Next**

*Ronald T. Tipton, Elisabeth M. Krimball, Lawrence Lowell Scott (Texas A&M University)*

The spring of 1971 was a time of protests and difficulty in the public schools of Columbus, Ohio. Administrators attempted to control the mounting problems by issuing many suspensions of ten days or less considered inconsequential punishments under Ohio law (Goss v. Lopez, 1974). This paper examines the past, present, and future implications of Goss v. Lopez regarding school discipline policies and
procedures. A detailed examination of students’ rights may initiate critical conversations for principals.

**Socially Just Principal Speech, District Silencing, and the Courts**  
**Megan Richard, University of Illinois at Chicago**

Today, there is great need for public figures to speak out against injustice, yet the courts have limited public employee speech rights. Research has not extensively studied how these limitations impact school leaders. Within this multiple case study we begin to fill this gap with particular attention to laws regulating socially-just leaders’ work. We find that socially-just leaders’ speech puts them at significant legal risk. We discuss implications for researchers, practitioners, and preparation programs.

**GSS Session 3 – Community Engagement and Student Voices**  
1:00 to 2:10 pm; Jackson  
Facilitator: Mary Erina Driscoll, City University of New York  

**Black School Leaders Engaging Latino Communities**  
**Natalie Denise Lewis (University of Denver), Jamel Adkins-Sharif (University of Massachusetts–Boston)**

Social justice oriented Black school leaders center the lived experiences of the communities they serve in their work. They recognize that to overcome barriers to equity and justice in education, they must learn from families the contours of those obstacles. Two school leaders juxtapose their leadership efforts to engage parents and caregivers against a discussion of Brown Families’ perceptions and experiences with Leaders of Color.

**Identifying a Problem of Practice to Initiate a Networked Improvement Community**  
**Julie M. Kallio (University of Wisconsin-Madison)**

Identifying a common problem of practice is a foundational, yet often overlooked, step in initiating a Networked Improvement Community, a type of research-practice partnership. Through a case study, this paper explores how a university-based research team identified a problem from the field through an iterative, negotiated process. This has practical and theoretical implications for building successful and socially just partnerships.

**Mediating School Struggle: The Practices of Elementary School Principals in Gentrification**  
**Chy Benelli McGhee (New York University)**

There is limited research that highlights the practices of principals within the context of gentrification although principals are key actors in the vertical and horizontal mediation of neoliberal policies and possibly the gentrification of their schools. The purpose of this study is to explore how gentrification influences the policies and practices of elementary school principals and to consider the way they mediate the struggles that ensue as the demographic landscape of their school shifts.
Using the Student Academic Optimism Construct to Give Voice to Latinx Student Experiences

C. Jesika Viamontes Quintero (University of North Texas)

Student Academic Optimism (SAO) is a latent construct formed from affective, cognitive and behavioral factors within the control of schools that can predict student achievement when accounting for socioeconomic status. Using a convergent parallel mixed method design the study seeks to validate the SAO construct in diverse Texas schools. Latinx students will voice their educational experience through a focus group protocol aligned to the construct. Their perceptions will also deepen understanding of the quantitative data.

GSS Session 4 – Gender Issues in Educational Leadership
1:00 to 2:10 pm; Magazine

Facilitator: James Koschoreck, Texas State University

A Critical Analysis of the Language Used to Announce Women in Leadership
Matthew J. Stier, Elizabeth Winter (University of Iowa)

This paper uses critical discourse analysis to examine how language makes significant the appointment of women to senior leadership positions at institutions of higher learning.

Beyond Bathrooms: Transgender Policy in Middle School Education
Ann Ernandes Hernandez (California State University, Long Beach), Kimberly Fricker

Building universal access for all students in grades six through eight is critical towards creating inclusive adults. Without federal guidelines and consistent laws pertaining to transgender rights for pre-teen students, schools are now faced with meeting the needs of transgender students. An analytical policy review of transgender student policies in Southern California are evaluated alongside narratives from District administrators to determine policies’ efficacy using Furman’s (2012) Social Justice Leadership framework and Ackers’ (1987) Feminist theory.

Female and Male Pathways within the Superintendency: Gender Bias, Mentorship Access, and Role of Self-Care
Jennifer L. Saboda (State University of New York–Buffalo)

The purpose of this research is to address the underrepresentation of female superintendents and how the role of gender bias, access to mentorship and engagement in self-care affect female and male pathways within the superintendency. Applying a critical feminist theoretical lens, the effects of being a woman leader structured in a conventional world of patriarchal beliefs, gendered inequities, and the impact of female societal subordination in a male dominated leadership role will be analyzed.

Stratifying Educational Administration in Hiring Decisions
Katherine Merriweather (University of Kansas)

Education is stratified by gender. While teaching positions are highly feminized, administrative roles are highly masculinized. Drawing on
sociological theories of “gatekeeping” and “homosocial reproduction,” this study addresses gender biases in hiring and promotion decisions for key administrative roles, including superintendent, assistant superintendent, principal, and assistant principal. It focuses on whether men candidates for administrative roles are rated more favorably even when women candidates possess similar, and in some cases, superior professional experiences and backgrounds.

GSS Session 5 - Ignite! – Understanding Our Communities and Students
1:00 to 2:10 pm; Parish
Facilitator: Anjale Welton, University of Illinois at Urbana-Champaign
Experiences of African-American Male Students with Emotional Disabilities or Other Health Impairments in Self-Contained Special Education
Alexander R. Shrewsberry (California State University – Long Beach)
This study will provide students with intersecting identities voice regarding the experience of African-American male students with emotional disabilities or other health impairments placed in self-contained special education settings. African-American male students are more likely to be identified as needing special education services due to challenging behaviors, and placed in a self-contained setting. This study will highlight the experiences of students with specific focus on interventions, instruction, and opportunities of a less restrictive environment.

Familia Soñadora e Involucradas: Cultural Engagement and Epistemologies of a Latinx Immigrant Farmworking Community
Henedina Tavares (University of Washington)
This Ignite! talk will highlight the cultural wealth of a Latinx immigrant farmworking community in how they engage in the education of their children. This talk problematizes traditional conceptions of parent engagement by building from immigrant farmworker families’ epistemologies, lived experiences, and dreams as it provides a more expansive understanding of engagement beyond the conception of schools that is undergirded by white, middle-class values.

Increasing College Persistence Among African American College Students
Anastasia Beverly Lindo Anderson (Texas A&M University)
Much has been written about the college persistence process. Even so, increasing college persistence among African Americans has not been easy. The purpose of this talk is to highlight how noncognitive personality attributes—grit and conscientiousness—predict college persistence in high-achieving African American students (GPA ≥ 3.0) and how these traits are influenced by racial identity and racialized campus experiences. A new understanding of grit, one that does not prolong racial bias, will be presented.

Online Education is Still Costly: What Can Higher Education Leaders Do?
Jason Paul Johnston (University of Kentucky)
This Ignite! talk will highlight the comparative costs of post-secondary online education to face to face programs, consider factors affecting these costs, present ethical foundations, and give recommendations regarding what higher education leaders can do about it. This proposal is a graduate student “work in progress” and will explore these questions and look for input from the audience through academic conversation.

Secondary Dual Language Program Participants: A Phenomenological Study

Paul Kienlen (University of Texas at San Antonio)

This proposed study will explore perspectives of secondary dual language program students who have been instructed bilingually for at least ten years. The research will uncover insights from students who participate in these programs. The study focuses on two research questions: 1) In what ways do the experiences of secondary dual language students shape their perspective of bilingualism? 2) In what ways do the experiences of secondary dual language students shape their perspective of biculturalism?

Teacher and Administrator Training for Inclusion Programs

Diana Vuong Tran (California State University, Long Beach)

Effective inclusion programs stem from educators who have a clear vision for how to implement these programs. Administrative credentialing programs need to ensure graduates are trained to confidently implement inclusive and collaborative special education programs. Individuals with disabilities have been marginalized for hundreds of years in the United States, so it is even more important for administrative credentialing program to train their leaders to provide equitable access to education for all students.

The Limits of School-Based SEL Interventions and The Call for Resistance Epistemologies

Lawrence Louis (Michigan State University)

For many students of color, there exists a profound tension between the promise of a quality educational experience and the reality of that educational experience. Racism holds strong explanatory power regarding this tension. School-based social emotional learning (SEL) interventions aim to develop skills and competencies that positively develop all youth, yet struggle with youth of color. Resistance epistemologies can govern the design, development and implementation of SEL programming and positively impact youth of color.

There is No Such Thing as the Voiceless: Engaging Youth of Color Voices in Educational Leadership

Courtney Camille Mauldin (Michigan State University)

This Ignite session allows me to draw upon critical questions that must be asked of the field of educational leadership as it relates to whose voices are fixed in the field and how this might need to evolve in efforts to transform schools and classrooms.
GSS Session 6 - Dialogue on Leadership and Students in Higher Education
2:20 to 3:30 pm; Camp
Facilitator: Jayson Richardson, University of Kentucky

Learning as We Go: Pathways to Graduation Through Co-Requisite Remediation

Ianisha Sade Chairs, Jade Judith O’Dell, Lynn Marie Walers-Rauenhorst, Shannon Williamson (University of New Orleans)

The aspiration of most high school students is to attend and complete college. However, nearly a quarter of students are academically unprepared to successfully manage college work. In order to ameliorate the disconnect between aspiration and preparation, many universities have created intervention programs. This qualitative study examined program components, archival data, and conducted interviews to assess the effectiveness of one intervention program at a mid-size public university in the Southern region.

Redefining the College Persona: Examining Noncognitive Attributes That Influence College Persistence in Black Students

Anastasia Beverly Lindo Anderson (Texas A&M)

Much has been written about the college persistence process. Even so, increasing college persistence among African Americans has not been easy. The purpose of this study was to determine whether noncognitive personality attributes—grit and conscientiousness—predicted college persistence in high-achieving African American students (GPA ≥ 3.0) and whether these traits were influenced by racial identity and racialized campus experiences. The findings explain how race-related experiences and identity affected student use of each noncognitive variable.

Unrecognized Assets: How Latina/o Families Financially Prepare and Pay for College

Eyra Alicia Perez (University of Texas at San Antonio)

Utilizing Community Cultural Wealth model (Yosso, 2005) and Familismo (Moore, 1970), this study centers the stories of Latina/o families as they financially prepare and pay for college by engaging in conversations, pláticas (Fierros & Delgado Bernal, 2016), to tell the stories, testimonios (Delgago Bernal & Elenes, 2011), of their experiences.

GSS Session 7 – Leadership Development: What Do We Need for Future Leaders?
2:20 to 3:30 pm; Fulton
Facilitator: Donald Hackmann, Iowa State University

In Need of Leadership: The Current State of Detracking Research

Margaret Thornton (University of Virginia)

Despite continued vigorous debate about the merits of tracking and detracking, the empirical evidence regarding detracking’s effects on student outcomes remain mixed. This literature review examines 47 empirical studies addressing tracking or detracking. Implementing detracking seems to require strong instructional and organizational
leadership. Missing from this body of research is a discussion of how school leaders might create the conditions for students to succeed without resorting to systems separating students based on race and class.

**Leading with a Global Perspective: The Impact of International Experiential Leadership**

*Jessica Magaly Ressendiz, Elisabeth M. Krimbill, Lawrence Lowell Scott (Texas A&M University at San Antonio)*

As the world becomes more connected, intercultural communication skills are crucial in our communities and in the work place. This research will examine the perceptions of future school leaders on the importance of experiential learning for their schools and communities. In particular, this study focuses on the outcomes of foreign study-abroad programs as perceived by current and future school leaders.

**Ties That Bind: Knowledge Flows and the Formation of Ties in a Principal’s Learning Network**

*Jennifer Karnopp (Indiana University)*

Regional professional learning networks support school change by linking principals to others engaged in similar change work. These networks are becoming more prevalent, yet little is known about the factors that contribute to the formation of ties between members, or how knowledge moves across the network. Using social network analysis, this study examines the flow of information and advice in one such network and uncovers school leader and school characteristics that support tie formation.

**Improving Principal Talent: A Case Study of Four Districts**

*Evangeline Chiang (Southern Methodist University), Anne Wicks (George W. Bush Institute)*

High quality principals are critical to improving outcomes for students. A national organization developed a cohort of four districts from around the United States to significantly improve their principal talent management systems, as well as focus on effective implementation skills. This mixed methods study is a result of data collection and review mid-way through the three-year project. Early findings reveal that districts with foundational effective implementation skills progress faster on improving principal talent management.

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**GSS Session 8 – Leadership for Student Learning**

2:20 to 3:30 pm; Jackson

**Facilitator: Martha Ovando, University of Texas at Austin**

**A Literature Review of The Impact of Educational Technology on Student Critical Thinking Skills**

*Moshen Shraz Alzahrani (University of Denver)*

The question of whether the use of technology has a positive impact on student critical thinking skills is still under intense debate within the educational community. Therefore, this literature review aims to review the literature on the impact of integrating education technology in the
classroom on K-12 students’ critical thinking skills. The review of literature revealed that the integration of technology into the classrooms improves student critical thinking skills.

Investigating Principals’ Experiences Addressing Immigrant Students’ Mental Health

Sarah Alexandria De La Garza (University of Texas at Austin), Jennifer Karyn Clayton (The George Washington University)

The goal of this project is to describe the experiences of principals in a Texas sanctuary city and how they perceive their role in addressing immigrant student mental health. This project aims to investigate how principals navigate their subjectivity and personal-professional journey as it relates to immigration policy, their immigrant students and their students’ mental health stressors. Principals are an important stakeholder given their critical role in policy implementation and interaction with immigrant students.

Leadership for Personalized Learning

Julia M. Kallio, Gerald L. Dryer (University of Wisconsin–Madison)

Personalized learning reorganizes teaching and learning to position students as agents in their learning and tailor instruction to the interests, strengths, and needs of each student. School leaders are critical to scaling this approach across an organization. Drawing on five years of research with 12 public schools, this article identifies how leaders use the physical spaces, schedule, and technology to create a flexible learning environment to support educator-student relationships for the success of all students.

School Effectiveness and Students’ Collaborative Problem-Solving Capacities

Hansol Woo (Pennsylvania State University)

This study analyzes the relationship between school factors (e.g., leadership, resources, and climates) and collaborative problem-solving scores of 15-year-old students. I employed OLS regression using data from the PISA 2015. The preliminary findings show that student truancy could hurt students’ dispositions toward CPS, and a lack of adequate education staff can hinder the CPS learning of students. This paper discusses the educational equity issues and policy implications of these findings.

GSS Session 9 – School Principal as Mediator: Professional Development and School Improvement
2:20 to 3:30 pm; Magazine
Facilitator: Gary Crow, Indiana University

A Principal’s Sensemaking of Social Emotional Learning

James Lamar Foster (University of Washington)

The purpose of this study is to examine how one principal’s sensemaking of social emotional learning (SEL) as a concept influences the implementation of an SEL initiative in their school. By using a
cognitive approach to the implementation process, this study examines how one principal understands and implements SEL in their school.

**Conceptualization of the Third-Grade Retention Policy and Principal Leadership for Teachers’ Professional Learning Communities**

*Yujin Oh (Michigan State University)*

This study investigates how principals and teachers conceptualize the third-grade retention law and what systematic role the principal plays in helping facilitate teachers’ collective learning through PLC. Through a case study, I collected in-depth and detailed qualitative data from 11 interviews, 30 hours of observations, and documents. The finding indicates that principal and teachers had different conceptualizations of the law and principal served a bridging actor and a resource provider for enhancing PLC.

**Effects of Distributed Leadership on Teaching Practice: Principal Instructional Leadership as a Mediator**

*Bohdan M. Christian (University of Nebraska–Lincoln)*

This study assesses the relationship between perceptions of principal instructional leadership (PIL) and principal distributed leadership (PDL), on teacher practice (TP) utilizing the Teaching and Learning International Survey (TALIS 2013). Using a pooled organizational coupling model (Thompson, 1967), the results show that PDL has a significant and positive effect \( (\beta = 0.293) \) on PIL. In turn, PIL demonstrates a significant and positive effect on TP1 \( (\beta = 0.299) \) and TP2 \( (\beta = 0.243) \).

**Principals Utilizing Professional Development to Address Racism in Schools**

*Nicholas D'Marco Mitchell (University of Wisconsin)*

The purpose of this study is to understand professional development approaches utilized by principals to address issues of racism within their schools. This study draws upon literature from professional development, racial discourse, and racial literacy. Through a multi-case study method, preliminary findings highlight the importance of principals having racial literacy, understanding how to navigate white fragility, and principals’ conceptualizations of professional development. This study has implications for principal leadership, professional development, and racism in schools.
Stefancic’s stratification of its tenets, and Gloria Ladson-Billings’s conceptualization of education debt, the author presents a reimagining of the achievement gap model which argues Black students are not, in fact, underachieving.

Creating Equitable Educational Experiences for African American Males Through Advanced Academics

*Nakendrick Johnson (University of North Texas)*

This Ignite! Talk will explore district and school policies and practices that create equitable advanced academic program opportunities for African American males. The primary function of advanced academic programs within the public education system is to prepare students for the rigors of post-secondary education. This opportunity has been extended to some populations within the United States more than others. The ultimate benefit of enrolling in advanced academic courses is academic success at the university level.

English Learning Students’ College Readiness

*Bita Razavi-Maleki (University of Texas at Austin)*

Having knowledge of the options for post-high school life may not be available to many students who are the first generation of their families to attend college in the US. College readiness means having both academic and non-academic readiness. This talk highlights what college readiness means and what resources can benefit English Learning students who are newcomers in the United States.

Exploring the Dominant Educational Themes in Rap Music

*Monica Mills (Temple University)*

There seems to exist a theme in rap music where rappers speak negatively about their educational experiences in their music. This paper will explore the dominate narrative of negative schooling experience in rap through a theoretical lens. Moreover, I seek to ask why many rappers have negative schooling experiences. What are the specific common schooling experiences among rappers? What compelled rappers to mention their schooling experience in their music?

From Interest Convergence Dilemma to Collective Endeavor: Professional Development for Teaching English Language Learners

*Thu Ya Aung (Texas State University)*

Although there is an obvious professional development need of teachers to better serve ELLs, many American teachers have not received enough professional development for teaching them. During this Ignite talk, I will first look at this issue through the interest convergence lens and then view some exemplary ELL-serving schools from the African perspective of adult education and lifelong learning. Finally, I will propose considering teachers’ professional development to better serve ELLs as a collective endeavor.

Identity Re(Constitution): Aesthetic Representations of Identity Complexities in Research

*Tanya A. Long, Michael P. O’Malley (Texas State University)*

In 2017, the researcher gathered stories of 15 prominent professors working in the field of social justice leadership preparation. As the
researcher grappled with the complexities of these stories, she also struggled with the limited ways in which the field represented the complexities of identity. Building upon the feminist notion of intersectionality, this session annotates how the author found a method that helped her to reorganize the representations of identity from within her research text.

**Prescription for Play: Exploring the Relationship between Play and Literacy in Early Childhood Education**

*Sally Osborne (Texas Christian University)*

This Ignite! Talk will explore the relationship between play and literacy in early childhood education. Play is considered a critical component of children’s development. Despite this importance, playtime for young children has experienced a decline. Simultaneously, educational policies have changed the way our early childhood classrooms look and function. This talk will discuss potential connections between playtime for young children and literacy achievement in early childhood classrooms, with an emphasis on implications for school leaders.

**The Impact of Pull-Out Model for English Language Learners (ELL) in NAZA Elementary School**

*Naichen Zhao, Rachel Anna Kamnkhwani (University of Denver)*

The research focuses on the achievement equity for the ELL (English language learner) students in the NAZA Elementary School. The project was conducted under the background of Denver Public School aiming to accomplish the goals of Denver Plan 2020 by closing achievement gaps and creating equitable education opportunities for 38,000 ELL students. The analysis is based on critical education theory with the research question: “What opportunities are available to increase achievement equity for every student?”

**GSS Session 11 – What Do We Know About Teachers? Teacher Perceptions and Work**

3:40 to 4:50 pm; Camp

Facilitator: Chad Lochmiller, Indiana University

*A Survey of Elementary Teachers’ Language Ideologies and Their Perceptions of Biliteracy Work in Progress*  
*Rolando Augusto Merchán (Sam Houston State University)*

Some U.S. educators hold language ideologies that favor English over other languages, while simultaneously equating fluency in other languages as problematic. This ideology potentially affects how teachers instruct in monolingual and bilingual classrooms (De Korne, 2012; Fielding, 2016). This study addresses language ideologies among select teachers in south-central Texas. Examining teacher ideologies might enlighten school and district administrators on how to improve their efforts to offer effective bilingual and multilingual education options in their schools.

**Teacher Job Satisfaction: The Impact of School Climate and Student-Teacher Relationships**

*Cailen O’Shea (University of Nebraska–Lincoln)*
Though teachers are known to be the most important element in student success, job satisfaction rates among K-12 educators are continuing to decline (Heitin, 2012). This study aims to examine teacher job satisfaction from a different perspective, from those who interact with teachers the most, students and principals. Using Multilevel Structural Equation Modeling, this study seeks to gain a better understanding of these influencers on teacher’s job satisfaction.

**Teacher Perceptions on Transitioning to a Four-day Work Week**  
*Nickolas Dawkins, Debbie Brown, Alfredo Pargas (University of Denver)*

This study looks inward at the early stages of implementation in teacher experience when a reallocation of time to a four-day school week takes place. The significance of this study is grounded in the interconnected relationship between student achievement and a district’s execution of strategic coherence with people, time, and money. This study is for those concerned with improving adult learning for student learning within change management processes facilitated throughout public schools and learning institutions.

**GSS Session 12 – Exploring Evidence for Student Outcomes, Teacher Quality, and Leadership Practices**  
3:40 to 4:50 pm; Fulton

**Facilitator:** Kimberly Kappler-Hewitt, University of North Carolina at Greensboro

**Association between Leadership Practices, Organizational Structure, and the Professional Learning Communities in the U.S.**  
*Joonkil Ahn (University of Illinois at Urbana-Champaign)*

Despite the espoused potential of distributed leadership practices and effective professional learning communities (PLCs), researchers paid insufficient attention to the link between these two concepts. This study used the U.S. Teaching and Learning International Survey (TALIS) 2013 survey data to investigate relations between principals’ distributed leadership practices, organizational structures, and the establishment of PLCs. Findings from multilevel modeling analysis revealed that principals’ distributed leadership and organizational structure have a significant positive relationship with PLC establishment.

**Examining Indicators of Pre-Kindergarten and Kindergarten Teacher Quality in Texas**  
*Zoe Rose Mandel, Karen Babbs Hollett, Annie Maselli (Pennsylvania State University)*

Participation in high-quality pre-kindergarten and kindergarten (PK/K) programs is associated with positive outcomes for students. However, schools with high populations of students of color, those living in poverty, and those living in rural locales are less likely to provide quality PK/K programs. This study examines two critical indicators of PK/K program quality - teacher quality and teacher churn - and whether these indicators are equitably distributed across schools, based on demographics and locale.

**Exposing a Bifurcated Teacher Labor Market: Implications for K-12 Leadership in Texas**
Wesley Edwards (University of Texas at Austin)
A diverse educator workforce matters for students, yet we don’t know how to best support teachers of color throughout their careers. This study investigates systematic disparities in work environments for Black and Latinx teachers in Texas compared to White teachers and identifies specific areas for improvement under the purview of district leadership. My results explore new policies that would create work environments for teachers of color more, not less supportive.

Validating the Student Academic Optimism Construct
C. Jesika Viamontes Quintero (University of North Texas)
Student Academic Optimism (SAO) is a latent construct formed from affective, cognitive and behavioral factors within the control of schools that can predict student achievement when accounting for socioeconomic status. Using a convergent parallel mixed method design the study seeks to validate the SAO construct in diverse Texas schools. Latinx students will voice their educational experience through a focus group protocol aligned to the construct. Their perceptions will also deepen understanding of the quantitative data.

GSS Session 13 - The Political Economy of Schooling: Challenges in Leadership and Policy
3:40 to 4:50 pm; Jackson
Facilitator: Sarah Diem, University of Missouri

Eliminate Racism in Pinecreek?: Civic Engagement in Education Policy
Kevin Winn (Arizona State University)
To understand how community members within a segregated school district approach resegregation, I am conducting a sixteen-month-long ethnography using Participatory Action Research (PAR). This project’s goal is to examine key dynamics that intervene in school desegregation efforts in Pinecreek (pseudonym), a Midwestern city that has undergone two school desegregation lawsuits. To explore the desegregation process, I analyze the intersection of class, racial, and religion in the practices of civic engagement efforts in school reform.

The Political Economy of Subprime Education: Charter Schools and Black Communities
Rachel Williams (University of California, Berkeley)
Charters are framed as an instantiation of the current political economy to make visible relationships of race, power, and the political economy. Charter growth is explored through an application of Peck and Tickell’s (2002) concepts of rollback and rollout neoliberalism. Using this framework, the implications of charter growth are explored by building on previous analysis of parallels between the subprime mortgage crisis to examine the impact on Black communities (Green, Baker, Oluwole, and Mead, 2015).

More Money, Same Problems in Rural Schools
Theresa Harrison (University of South Carolina)
The Rural Education Achievement Program (REAP) attempts to meet the needs of schools through federal grants, however, there are several
compounding variables that block schools from accessing these funds (e.g. uncertainty about program eligibility, lack of grant writing expertise). It is necessary to critically examine federal policies related to grant funding in the context of what problems it aims to mitigate and question whether those efforts are able to reform and become sustainable practices.

**Radicalizing Pathologies of Silence in an Intentionally Integrated Urban Charter School**

_Jeremy Lee Singer (Wayne State University)_

This study examines how pathologies of silence (Shields, 2004) manifest in a “prestige” urban charter school (Brown & Makris, 2018) that is intentionally racially integrated, and how educators of color experience those racialized pathologies of silence. Findings can inform administrators and school leaders seeking to recruit, retain, and empower staff members of color and staff members with a commitment to racial justice and advanced racial literacy (Kohli & Pizzaro, 2016) in service of social justice.

GSS Session 14 – Navigating Gender and Race in Education
3:40 to 4:50 pm; Magazine
Facilitator: Miriam Ezzanni, Texas Christian University

**Following the Leader: School Leaders’ Employment of Racial Discourses in School-Wide College-Going Strategies**

_Jacqueline Forbes (University of Wisconsin–Madison)_

While there are many critical factors that influence college-going in schools, what is less clear is how school leaders utilize racial ideologies as they develop school-wide strategies and execute practices related to college-going. This study interrogates how underlying racial assumptions become salient to school leaders in their strategies and practices around Black college-going. Analyzing how racial discourses appear in the school-level college strategy is critical to understanding how race becomes a factor in college-going practices.

**Gatekeeping in Educational Administration: Gender and Access**

_Katherine Merriweather (University of Kansas)_

The sources of the gendered division of labor in higher levels of educational administration are not well understood. The purpose of this qualitative study is to investigate gender bias as a gatekeeping mechanism for high-level educational administration positions. This objective is consistent with the UCEA 2019 Annual Meeting theme because it addresses a currently under-studied and critical demographic gap in educational administration. I report here findings from field interviews with eight female administrators.

**Leading While Black and Female: How the Perceptions of Others Affect Leadership Styles and Self-Efficacy**

_Ketina D. Willis (Sam Houston State University)_

The purpose of this study is to understand the Black female educational leader’s perception of how others view them as a leader and how these perceptions affect their self-efficacy. Race and gender affect how Black
female educational leaders perceive and carry out their leadership roles. According to Hill (2016), Black women violate both the gender and racial stereotype of what a leader looks like. They are held to a higher standard of competence.

GSS Session 15 – Leaders in Challenges: Discipline, Trauma, and School Culture
3:40 to 4:50 pm; Parish
Facilitator: Hollie Mackey, North Dakota State University
Disrupting the School to Prison Pipeline: Restorative Practice Effects on African-American Male Discipline and Behavior
Manuel Garr, Nicole Michelle Fields, Whitney Abell-Taylor (University of Louisville), Detra DeVerne Johnson (University of Houston)
African-American male students are disproportionately suspended from school for misbehavior that has been criminalized due to punitive zero tolerance policies. These students are pushed out of schools and into the juvenile and criminal justice systems, contributing to lower academic achievement scores in literacy and numeracy. This process is commonly referred to as the school-to-prison pipeline. This study investigates the efficacy of whole school restorative practice (WSRP) on discipline referrals and out-of-school suspensions (OSS).

How Do Superintendents View the Role of the District in Supporting Students Who Experienced Trauma?
Lisa Yahola (University of Oklahoma)
Childhood trauma often goes underreported but can have adverse effects that extend well into adulthood. Literature from clinical research indicates that school-based mental health supports may provide vital help to children who have experienced traumatic events. However, fiscal constraints that schools are experiencing across the country may limit mental health supports available to students. This study investigates how school superintendents view the role of the district in supporting students who have experienced traumatic events.

The Influences of Racial Trauma on Black Students’ Educational Experiences: A Review of the Literature
Jeremy Dewan Horne (University of Texas at Austin)
This study reviews existing literature on the relationship between racial trauma, hope, and schooling. The text specifically examines the following questions: how does race-based trauma influence African American students’ sense of hope? What are the subsequent effects on their educational experiences? How might these findings inform school leadership practices? Findings suggest that hope mediates the relationship between race-based trauma and Black students’ educational outcomes. Further, equity-oriented leadership emphasizing restorative hope buffers against racism’s cognitive traumatization.

Using Black Students’ Perspective on Resilience to Inform School Culture with Afrocentric Thought
Jessica Henderson, Teresa Leary Jenkins (University of Memphis)
Black students’ blackness places them in a position of adversity within schools. Schools which mirror the antiblackness of society while
simultaneously attempting to develop resilience in the students their systems and cultures often marginalize. This study offers a framework informed by Black students’ perspectives and Afrocentric thought that focuses not on how to develop the resilience of students but instead on the institutional change that increases schools’ capacity to serve as quality environments for students.

GSS Roundtable A – Building Effective Schools: Recruitment, Development, and Teamwork
5:00 to 6:10 pm; Jefferson Ballroom
Facilitator: Frank Perrone, University of New Mexico

Rethinking Current Leadership for Teacher Preparation: Community Colleges as an Underutilized Pathway into Teaching
Priscilla Aquino Garza, Wesley Edwards (University of Texas at Austin)
States wrestle to ensure schools have the teachers they need to meet students’ needs. They need more teachers reflective of subaltern populations that struggle in our schools. In 2017 Texas reported having 356,909 teachers with 60 percent white teachers versus over 70 percent students of color (TEA, 2017). States must tap into systems like community colleges that enroll high number of low-income and students of color so that leadership in classrooms reflect the subaltern.

Take a Deep Breath, You’ve Got This
Willa Rose Fynn (California State University Long Beach)
The purpose of this study is to explore the lack of teacher training as a barrier to social and emotional learning (SEL) in preschool. In exploring this problem of practice, I aim to better understand whether education and training are factors in the level of teachers’ self-efficacy (confidence in their ability) to manage challenging behaviors in the preschool classroom.

Supervision, Support, or Surveillance: Teacher Perceptions of Interactions with School Leaders
Andrea Terrero Gabbadon (Temple University)
There is concern in urban education regarding teacher morale (Blase & Blase, 1999) and attrition (Ingersoll, Merrill & May, 2016). These trends are particularly dire among teachers of color (Achinstein & Ogawa, 2011), exacerbating racial incongruity between teachers and students. Informed by critical theory, this work will examine teachers’ experiences; specifically, it will analyze how teachers perceive interactions with leaders. It will also examine the behaviors that teachers distinguish as supportive, supervisory, or as surveillance.

GSS Roundtable B – Promoting Socially Just Learning Environments
5:00 to 6:10 pm; Jefferson Ballroom
Facilitator: Joshua Childs, University of Texas - Austin

Building the Case for Boys: A Historical Context Paper
Paul Kienlen (University of Texas at San Antonio)
This paper explores behavioral and academic difficulties that many boys have experienced in school, when considered from within the historical context of the past century. Historical references indicate the consistent theme of the innate physicality of boys. Also included is a listing of some innovative attempts at engaging boys. Statistics regarding the dire situation of boys are included. Finally, the discussion closes with a call for further research in this area.

**Examining the Executive Functioning of African American Males in Montessori Pre-K Versus Traditional Pre-K**  
*Franklin J. Gause (University of South Carolina)*

When children enter school with strong executive functioning skills, they have positive social and academic outcomes (Fitzpatrick, McKinnon, Blair, & Willoughby, 2014). If a child is in a learning environment that teaches the whole child with engaging practices, executive functioning skills can be developed and impact outcomes of children (Montessori, 1964). This study will examine the executive functioning of African American males in Montessori Pre-K versus Traditional Pre-K to determine if there is a difference.

**My Presence is a Present: Narratives of African-American Teens with Behavior Disabilities in Schools**  
*Brittney Robins (University of New Orleans)*

The present study will address the issue of the disproportionate discipline of Black students with emotional disabilities in school. The purpose of this study will be to discover the themes of self-efficacy and school perceptions for Black students with emotional disabilities receiving a disproportionate amount of discipline as compared to their peers. Interviews with students meeting criteria will be conducted. The interviews will be transcribed and coded to reveal themes in student experiences.

**Power and Discipline: Analyzing Special Education Laws Through Critical Race Theory**  
*Brittney Robins (University of New Orleans)*

The purpose of this paper is to analyze policies governing the discipline of students with disabilities through a critical lens. Critical Race Theory (CRT) serves as the basis of the power analysis. Data found evidence of the use of power in discipline policies. Further analysis should assess how policies are enacted in schools and their impact on students. Research also recommends that school teams review discipline policies for areas of power and control of students.

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**GSS Roundtable C – A Critical Look at Leadership**  
5:00 to 6:10 pm; Jefferson Ballroom  
Facilitator: Rod Whiteman, University of Wisconsin–Milwaukee

Moving Beyond the Binary: Transfeminist Perspectives on Educational Leadership  
*Sarah Margaret Odell (University of Wisconsin–Madison)*
Feminist educational leadership literature focuses on white, able bodied, straight women. Literature in gender and women’s studies rarely focuses on straight, white, and able bodied. Studying gender identity and leadership in education needs to take on an intersectional approach that acknowledges that gender identity is informed by its intersection of ones race, sexuality, and ability and that gender identity is along a spectrum and not firmly planted in being male or female.

**Not All “Equity” Is Created Equal: Resource Distribution, Race, and Power**

*Taylor Enoch-Stevens (University of Southern California)*

The topic of equity brings together a variety of education stakeholders to discuss best practices for serving diverse student populations. However, students of color continue to experience educational disadvantage relative to their more privileged peers. In this paper, I argue this is because education leaders have varying conceptualizations of equity and are distributing resources in accordance with particular equity perspectives, which may or may not benefit students of color.

**Vulnerable Leadership: A Guided Theory Research Paper**

*Megan D. Ostedgaard (University of Denver)*

This grounded theory dissertation will investigate vulnerability in educational leadership. What are the experiences, and challenges of being vulnerable in leadership. How does vulnerability influence learning opportunities as an educational leader.

**Whose Leading Our Schools? An Exploration of the Racial Ideologies of Future Principals**

*Keneisha La’Rae Harrington (Clemson University)*

With the constantly changing demographics of the United States, it is critical that school leaders commit to anti-racist praxis. Future principals must not only recognize their racial ideologies and how they impact their practice, but they must possess the knowledge and skills to break down misconceptions they have related to race and racism. In this study, I examine the racial ideologies of graduate students in principal preparation programs and explore how those ideologies impact practice.

**GSS Roundtable D – Leadership for Change**

5:00 to 6:10 pm; Jefferson Ballroom

Facilitator: Meredith Wronowski, University of Dayton

**Culturally Responsive School Leadership for Culturally and Linguistically Diverse Students**

*Nia E. Hulse (St. Johns University)*

Traditional forms of school leadership does not do enough to address issues of equity (Keheler et al., 2010; Khalifa, 2018). Therefore, inclusive forms of school leadership must be employed to address the needs of today’s diverse learners. The purpose of this qualitative study is to explore a nontraditional form of school leadership that seeks to acknowledge and value culturally and linguistically diverse students--culturally responsive school leadership (CRSL).
Inclusive Schools for Students Served by Special Education: Central Office Support for School Leaders
Lynn Saltzgaver (University of Denver)
This case study is intended to analyze the support central office provides to school leaders as they aim to create inclusive school communities that embody the theories of social justice for students with disabilities. Deeply investigating the current beliefs, systems, structures and practices related to the development of a principal, for students who are identified with a disability can provide an assessment of the central office plan, within a small district, for principal development.

Rethinking School Improvement: The Impact of Leadership and Collaboration on Successful and Sustained School Improvement Initiatives
Tiffini Brigola (University of Louisiana at Lafayette)
In keeping with this year’s conference theme, Where y’at: Validating subaltern forms of leadership and learning with/in and outside of schools, this study proposes a model of school improvement that presents as its most important component the role of bottom-up collaboration and shared leadership between school administrators and teacher-led action research teams to create and sustain meaningful reform.

Skin in the Game: A Phenomenological Study of Teachers Advocating Against an Inequitable Attendance Zone Policy
Sarah Walters (University of Missouri)
This qualitative study examines the experiences of teachers who advocated against a school attendance policy which will increase segregation within the school district. While school district gerrymandering (Richards, 2014; Siegel-Hawley, 2013) and associated policymakers (Diem et al., 2019) have received attention, little research has examined the way teachers experience and advocate against oppressive policies in their home districts. This study uses critical race theory to examine the subaltern voices who participate in the policymaking process.

GSS Roundtable E – Becoming a Leader: Pathways, Pitfalls, and Partners
5:00 to 6:10 pm; Jefferson Ballroom
Facilitator: Andrew Pendola, Auburn University
Achieving the Superintendency of a Rural School District in Texas: An African American Male’s Perspective
Carnelius D. Gilder, Sam Houston State University
The purpose of this study will be to investigate African American males’ lived experiences and perceptions with achieving and maintaining superintendent of rural school districts in Texas. Specifically, the aim of this study will be to gain a deeper insider view of these experiences and perceptions in relation to the factors that contributed to the select Black males’ ascendancy to the superintendency of rural Texas school districts and to explore the participants’ persistence during superintendency.
“The Developers:” Mentorship for the Effective Preparation of Aspiring School Leaders

Patricia Virella, University of Connecticut

We examined the internship model of a principal preparation program located at a public university in the northeastern US. We focused on the role and influence of the mentor. A mixed method approach to this study was used to understand the outcomes of and the process of mentorship. We use the theoretical framework of “leader developers” (Avolio and Hannah, 2008) to explain how mentor principals serve as leader developers to aspiring principals.

The Factors that Develop Imposter Phenomenon in Black K-12 Male School Administrators

Jamon H. Flowers (College of William and Mary)

The impostor phenomenon (IP) is a well-studied occurrence in which highly successful and intelligent individuals grapple internally to accept their accomplishments. Although IP has been examined generously and in multiple contexts, research exploring IP in K-12 Black male school administrators is scarce. This study uses DuBois’ (1903) notion of double consciousness as a conceptual lens to identify and examine the contextual, environmental, and individual factors shaping IP’s manifestation in K-12 Black male school administrators.

A Pathway for Teachers to Principalship

Edgardo Barrientos Castro (New Mexico State University)

The purpose of this paper is to allow readers to understand how I describe my personal and professional journey that has led to an interest in pursuing a particular research topic. As I continue to unfold the journey of my passion for supporting teachers to move up to school leadership positions, I categorize my story into four vignettes that serve to entrench the multilayered social justice aspect of the educational leadership.

GSS Roundtable F - School Leadership in Context
5:00 to 6:10 pm; Jefferson Ballroom
Facilitator: Wesley Henry, California State Monterey Bay

A Comparative Leadership Study for High-challenging Schools Between the U.S. and China

Jingtong Dou (University of South Carolina)

Successful leadership contributes to school improvements. In a global context, different countries take diverse approaches to transform high-challenging schools. However, due to social, political, and racial differences, each country has different school leadership practices. In this study, we took a comparative perspective on school policies across the U.S. and China. We deepened the understanding of global school leadership practices. The findings will provide helpful strategies to transform high challenging schools internationally.
District Diagnostic: Improving Through Validity Evidence
Evangeline Chiang (Southern Methodist University), Anne Wicks (George W. Bush Institute)
Improving principal pipelines are a key lever to improving school success. A national organization has developed a district diagnostic that measures district practices and policies on principal talent management—recruiting, supporting, and keeping effective principals—as well as effective implementation. The aim of this study is to report on efforts to collect and analyze validity evidence collected on the diagnostic instruments.

School Administrators Mindfulness Practices: Supports and Challenges
Dong Jim Kim (Washington State University), Julia Mahfouz (University of Idaho), Kerry Robinson (University of North Carolina at Wilmington)
In the realm of education, the role of a school principal—i.e., the school leader—carries deep responsibilities and challenges. This research addresses one component of the understudied topic of mindful leadership. We are hopeful that by sharing the experiences of current school and district leaders, we can provide insight into how a personal mindfulness practice may in fact have an effect on school administrators’ wellbeing and leadership.

GSS Roundtable G - A Critical Examination of Student Experiences in Higher Education
5:00 to 6:10 pm; Jefferson Ballroom
Facilitator: Jada Phelps-Moultrie, Michigan State University

African International Graduate Students’ Perceptions of Support in NYC Colleges
Atinuke Ayeni (St. Johns University)
This study seeks to fill a gap in existing literature regarding the perceived support experienced by African international graduate students (AIGS) at selected US institutions. An exploratory case study will be used to explore AIGS’ perceptions of challenges and institutional support across selected campuses in New York city. In this current study, the phenomenon being examined is the sense of support perceived by African international graduate students and its influence on student achievement

Navigating the Academy: A Multiracial Writing Group’s Perspective
Sascha Betts (Texas State University)
This paper will explore the ways a multiracial group of doctoral students embody a Community Learning Exchange (CLE) framework to help navigate oppressive, demanding and oftentimes traumatic institutional systems. By intentionally fostering and building gracious space and committing to engaged scholarship, these students are able to co-construct a space that informs the ecologies of knowing. From this session should emerge more culturally responsive methods that promote personal growth and produces processes for survival in academia.
Using Mixed Method in Assessing Campus Climate

Adeeb Mozip (Wayne State University)

This mixed methods study seeks to explore and understand how Middle Eastern American college students experience their campus climate at four-year colleges and universities. An explanatory sequential mixed methods design is used to analyze collected quantitative survey data first and then explaining the quantitative results with qualitative data. In this exploratory follow-up, in-depth interviews will be conducted with 8-10 undergraduate students to explore and understand how ethnic minority students experience the campus climate.

GSS Roundtable H- Policy & People: Examining Stakeholder Perspectives

5:00 to 6:10 pm; Jefferson Ballroom

Facilitator: Rachel White, Old Dominion University

Evaluating ESSA: A Network Analysis the Policy Agenda Setting Process

Michelle Bridge Kennedy (University of Texas at Austin)

Federal education policy is seemingly forever changing. Whether you call it “policy churn” like Hess(1998) or simply note the cyclical nature of reform, studying federal education policy often leaves you frustrated. Policy makers often seem reactive instead of proactive, and their decisions seem to be bound by their knowledge and their own beliefs. This paper explores policy makers’ decisions on education are bounded by their information network.

How Rural Schools Leaders Shape Teacher Sensemaking and Implementation of the Every Study Succeeds Act

Kimberly West (University of Georgia)

School leaders play an important role in how teachers understand and implement education policy. As schools transition from NCLB to the ESSA school leaders are faced with helping teachers to understand and execute the policy. Using a mixed methods design, this study explores how rural school leaders shape teacher sensemaking of the ESSA and its implementation. Spillane, Reiser, and Reimer’s cognitive framework for policy implementation is the theoretical lens in which the study is analyzed.

Prekindergarten in Texas: Examining the Narrative

Tabitha Reynolds, Rachel Whitney Boggs (University of Texas at Austin)

While pre-kindergarten has many benefits for children, the narrative in support for pre-kindergarten education in Texas often stresses the importance of “preparing a strong future workforce” or “improving standardized test scores”. Employing a discourse analysis, this presentation is a critical examination of the statements made by public officials and advocates regarding prekindergarten education in Texas during the 86th legislative session.

Public Discourse and the Texas High School Graduation Requirements

Hadiza Mohammed (University of Texas at Austin)

The current study looks at the way corporate America and other education policy stakeholders engage in the policymaking process. Specifically, this study analyzes their arguments for and against Texas’
latest education reform: House Bill 5 (HB 5). This study sheds light on the arguments put forth for and against HB 5 at its inception in order to understand the way these conversations set the path to arriving at often inequitable outcomes.

GSS Roundtable I - Accessing a Quality Curriculum: The Role of Instructional Leadership
5:00 to 6:10 pm; Jefferson Ballroom
Facilitator: Kathleen M.W. Cunningham, University of South Carolina

Principals’ Conceptualization of Equity and Detracking
Shannon Holder (University of Connecticut)
This qualitative study seeks to better understand principals conceptualization of the equity based reform of detracking. Through in depth interviews principals will be asked to define equity as well as explain how equity connects to the type of detracking practice they have in their school.

School Leaders’ Actions and Detracking for Student Achievement: An Exploratory Mixed-Methods Study
Margaret Thornton (University of Virginia)
The purpose of this study is to name and understand some of the factors at work in the context of detracking using survey and student achievement data coupled with teacher and school leader interviews. An exploratory sequential mixed methods design will be used to first explore these actions qualitatively in order to develop a sensitive and detracking-specific quantitative survey that will then be quantitatively tested.

Understanding Instructional Leadership in Ambitious and Equitable Teaching and Learning Implementation
Courtney L. Flessner (Indiana University)
A history of conversation and struggle among interested parties around what and how mathematics should be taught in elementary schools exists. School leaders must take this historical context, understand how it impacts the schools in which they lead, and create cultures of teachers willing to take risks and make sustainable change. This study will uncover one district’s work impacting the mathematical teaching and learning by reimagining the roles of school and teacher instructional leaders.

GSS Roundtable J – An Examination of Systems of Oppression
5:00 to 6:10 pm; Jefferson Ballroom
Facilitator: Nakia Gray-Nicholas, Queens College-City University of New York
Doing Justice for Sexual Assault Survivors at a Northwestern Public University
Alicia Souza (California State University, Sacramento)
Our current way of dealing with instances of sexual violence within the university system has created a culture that silences survivors and
discourages reporting. Despite our efforts to decrease instances of sexual violence within the last decade, we have not done so. Complainants have claimed that members of our administration have actively tried to hide allegations of sexual misconduct. This deliberate and intentional concealment is a gross injustice to our affiliates.

The Decline of Black and Latinx Enrollment at NYC’s Specialized High Schools

Tara-Marie Kirsten Desruisseaux (University of Southern California)
A civil rights complaint was launched against NYC’s Specialized High Schools (SHS) because of a claim that the admissions policy had a discriminatory impact on Black/Latinx students. NYC’s Mayor has spearheaded initiatives to increase diversity at these schools with backlash from alumni. This qualitative study seeks to understand how alumni from one SHS make sense of the decline in Black/Latinx enrollment at their school, and how it may impact their views of the Mayor’s initiatives.

Transforming a Culture of Silence: The Role of Title IX Officers in Organizational Culture

Alicia Souza (California State University, Sacramento)
The proposed research design utilizes quantitative and qualitative research methods. A survey will be sent to Title IX officers from public institutions across the country. This survey will be based off the Illinois Rape Myth Acceptance Survey which is used to evaluate beliefs, attitudes, and perceptions surrounding sexual violence. This survey will be adapted to focus on rape campus sexual violence, and assess the participant’s level of “rape myth acceptance” using a 5-point Likert-type scale.

GSS Roundtable K - Understanding Students and Families
5:00 to 6:10 pm; Jefferson Ballroom
Facilitator: Kristina Brezicha, Georgia State University

Describing the Irreconcilable: An Inventory of Grassroots K-12 Ethnic Studies Efforts and Higher Education in Texas

Eliza Epstein (University of Texas at Austin)
It has been fifty years since the first Ethnic Studies programs were established in the US. Over the last decade, Ethnic Studies has been simultaneously attacked and scaled up. There is empirical evidence that ethnic studies curricula have positive impacts on student achievement and identity. This descriptive study illuminates the landscape of Ethnic Studies programs and the teacher pipeline in Texas and explores implications of a decolonizing curriculum joining the project of coloniality.

Examining the Past, Challenging the Present, and Planning the Future Education of English Learners

Ana G. Huerta, Elizabeth M. Krimbill (Texas A&M University), Valerie Steinbarth (North East Independent School District)
The 1971 educational system in San Francisco, California was not a supportive place for the nearly 3,000 students of Chinese ancestry who did not speak English. Many of these students were placed in classes without any English language instruction and were solely responsible for their education through their ability to understand the state provided books, lessons, and curriculum. Lau v. Nichols challenged this practice and changed the face of education for English Language Learners.

**Schooling Experiences of Minoritized Student Identities: Racial and Ethnic Identity Development of 1.5 and Second-Generation Ethiopian Immigrants**

*Eskender A. Yousuf (University of Minnesota)*

The formation of identity is critically important for one’s overall development. This importance is intensified for African immigrant youth as they are exposed to new conflicting norms while navigating American society. The purpose of this roundtable proposal is to present my research idea to explore the racial and ethnic identity development of 1.5-and second-generation Ethiopian immigrant youth and its impacts on their schooling experiences.

**This Displacement Post-resettlement: Refugee Students in Schools of a Gentrifying City**

*Fiza Mairaj (University of Texas at Austin)*

The number of displaced persons globally has reached its highest as 68 million people have been forced out of their homes. While only less than 1% of those labeled as refugees ever get resettled, fewer studies in educational fields have looked at their economic and social well-being post-resettlement. This study will look at schools in a gentrifying city and explore through an instrumental case study how schools perceived and catered to refugee families’ needs.

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**UCEA Plenum and Graduate Student Reception**  
**Wednesday, 6:15pm – 7:15pm, The District**  
Celebrate the first day of the GSS with UCEA’s plenum representatives in the St. Charles Ballroom. With a cash bar, snacks are provided.

**Graduate Student Social Networking Event**  
**Wednesday, 8:30pm – 9:30pm, Drago’s–Hilton Riverside (2 Poydras St, New Orleans, LA 70112)**  
We know the first day is long, but on your way home, stop by Drago’s at the Hilton Riverside for a bit to meet fellow graduate students, chat with current and outgoing members of the UCEA GSC (especially if you’re interested in applying for a spot on the GSC in the future!), and catch up with friends. We hope to see you there!
Examining Whole School Restorative Practice on the School to Prison Pipeline

Manuel Garr, Nicole Michelle Fields, Whitney Abell-Taylor (University of Louisville), Detra DeVerne Johnson (University of Houston)

African-American male students are disproportionately suspended from school for misbehavior that has been criminalized due to punitive zero tolerance policies. These students are pushed out of schools and into the juvenile and criminal justice systems, contributing to lower academic achievement scores in literacy and numeracy. This process is commonly referred to as the school-to-prison pipeline. This study investigates the efficacy of whole school restorative practice (WSRP) on discipline referrals and out-of-school suspensions (OSS).

Investigating the Charter School Funding in Pennsylvania: The Cost of Tuition Calculation Mayhem

Feridun Frank Ayata (Pennsylvania State University)

The charter school movement has been subject to significant criticism for diverting funding from traditional public schools (Ravitch 2016; Ladd and Singleton 2017). Last year, the calculation of per-pupil payments to charter schools by traditional public school (TPS) districts exacerbated these debates. This study explores the fiscal magnitude of such changes in charter school tuition calculations for traditional public schools using the PDE database.

Multimodal Discipline: Leveraging Community Partnerships for Both Punitive and Restorative Practices in Schools

Alounso Antonio Gilzene (Michigan State University)

This study offers an examination of a school that operationalizes both punitive (in school security officers) and restorative practices (conflict counselors/facilitators). Moreover, both initiatives are community-based approaches, with the security officers and facilitators being deliberately selected from the surrounding community. This study occurred as an autoethnography from the perspective of a restorative justice facilitator that worked very closely with the security officers.

No Place for Hate at a PWI in Texas: When “White Lives Matter” Disrupts Communal Spaces

Donna M. Druery (Texas A&M University)

In 2016, over 900 reports of harassment and intimidation were reported in ten days following Donald Trump’s election (Southern Poverty Law Center, 2016). In December, 2016, White nationalist, Richard Spencer, visited a Predominately White Institution (PWI), for a ‘White Lives Matter Rally’. Within hours, a counterprotest was organized. This PWI was able to stand up against hate is a direct connection to previous years’ commitment and requirements of multicultural education classes for all students.
Organizational Culture: How Silence in Perpetuated in Organizations
Alicia Souza (California State University, Sacramento)
Current ways of handling sexual violence within colleges and universities has created a culture that silences survivors and discourages reporting. Despite efforts to decrease sexual violence within the last decade, campuses have failed to do so. Evidence suggests that a believing culture is needed, in which survivors feel safe to come forward because they will be believed. This presentation seeks to present knowledge of research on organizational culture, rape culture and the culture of silence.

Preparation of Educational Leaders for Diverse School Communities: What the NELP Standards Say
Jennifer Burris (University of Maryland)
As American schools grow increasingly diverse, especially with regard to race, immigration, language, ability, religion, family composition, class, sexual orientation, and gender expression, how do educational leadership programs prepare administrators to lead in culturally and linguistically diverse communities? This session uses critical discourse analysis to explore the 2018 NELP Standards in juxtaposition with their draft form and the previous ELCC standards, revealing how programs are held accountable for preparing social justice leaders for equitable schools.

Recruiting and Selecting Effective Educational Leaders: An Examination of Exemplary Educational Leadership Programs
Angela VanGorder (North Carolina State University)
There is little known about the comprehensive recruitment and selection processes of school leader preparation programs (SLLPs). Although research suggests that rigorous recruitment and selection practices are a vital component of effective SLLPs, there is an absence of systematically collected data on the recruitment and selection practices used by programs. This Ignite! talk will highlight how exemplary school leader preparation programs conduct rigorous recruitment and selection processes for aspiring K-12 school and system leaders.

The Political and Social Consciousness of Hip Hop and its Activism Addressing Issues in Society
Franklin J. Gause (University of South Carolina)
Hip Hop is a thriving culture that lives and breathes creativity and freedom of expression. It provides a voice for the youth and is often used to raise awareness on racism, police brutality, poverty, violence, etc. This presentation will examine how Hip Hop has sparked a revolutionary mental shift in awareness and activism to effect change that address issues in society. It is a universal language and outlet for everyone globally.

Who Should Get “Ineffective”? Ethical Dilemmas in Leadership Decisions
Taeyeon Kim (Michigan State University), Charles L. Lowery (Ohio University)
This Ignite session presentation aims to 1) address ethical dilemmas that school leaders encounter by providing a virtual case and 2) ignite
critical conversations about how leaders deal with ethical decisions around the case. We hope our presentation helps audiences engage in ethical issues that reside in school leaders’ day-to-day practices and contributes to insightful knowledge for leadership development.

GSS Session 17 - Social Justice Leadership in Shifting School Contexts
8:00 to 9:10 am; Parish
Facilitator: Betty Merchant, University of Texas at San Antonio
Bottom Up Leadership Approaches: Implications for Principals Within the Context of Gentrification
Chy Benelli McGhee, Aisha Haynes (New York University)
The purpose of this literature review is to examine the ways in which “capacity building” approaches to leadership can be complemented or supplemented to not only meet the needs of gentrified schools but to disrupt preexisting relationships of power and bring to the fore the decision making table the “subaltern” voices of poor and working class parents (Ishimaru, 2013, 2014).
Defining and Creating Access in a Post-Plyer Vs. Doe Era
Elisabeth Kathryn Pugliese (Texas A&M University)
There is a need for principals to demonstrate understanding of the hurdles (un/documented) immigrant students and/or English learners may face (Arellanes, Anguaino & Lohman, 2018), and strategy which creates policy and programs that address their unique challenges. This literature review is a meta-synthesis of scholarship regarding contemporary Latinx student needs and strategies for leadership to foster equity and inclusion in United States classrooms.
Grassroots Family Leadership: A Qualitative Case Study of Equity and Engagement
Jessica A. Noonan (Oklahoma State University)
This qualitative case study explores a grassroots family leadership initiative in a high-poverty, Midwestern, urban school setting. Using Community Cultural Wealth as a theoretical lens, this study considers how shared leadership with diverse families may serve as a springboard for changing perspectives and increased opportunities for family engagement. Preliminary findings suggest the inclusion of culturally diverse families in school leadership holds potential for invigorating a school with fresh ideas and stronger community connections.
Promoting Digital Citizenship and Social Justice in 21st Century Classrooms
Rachel Anna Kamnkhwani, Naichen Zhao (University of Denver), Arnetta Koger (Denver Public Schools)
Technology plays a huge role in helping students develop 21st-century skills required for them to engage in social justice work. This proposal summarizes a research project on the use of technology to promote social justice at the International Studies School in response to progressive pedagogy and technology. Interviews and observations were the primary data collection methods. The findings showed that
teachers have limited opportunities to use technology to encourage students’ participation in social justice.

**Spatial Justice Awareness to Promote Equitable Outcomes for Homeless Youth**

*Desiree Viramontes Le, Michael R. Scott (University of Texas at Austin)*

The purpose of this paper is to draw attention to the need to provide access to resources for homeless students. We employ critical GIS methodology to understand the relationship between where students are and the services to which they have access. Findings show the limited nature of where services are located, making it hard to ensure that all students’ needs are met, amplifying the need of homeless liaisons to ensure equitable opportunities for homeless students.

GSS Session 18 - Relationships Between Teacher Leadership and School Culture
8:00 to 9:10 am; Royal
Facilitator: Diana Pounder, University of Utah

*More Than Just Teachers: Rethinking Teacher Leadership in the Accountability Era*

*Amy Elizabeth Carter, Elisabeth M. Krimbill, Elizabeth Perez (Texas A&M University)*

Clemans, Berry, and Loughran state “the development of teacher leaders has become a priority for education systems concerned with reform” (p. 1, 2012). In an environment of evolving expectations and responsibilities for school leaders, teacher leadership may play an important role in improving student outcomes. This research examines the perceptions of teacher leadership initiatives through the experiences of students enrolled in a university-based principal certification program and teachers participating in a teacher leadership academy.

*School Leaders and Retention of Teachers of Color in Texas: An Exploratory Analysis*

*Wesley Edwards (University of Texas At Austin)*

Research on the topic of diversifying the educator workforce could benefit from a discussion of how school leaders support teachers of color during their careers. In this paper I explore the extent to which principal characteristics matter for teachers of color. Specifically, I use more than ten years of administrative data from Texas to explore whether principal-teacher racial congruence influences retention, specifically for Black and Latinx teachers. Implications for both policy and practice are discussed.

*Teacher Leadership in the Urban Setting*

*Robert R. Michaels-Johnson (Sam Houston State University)*

Although the presence of teacher leaders has become ubiquitous, a consensus on a broadly accepted definition of teacher leadership has not been reached. Additionally, questions remain as to how teacher leaders evaluate their own effectiveness. This research will seek to verify if there is a growing consensus regarding a definition of teacher leadership and of teacher leader practices. The support and
accountability teacher leaders require from their campus and district administration will also be examined

Teacher Leadership Pursuit with One School District

Matthew J. Stier (University of Iowa)

Teacher leadership provides an opportunity for schools to redefine traditional models of leadership. Additionally, state and district level initiatives have sought to utilize teacher leadership to promote professional growth and student achievement. However, little research has explored teachers’ motivations to pursue or not to pursue teacher leadership. The purpose of this case study is to explore teacher leadership pursuit within one Iowa school district.
During these closed sessions, Graduate Student Summit Paper Session and Ignite! Session presenters will have the opportunity to receive additional high-quality feedback on both their papers and their presentations from their distinguished faculty facilitators. Students and faculty should plan to meet in the assigned rooms, but may elect to move to other locations to conduct their discussions, as needed and desired.

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

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

GSS Mentor Feedback Session A (GSS Sessions 1-4)
Thursday, 11:00 – 11:50am
Jefferson Ballroom

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

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

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

GSS Mentor Feedback Session E (GSS Sessions 16-18)
Thursday, 11:00 – 11:50am
Jefferson Ballroom
THE LEGACY WE HONOR
Dr. Barbara Loomis Jackson

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

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

Dr. Jackson earned a bachelor’s degree from Wellesley College in 1950 (later serving as Trustee Emerita), a master’s degree from Teachers College, Columbia University in 1967, and a doctorate of education from the Harvard Graduate School of Education in 1970.
Jackson Scholars Network
Research Symposium Sessions
Full Schedule, Abstracts, and Cohort Directories
Thurs., Nov. 21, 8:00–11:50am

Jackson Scholars Network Convocation (Closed Session)
8:00 to 8:50 am; Jackson
Facilitators: Hollie Mackey, North Dakota State University; Lisa Bass, North Carolina State University
Keynote Speakers: Dr. Yinying Wang, Georgia State University; Muhammad Khalifa, University of Minnesota

JSN Session 1 - Unexpected Journeys: Community Connected Leadership and the Joy of Giving Back
9:00 to 9:50am; Canal
Facilitator: David Hoa Nguyen, Indiana University - Purdue University Indianapolis
Aquí para Servir: An Intergenerational Journey of Three Latina Educators
Sara L. Torres (Texas State University)
This study explores how three Latinas in the same family that span three generations who in their walk-in time negotiated the public, the private and the political tensions encountered daily through socio-historical forces. The research employed auto-ethnography in multi-cited schools in which each educator negotiated in their pedagogical space and level of insight that can contribute to the state of education at the self, organizational, and community levels.

Mujeres Guerrilleras: Latina Leaders in Education Breaking Glass Ceilings and Meeting Cultural & Societal Expectations
Sofia Milagros Vega-Ormeño (Howard University)
The purpose of this study is to understand the struggle that exists, if any, between Latinas breaking glass ceilings within the field of education and meeting cultural and societal expectations, and how they navigate these roles. The findings of this study may help advise leaders on what improvements/enhancements to make in their recruitment and retention efforts for Latinas in leadership positions in order for their school leaders to become more representative of their populations.

Principals utilizing their leadership to address racism in their schools
Nicholas D'Marco Mitchell (University of Wisconsin-Madison)
School principals have a unique position as managers and instructional leaders (Spillane & Diamond, 2007). They have a plethora of responsibilities, such as building school culture, providing professional development, evaluating teachers, and a host of other responsibilities. These responsibilities could be intensified with the existence of racism in schools. This study seeks to
understand how principals navigate racism in their schools and in their own leadership development.

**Community Organizing: Building Bridges for African American Parent Engagement and School Leadership**  
Lorraine A. Jones (Pennsylvania State University)  
The purpose of this research study is to explore the myriad ways of centering voices and agency of stakeholders. Specifically, this autoethnographic paper seeks to find ways in which educational leaders can build partnerships and capacity through community organizing to facilitate the voices of low-income African American parents in predominately white rural schools.

**JSN Session 2 - Discipline & Social Emotional Learning: Promoting Equity over Exclusion**  
9:00 to 9:50am; Commerce  
Facilitator: Chetanath Gautam, North Carolina State University  
**A Caring Approach to Implementing Social Emotional Learning**  
James Lamar Foster (University of Washington)  
Grounded in the assumption that principals play a critical role in the implementation of state and federal policies, this paper explores one Washington state principal’s implementation of an SEL initiative in her school. This paper adopts a cognitive lens coupled with Smylie, Murphy, and Louis’ (2016) caring school leadership model to examine the ways in which one principal understood and implemented SEL in her school.

**A Mixed-Methods Study on the Association Between School Composition and School Discipline**  
Nia E. Hulse (St. Johns University)  
The main purpose of this study is to analyze school composition characteristics that correlate with higher levels of exclusionary practices and describe school leader’s perceptions towards school discipline. Specifically, this study will examine variables such as race, ethnicity, and student’s socioeconomic and linguistic backgrounds and their association with school discipline. The harms that arise due to the unfair exclusionary practices should bring paucity to practitioners, scholars, and policymakers alike.

**Black Mothers Strategies to Repel and Respond to Patterns of Black Student Exclusion**  
Dawn M. Demps (Arizona State University)  
The U.S education system has an enduring history of exclusionary policies and practices which have denied access to educational spaces for Black children. Black parents have had to guide, cover and encourage their children as they navigate these barriers. This study investigates how a grassroots organizing group led by Black othermothers and natural mothers strategize to dismantle such blockades and how their efforts are received and perceived by the larger community.

**Can Asset-Based Approaches to Education Eliminate the Discipline Gap?**
Josef F. Torres (University of Arizona)
Teachers play a critical role in determining how students interact and engage within the classroom. Critically conscious teachers who understand and develop asset-based approaches to education are necessary to meet the needs of the unique and diverse populations in which they serve. The current study examines the relationship between teachers’ perceived awareness of asset-based approaches to education and how they make sense of and manage discipline within their classroom.

JSN Session 3 - Leadership: A Critical Review of Practice and Shifting Paradigms
9:00 to 9:50am; Newberry
Facilitator: Kathrine Gutierrez, University of Oklahoma
Assistant Principal or Assistant to the Principal
David Woo (Vanderbilt University)
Research in education suggests that high quality school leadership is critical to student achievement and school improvement. However, prior research on school leadership has often overlooked the contribution of assistant principals. This study examines the contribution of assistant principals to teachers’ perceptions of school culture. In this study, I compare the difference in teachers’ perceptions of school culture when their school has an AP to when that same school does not have an AP.

Differences in School Performance by Principal Experience & Tenure: A Statewide Study
Carnelius D. Gilder (Sam Houston State University)
The purpose of this study was to determine the extent by which differences were present in three Texas accountability distinctions (i.e., Top 25% Closing Performance Gaps, Student Progress, and Postsecondary Readiness) as a function of school principal experience and tenure. Analyzing archival data from the Texas Academic Performance Reports, inferential statistical procedures revealed that schools that met the distinctions had principals with statistically significantly more experience and tenure years than schools that did not.

Out of School Time Leadership Practice: A Critical Review of the Literature
Ishmael Miller (University of Washington)
Recent studies within out of school time have revealed that high-quality organizations have strong leadership practices and processes. This comprehensive review seeks to establish an understanding of how the literature has framed these leadership moves. Critical race theory and neoliberalism are utilized to understand how these practices and processes are situated within equity and market-based reforms. Findings contribute to a growing body of literature that is examining leadership practice in out of school time organizations.
Policy and Principal Turnover: The Impact of the Texas Special Education Cap
Zoë Rose Mandel (Pennsylvania State University)

Federal accountability policies require principals to become increasingly involved in special education, however, they often face contradictory state-level policies as evidenced by Texas. A federal investigation found that Texas was capping special education by incentivizing districts to enroll below 8.5%. This paper examines how the special education cap impacted principal attrition. Preliminary results find little association between the proportion of students receiving services and principal turnover prior to 2004, and a generally strong association after.

JSN Session 4 - The Presence of Being: Navigating Educational Landscapes and Intersectionality of Identity
9:00 to 9:50am; Norwich
Facilitator: Lolita Tabron, University of Denver

Can You See We? Black Families, Black Teachers, and Black Liberation
Shannon Clark (University of Illinois at Chicago)

Schools are constrained by systems and policies that reify racism and antiblackness. Consequently, Black families have complex relationships with schools, which stifles interactions. Productive and affirming interactions among teachers and families are vital to the well-being of Black children and communities. I will use portraiture and critical race methodology to explore informal interactions among Black teachers and Black families. This research can enhance our understanding of how to foster and sustain affirming and productive interactions.

Leading while Black and Female: Their Perception of their Leadership Styles and Self-efficacy
Ketina D. Willis (Sam Houston State University)

Research suggests there has been a slight increase of Black females in leadership roles over the past years, yet the rise is slow. They continue to face social injustices in obtaining leadership roles due to the intersectionality of being black and female. This research will examine these injustices and whether or not there is a correlation on the Black female’s perception of their leadership and ability to lead. A narrative inquire approach will be used.

Reconstructing rules to the game: Narratives of Black doctoral students’ scholarly identity development at PWIs
Mariama N. Nagbe (University of Texas – Austin)

The purpose of this narrative study was to understand how Black doctoral students at PWIs manage to develop their scholarly identity in the face of these adversities and hostile conditions. With an epistemic and methodological use of a metaphor, this study revealed three major findings concerning the game of Black doctoral students’ scholar identity development. Implications for students, faculty, and leadership of doctoral programs are discussed.
We from the trap: Does hip hop influences Black college women perceptions of womanhood.
Pesha K. Mabrie (University of Texas at San Antonio)
Black college women have inherited the burden to carve out spaces and create agencies that support the college journey that allows them to explore their identity and woman. This study uses a critical approach to examine how hip hop and trap culture influences Black college women perception of identity and Black womanhood, and how they process these messages through fellowship among their peers.

JSN Session 5 - Persistence, Retention, and Campus Experiences: Strategies for Outreach in Higher Education
9:00 to 9:50am; Magazine
Facilitator: Carolyn Shields, Wayne State University

Exploring Factors of Persistence of Fourth Year African American Female College Students at a Public University
Rachael Stewart (San Diego State University)
Public university college graduation rates for African American female remain alarmingly low. This study, based on qualitative data from fourth year African American female college students at a public university, explores the factors of persistence which lead to their academic success. In doing so, we seek to provide an examination of student background, systemic, and policy factors that individually and collectively shape the academic success of African American female college students—in particular, their degree attainment.

Postsecondary Institution: A Policy Landscape Impacting Students with Disabilities
Juliana Capel Velasco (University of South Florida)
This policy landscape non-blinded case proposal seeks to explore and better understand how students with disabilities (SWD) are situated within the greater landscape of the University of South Florida (USF). What does the USF’s landscape map look like as a result of policies? How does the student body relate to the disability services office and their partnerships with other programs, accommodations, programming, and support by the disability services office to SWD and USF?

The Impact of Retention Efforts on the Collegiate Experience of Students of Color at A PWI
Jeff Mallory (Duquesne University)
The purpose of this research is to qualitatively assess the impact the Minority Orientation Program, a retention program for students of color at a private, medium sized, four-year university. The program’s impact on participating students and the program’s influence on their ability to advance in the completion of their degree are targets of the study’s assessment.

The Middle Eastern Americans Experience of Campus Climate
Adeeb Mozip (Wayne State University)
The purpose of this study is to explore and understand how Middle Eastern American college students experience campus climate. The main factors to be considered during the quantitative phase are a sense of belonging, perceptions of a discriminatory climate, and students’ identification with a Middle Eastern or Middle Eastern American background. The qualitative phase will consider these three factors in-depth and other related factors that may arise during the course of the interviews.

**JSN Session 6 - Choice and the Conservative Lobby: Implications for Public School Reform**
**9:00 to 9:50am; Trafalgar**
**Facilitator: Martin Scanlan, Boston College**

*A perspective of college readiness: The impact of the Early College High Schools*
Ron Rhone (Texas Christian University)

Early College High Schools are designed specifically to disrupt the inequities that are present in high schools by focusing on serving students underrepresented in higher education. The purpose of this study is to explore the spaces between college eligibility and college readiness from the perspectives of recent ECHS graduates through a Community Cultural Wealth lens.

*Exploring Whether Charter School Competition can improve Public School Resource Efficiency in San Antonio, Texas*
Gregory Michael Worthington (University of Texas – Austin)

This purpose of this study is to explore whether charter school competition improves public school resource efficiency. This study uses quantitative data and analysis using multilevel regression models to analyze longitudinal data for public school campuses and districts in the San Antonio, Texas area LEM. Findings will contribute to the literature on charter school competition effects on public school resource allocation via analysis of campus resources at the LEM level.

*Hiring and Retaining Teachers in High-Poverty Minority Schools*
Francine Baugh (Florida Atlantic University)

Principals are challenged with hiring and retaining effective teachers. The purpose of this phenomenological study was to describe the meaning of the lived experiences of principals in Broward County, Florida with hiring and retaining teachers for schools with a high percentage of minority students from low-income households who struggle academically. Preliminary findings suggest that: teacher shortage, teachers’ deficit thinking and the limited benefits to the Teacher Incentive Fund (TIF) grant all influence principals’ experiences.

*Student Perspectives of Traditional vs. Non-Traditional School: Critical Factors for Academic Success*
Ashley Jones (Vanderbilt University)
This ethnographic study of students in a non-traditional public school provides a counternarrative to studies in which researchers use deficit-based lenses. Through learning about students’ beliefs, identity, and experiences, this study will identify which school-level factors students see as crucial for academic success and what motivates students with high rates of school discipline to persist at the point when they are statistically the most likely to dropout—their senior year of high school.

JSN Session 7 - Dodging Landmines: Overcoming Obstacles to Pursue College Access
10:00 to 10:50am; Canal
Facilitator: Nakia Gray-Nicolas, Queens College, CUNY

Chapter 1 Teacher Characteristics and Time to English Learner Reclassification
Ela Joshi (Vanderbilt University)
English Learner students are increasingly spending more time with general education teachers. However, mainstream teachers may be unprepared to appropriately meet the learning needs of linguistically diverse students. Using Tennessee administrative data, this study examines measures of teacher, classroom, and school characteristics that may influence teachers’ pedagogical practices around language development and whether these characteristics predict ELs’ hazard of reclassification. Findings may have implications for the way mainstream teachers are trained to support EL language development.

The Relationship between Wanting to Stay Home and College Enrollment Patterns
Nestor Alexis Ramirez (University of North Carolina-Chapel Hill)
The preference to remain close to home for college, like geography writ large, has been neglected in the college choice literature. This study, the first of a three-paper dissertation on geography and college choice, uses multilevel modeling to explore the role of this preference on college-going and distance of enrolled college. This proposal reflects the current status of the first study, which is currently underway.

Toward a Critical Conocimiento: How Latina/o Families Financially Prepare and Pay for College
Eyra Alicia Perez (University of Texas at San Antonio)
Utilizing Community Cultural Wealth model (Yosso, 2005) and Familismo (Moore, 1970) as theoretical frameworks, this study centers the stories of five Latina/o families from South Texas as they financially prepare and pay for college by engaging in conversations, pláticas (Fierros & Delgado Bernal, 2016), to tell the stories, testimonios (Delgago Bernal & Elenes, 2011), of their experiences.

Leading the Charge on Mental Health: Exploring principal perceptions in southern New Jersey school district
Dumar Burgess (Rowan University)
This study will solicit and analyze perceptions of school administrators in a mid-size suburban district in southern New Jersey. School administrators at the elementary and secondary schools will be interviewed to obtain information about their understanding of laws relating to student mental health, intervention and prevention programs, staff readiness, and principals’ own ability to adapt to new policies. Participants will provide information about challenges they experience as they support students with mental illness within their schools.

JSN Session 8 - Untapped Resources and Unfulfilled Promises: Cultural Wealth and the Pursuit of Student Achievement in Schools
10:00 to 10:50am; Commerce
Facilitator: Pamela Gray, New Mexico State University

Cultivated at Home: Homegrown Educators and Their Use of Capital in Supporting Student Success
Iwinosa Idahor (North Carolina State University)
An exploration of the motivators behind local, or homegrown educators’ decisions to return to their home communities to teach and serve. This paper investigates the use of cultural and social capital in supporting overall student success. Six salient themes emerged and implications include informing policies on teacher recruitment policies, enhancing teacher development and ultimately ensuring student success.

Geospatial Analysis of Social Capital Influencing K-12 Schools
Sajjid J. Budhwani (University of Denver)
K-12 schools is a part of a dynamic surrounding and it is irrefutably influenced by the interplay of several social capital factors. Within the context of K-12 educational administration, policy and research, it is extremely crucial to geospatially analyze these factors in relation with school improvement and student performance. This transdisciplinary research utilizes GIS research methods to spatially analyze how social capital factors interweave with K-12 schools and students’ performance.

School Leader Perspectives: Perceptions of Parent Involvement within Change Processes across Urban Schools: An Exploratory Study
Briana Cherice Coleman (Michigan State University)
This round table presentation explores interview data collected from school principals regarding their use of students cultural and community capital in the development and sustainment of school-community partnerships. This works uses Tara Yosso’s (2005) Community Cultural Wealth model as a framework to identify accessible avenues of capital for students in these schools. Based on the findings, it is my intent to alter the framework to fit that of school context.

Using Sensemaking to Inform Implementation of Culturally Responsive Practices: Lessons from three notable teachers
Rosario Hutchings (University of Arizona)
There is a growing call by parents and school districts to implement culturally responsive pedagogy(C R) in classroom instruction. The effectiveness of
district wide implementation of CR practices offers a forthcoming approach to addressing equity in education. By looking at micro-level processes utilized in exemplary classroom instruction from by notable CR teachers using the SPARKS framework, this study aims to inform best practices for operationalizing CR pedagogy and practice at a district wide level.

**JSN Session 9 - Cultivating Emancipatory Spaces: Breaking Chains and Staking Claims**

**Facilitator: Mark Gooden, Columbia University**

**Cultivating Emancipatory Spaces for Black Students in K-12 Schools**

Sascha Betts (Texas State University)

In the form of a three article dissertation, I will present a study that will uncover how teachers aid in the emancipation of Black students. Article one: a modest overview of what education was like historically for Black people in the United States (1619-1970s). Article two: a phenomenological case study of three high school teachers in seemingly different contexts. Article three: a detailed account of my experiences as a student/educator on the journey toward self-emancipation.

**Race, Sense of Belonging, and the African American Student Experience at Predominantly White Institutions**

Anthony Kane Jr. (Duquesne University)

Racialized experiences and a lack of relevant support at predominantly White institutions (PWIs) has contributed to a lack of sense of belonging for African American students at these institutions. Interviews with 6 African American students currently attending PWIs highlights their experiences and provides insight to how universities, specifically PWIs can best support African American students and foster a positive sense of belonging.

**The Colonial Project Continues: An Investigation of Ghana’s Curriculum for Primary Schools**

Edwin Nii Bonney (University of Missouri)

Monolingual English practices, in education, from colonial through post-colonial times position English as the language of literacy and social mobility in Ghana (Mfum-Mensah, 2005). Although previous research has highlighted the importance of Ghanaian languages, cultures, and histories in student’s learning, discourses about Ghanaian languages holding little to no value abound. I propose to examine how master narratives that privilege Western knowledge, ways of speaking, doing, and being over Ghanaian ways are embedded in the curriculum.

**Curriculum Creation Reimagined: Working with Black Girls to Design Authentic Culturally Sustaining Twenty-First Century Literacy Curricula**

Autumn Griffin (University of Maryland)

With the rise of technology in both personal and professional life, classroom teachers have been tasked with developing students’ twenty-first century
literacies. However, many teachers are often unaware of how to authentically engage students with digital tools and media to create authentic learning experiences in the classroom. Thus, this paper explores how students, adolescent Black girls in particular, can serve as partners to aid teachers in creating authentic culturally sustaining twenty-first century literacy curricula.

JSN Session 10 - Primary Sources: Accessing Cultural Capital to Inform Social Justice Efforts
10:00 to 10:50am; Magazine
Facilitator: Jennie Weiner, University of Connecticut

*Straight from the Source: Black College Presidents Tell Their Stories*

Steven Purcell (Loyola Marymount University)
Relatively recently, the student body on college campuses has become more ethnically/racially diverse while college/university executive leaders (e.g. president, chancellor, etc.) still significantly remain white and male. Understanding the experience of Black/African-Americans who have ascended to the president/chancellor office can assist in deploying sound strategies and/or policies to diversify the executive ranks at higher education institutions.

*Leading for Social Justice*

Juail L. Goode (Rutgers University)
Underdeveloped school leaders reproduce inequities unless there are intentional and deliberate efforts to confront systems of oppression within school and society (Khalifa, 2018). This study will examine current professional development experiences of urban principals and how they lead for social justice to lay the groundwork for creating professional learning opportunities that build urban principals’ awareness and amplify their voices as advocates for social justice.

*Lifting as We Climb: The Who, Why, and How of Racial Uplift in the Black Community*

Stefanie Rome (University of Missouri)
The community-centered contributions of the spouses of professional community leaders have been overlooked and understudied. Based on a review of the literature on racial uplift, cultural legacy and the role of the HBCU spouses, “leaders adjacent”, this study asks: What is the shared nature of individuals married to the presidents of Historically Black Colleges and Universities who choose to serve their communities from positions of leadership which they did not actively seek?

*Examining Collaborative Leadership that Sustains Change: School-Community Partnerships to Eliminate Inequities in Urban Communities*

Samuel Lee Coleman (University of Wisconsin-Madison)
Community and educational leaders have seen successes in implementing systems-wide strategies to improve the effectiveness of schooling, sustain meaningful collaborations with community stakeholders, and eliminate social and educational inequities. Scaling and replicating successful strategies over
time and across contexts has proven a daunting challenge for many leaders. This research examines the leadership implications, challenges, opportunities, and outcomes of collaboratively aligning school district goals for equity with community priorities to improve outcomes for schools and communities.

**Procuring Equity & Diversity at an Emerging Tier-One Research University: A Critical Policy Analysis**

Dwuana A. Bradley (University of Texas at Austin)

This project investigates the (un)intended policy outcomes of Texas House Bill 51—a performance-based state appropriations model, which offers matching dollars to support the emergence of eight reputable (and historically accessible) regional universities to tier-one research status. Using a critical policy framework and mixed methodology, this study explores the impact of this policy on one university’s organizational mission and the effects of those changes on enrollment management efforts to maintain a diverse student body.
## 2018-2020 Cohort

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<td>Francine Baugh</td>
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<td>Sascha Betts</td>
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<td>Shannon Clark</td>
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<td>Pesha Mabrie</td>
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## 2019-2021 Cohort

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<td>Joonkil Ahn</td>
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<td>Lisa Ashe</td>
<td>University of North Carolina-Chapel Hill</td>
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<td>Roberta Ballard</td>
<td>University of Northern Colorado</td>
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<td>Chalena Beasley</td>
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<td>Rachel Boggs</td>
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<td>Fernando Branch</td>
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During these closed sessions, Jackson Scholars Network presenters will have the opportunity to receive additional high-quality feedback on both their papers and their presentations from their distinguished faculty facilitators. Students and faculty should plan to meet in the assigned rooms, but may elect to move to other locations to conduct their discussions, as needed and desired.

Please refer to which number JSN Session you presented in to determine the feedback session location to which you are assigned. Presentation Sessions and Feedback Sessions will have the same number and facilitator.

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Programming Streams for Graduate Students at the 2019 UCEA Convention

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

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

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

- AERA Divisions A & L Graduate Student Breakfast – Making Subaltern Narratives Central in your Academic Writing\(^1\)\(^2\)\(^3\)
- Mapping the Field: Epistemology and Ontology of Educational Leadership \(^1\)\(^2\)\(^3\)
- Graduate School in Stages \(^1\)\(^2\)
- Graduate Writing Ignite!: Tips for Crafting Your Best Work\(^1\)\(^2\)\(^3\)
- Unconference\(^1\)\(^2\)\(^3\)

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

- Social Media & You: Developing a Professional Online Presence \(^1\)\(^2\)\(^3\)
- Dissecting Curriculum Vita and Cover Letters for Job Winning Success\(^1\)\(^2\)\(^3\)
- Demystifying the Academic Job Search, Part I: Tips and Resources for Those Considering the Professoriate\(^3\)
- Demystifying the Academic Job Search, Part II: The Nuts and Bolts\(^3\)
- Exploring Professional Routes Outside the Professoriate\(^2\)\(^3\)
- Researcher Development Program \(^1\)\(^2\)
- Graduate Student Closing Session\(^1\)\(^2\)\(^3\)
- Unconference\(^1\)\(^2\)\(^3\)
Personal Growth
This programming stream is based on feedback from prior GSS registrants. Being a graduate student and then finding a job are no easy tasks, and investing in yourself is essential to staying focused, motivated, and engaged.

- Gender and Tenure
- Graduate Students of Color Mentoring Session
- Unconference

Sessions for Graduate Students
at the 2019 UCEA Convention
2:00pm on Thurs., Nov. 21 through 4:10pm on Sat., Nov. 23

GSC Programming - Dissecting Curriculum Vitae and Cover Letters for Job Winning Success
Thursday, 2:00 to 3:10pm; Royal
Facilitator: Sharon Kruse, Washington State University
Presenters: Bruce Barnett, University of Texas at San Antonio; Peter Goff, University of Madison–Wisconsin; Kristina Hesbol, University of Denver; Diana Pounder, University of Utah; Jennie Weiner, University of Connecticut

Are you headed to the academy? Then you will need a CV. The CV is not a resume. It is a professional biography and a tool to market who you are to job seekers. Getting expert advice in creating a CV might be the difference between receiving that “Thank you for applying...but” message or that hoped for “Congratulations...” letter. Led by former job search committee faculty members, this session will dissect each section of the CV, provide attendees with do and don’t tips for each, highlight CV formats, and offer recommendations on getting started with them and cover letters. All the tips for creating that job winning CV and cover letter is in this session!

GSC Programming – Social Media & You: Developing a Professional Online Presence
Thursday, 3:20 to 4:30 pm; Royal
Facilitator: Davis Clement, University of Virginia
Presenters: Susan Faircloth, Colorado State University; Shannon Holder, University of Connecticut; Margaret Thornton, University of Virginia; Sarah Woulfin, University of Connecticut, Julian Vasquez Heilig, University of Kentucky

Whether you're a social media pro or just thinking of dipping your toe into social media, this session is for you. This session will focus on how social media can help you to connect with other scholars and stakeholders as well as tips and tricks for getting started or pushing your level of engagement to the next level.
JSN Programming – Julia Laible Memorial Orientation Session for New UCEA Jackson Scholars
Thursday, 4:40 to 5:50 pm; Royal
Facilitator: Hollie Mackey, North Dakota State University; Lisa Bass, North Carolina State University; Angel M. Nash, Chapman University; Daniel Moraguez, University of Virginia
First-year Jackson Scholars will gather with their mentors to receive an orientation to the Jackson Scholars Network. After the orientation session, new Scholars and Mentors will meet to make connections and build relationships to support their Jackson Scholar’s experience. The Jackson Scholars program is a two-year program that provides formal networking, mentoring, and professional development for graduate students of color who intend to become professors of educational leadership.

GSC Programming - Graduate Breakfast – AERA Divisions A & L Graduate Student Publishing Session - Making Subaltern Narratives Central in your Academic Writing
Friday, 7:00 to 7:50 am; Royal
Facilitators: Courtney Camille Mauldin, Michigan State University; Rachel Williams, University of California, Berkeley
Participants: Samantha Clark, University of Illinois at Chicago; Ramon Goings, Loyola University Maryland; Decoteau Irby, University of Illinois at Chicago; Irene Yoon, University of Utah
The theme, Where Y’at: Validating subaltern forms of leadership and learning with/in and outside of schools provides a unique opportunity for leaders in the academy to speak to current sociopolitical issues that affect marginalized and subaltern populations. In this session, we offer leading voices from the field to provide guidance to graduate students and early career scholars who are interested in publishing humanizing work and enacting practical writing processes. We will engage questions such as: 1) How can participants take critical research and publish in today’s market?, 2) What are necessary steps to take for participants to turn conference proposals into articles?, 3) What are recommendations for participants as they navigate the publishing world with attention to subaltern voices and knowledge?, and, 4) What are the writing processes engaged when writing from various positionalities?

GSC Programming - Graduate Writing Ignite!: Tips for Crafting Your Best Work
Friday, 9:40 to 10:50 am; Royal
Facilitator: Shelby Cosner, University of Illinois at Chicago
Presenters: Alex J. Bowers, Teachers College, Columbia University; Katherine Cumings Mansfield, University of North Carolina at Greensboro; Mariela A. Rodriguez, University of Texas at San Antonio;
This session is designed to give quick tips on crafting your best writing work. You will hear from faculty and graduate students at various points in their development as researchers and writers and learn about the different strategies and styles to the writing process they employ to get it right. Our goal is that you will begin thinking about your own writing techniques and style!

GSC Programming - Demystifying the Academic Job Search, Part I: Tips and Resources for Those Considering the Professoriate
Friday, 11:00am to 12:10 pm; Royal
Facilitator: Bradley Davis, University of Texas at Arlington
Presenters: Michael Dantley, Miami University of Ohio; Dong Me Li, University of Texas at Austin; Meredith Wronowski, University of Dayton
Are you interested in being a faculty member? Do you wish you had better insights into how the academic job search process works? Do you want practical tips and resources to help you be a better candidate? This session is for you! Please check out the UCEA Job Search Handbook before you arrive (http://www.ucea.org/opportunities/ucea-job-search-handbook/) and other resources for the academic job search in the UCEA Opportunities section (http://www.ucea.org/ucea-opportunities/).

GSC Programming - Graduate School in Stages
Friday, 12:20 to 1:30 pm; Royal
Facilitator: Mariama Nagbe, University of Texas at Austin
Presenters: Miriam D. Ezzani, University of North Texas; Kyle Ingle, University of Louisville; Martha Ovando, University of Texas at Austin; Fawziah Qadir, New York University; Chloe Latham Sikes, University of Texas at Austin; Rachael Stewart, San Diego State University; Angela Urick, Ohio University
Navigating graduate school for many people can be challenging, specifically as it relates to understanding what to prioritize at each stage in the process. Everything from coursework and conference-going to writing for publication should take unique precedence throughout each step in your doctoral studies. It is important to demystify these stages; therefore, this session will offer an opportunity for an on-going dialogue with faculty and advanced graduate students about what a stage-model of navigating graduate school might look like in educational research.

GSC Programming – Unconference
Friday, 1:40 to 2:50pm; Royal
Facilitator: Matt Steir, University of Iowa
Every conference participant is a source of leadership experience and expertise. The goal of this session is to explore ideas, share concerns, and propose new directions for educational leadership in a small and
personable setting. Topics could include the future of schools, leadership development, increasing graduate student involvement in UCEA, or anything that you’re interested in discussing with other participants. That’s right, you get to decide what topics will be discussed! All attendees can propose topics for discussion and learn from other participants in a safe setting. We look forward to having you take part in this informal, participant-driven session.

GSC Programming - Demystifying the Academic Job Search, Part II: The Nuts and Bolts
Friday, 3:00 to 4:10 pm; Royal
Facilitator: Bryan VanGronigen, University of Delaware
Presenters: Jason Grissom, Vanderbilt University; Madeline Mavrogordato, Michigan State University; John Beuhring Nash, University of Kentucky; Michael O’Malley, Texas State; Darrius A. Stanley, Western Carolina University
After listening to faculty old and new talk about their experiences with the job search process, you probably have a lot of questions about the things you heard: What does a good cover letter look like? Do I need to create a research statement, a teaching philosophy, or both? When should I start this process? In this session, we will look at examples of different parts of the application package, discuss how to tailor your package to best position yourself for the job you want, and talk about how to time and organize your job search.

GSC Programming - Graduate Students of Color Mentoring Session
Friday, 4:20pm to 5:30pm; Royal
Facilitator: Mariela Rodriguez, University of Texas at San Antonio
Presenters: Floyd D. Beachum, Lehigh University; Joshua Childs, University of Texas at Austin; Miriam Ezzani, Texas Christian University
This session is designed to give students from underrepresented groups the opportunity to dialogue with scholars from different institutions. Panelists will interact on issues related to doctoral study and completion, research and publication, mentoring and socialization, as well as succeeding as faculty members.

GSC Programming - Graduate Breakfast – Researcher Development Program
Saturday, 7:00 to 7:50 am; Jackson
Facilitators: Jennifer Clayton, The George Washington University; James Lamar Foster, University of Washington; Parker Morse Andreoli, Clemson University; Mariama Nagbe, University of Texas at Austin; Lam Pham, Vanderbilt University; Angela Urick, University of Oklahoma; Alison Wilson, University of Oklahoma
In this closed session, mentors and mentees who have been selected to join the Researcher Development Program, a new initiative to match graduate students and faculty to collaborate to complete a research product, are invited to an orientation where we will provide a brief introduction to the program and provide a space for mentors and mentees to meet and begin discussing their work with each other.

GSC Programming – Mapping the Field: Epistemology and Ontology of Educational Leadership  
Saturday, 8:00 to 9:10 pm; Royal  
Facilitator: Sarah Woulfin, University of Connecticut  
Presenters: Ethan Chang, University of California–Santa Barbara; Erica Fernández, Miami University; Muhammad Khalifa, University of Minnesota; Hollie Mackey, North Dakota State University; James Wright, San Diego State University; Irene Yoon, University of Utah  
Have you ever questioned about our field, educational leadership? What are the foundations of educational leadership as a field? How do scholars in our field situate their inquiry within different methodological traditions? What is considered as knowledge and truth in educational leadership? How would you view the world and knowledge and how is it related to your research and practice? This session offers dialogues and spaces to explore philosophical inquiry about educational leadership.

GSC Programming – Exploring Professional Routes Outside the Professoriate  
Saturday, 11:00am to 12:10 pm; Royal  
Facilitator: Ain Grooms, University of Iowa  
Presenters: David Delos Aguayo, University of Missouri; Rhodesia McMillian, Ohio State University; Rebecca Thessin, The George Washington University; Chris Torres, Michigan State University  
A doctoral degree has served as a tool to create change inside and outside academia. With today’s political and economic climate, individuals with doctoral degrees must strategize to find a career that is a good fit and creates the desired change in education. This session will provide an opportunity to talk with people who have chosen routes outside the professoriate and hear their journey in preparing for and choosing such routes.

GSC Programming – Gender and Tenure  
Saturday, 12:20pm to 1:30pm; Royal  
Facilitator: Terah Venzant Chambers, Michigan State University  
Presenters: Nakia Gray-Nicolas, Queen’s College–City University of New York; Janie Lindle, Clemson University; Chandler Miranda, New York University; Jennie Weiner, University of Connecticut
According to Mason, Goulden & Wolfinger (2013) gender still matters very much in the pursuit of tenure, particularly when it comes to having children. They find that family formation negatively affects women’s, but not men’s, academic careers. In this session, faculty members will discuss their own experiences, reflections, and research related to this topic.

GSC Programming – Researcher Development Program Presentation Session
Saturday, 1:40 to 2:50 pm; Royal
Facilitators: Jennifer Clayton, The George Washington University; James Lamar Foster, University of Washington; Parker Morse Andreoli, Clemson University; Mariama Nagbe, University of Texas at Austin; Lam Pham, Vanderbilt University; Angela Urick, University of Oklahoma; Alison Wilson, University of Oklahoma
Presenters: Please see p.76-75
In this open session, mentors and mentees in the Researcher Development Program (RDP) will present the work they have completed during the program. All are invited to come celebrate RDP’s inaugural year of pairing graduate students and faculty in partnership on educational leadership research projects.

GSC Programming – Graduate Student Closing Session
Saturday, 3:00 to 4:10 pm; Royal
Facilitators: The UCEA Graduate Student Council
The UCEA Convention experience can leave those new to the experience bursting at the seams with new ideas, colleagues, and challenges. Come wrap things up with a final gathering of graduate students to exchange business cards/contact information, share ideas, make plans to engage in research with others across institutions, or just share experiences at this closing event. This will also be a chance to share ideas with current UCEA Graduate Student Council (GSC) members and to find out more if you think you would like to apply to serve on the UCEA GSC in the future.
Hotel Map

Third Floor
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<td><a href="mailto:nick.dawkins@du.edu">nick.dawkins@du.edu</a></td>
<td>University of Denver</td>
</tr>
<tr>
<td>De La Garza, Sarah Alexandria</td>
<td><a href="mailto:sdelagarza@utexas.edu">sdelagarza@utexas.edu</a></td>
<td>University of Texas - Austin</td>
</tr>
<tr>
<td>Demps, Dawn M</td>
<td><a href="mailto:ddemps@asu.edu">ddemps@asu.edu</a></td>
<td>University of Arizona</td>
</tr>
<tr>
<td>Desruisseaux, Tara-Marie Kirsten</td>
<td><a href="mailto:desruisse@usc.edu">desruisse@usc.edu</a></td>
<td>University of Southern California</td>
</tr>
<tr>
<td>Dou, Jingdong</td>
<td><a href="mailto:dout2007@gmail.com">dout2007@gmail.com</a></td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>Druery, Donna M.</td>
<td><a href="mailto:donna.druery@tamu.edu">donna.druery@tamu.edu</a></td>
<td>Texas A&amp;M University</td>
</tr>
<tr>
<td>Dryer, Gerald L</td>
<td><a href="mailto:gdryer@wisc.edu">gdryer@wisc.edu</a></td>
<td>University of Southern California</td>
</tr>
<tr>
<td>Edwards, Wesley</td>
<td><a href="mailto:wlogan@utexas.edu">wlogan@utexas.edu</a></td>
<td>University of Texas - Austin</td>
</tr>
<tr>
<td>Enoch-Stevens, Taylor</td>
<td><a href="mailto:enochste@usc.edu">enochste@usc.edu</a></td>
<td>University of California - Berkeley</td>
</tr>
<tr>
<td>Epstein, Eliza</td>
<td><a href="mailto:elizaepstein@utexas.edu">elizaepstein@utexas.edu</a></td>
<td>University of Louisville</td>
</tr>
<tr>
<td>Esboldt, Joy</td>
<td><a href="mailto:esboldt_joy@berkeley.edu">esboldt_joy@berkeley.edu</a></td>
<td>University of California - Berkeley</td>
</tr>
<tr>
<td>Fields, Nicole Michelle</td>
<td><a href="mailto:nicole.fields@jefferson.kyschools.us">nicole.fields@jefferson.kyschools.us</a></td>
<td>University of Louisville</td>
</tr>
<tr>
<td>Flessner, Courtney L</td>
<td><a href="mailto:cflessne@umail.iu.edu">cflessne@umail.iu.edu</a></td>
<td>Indiana University</td>
</tr>
<tr>
<td>Flores, Michele M</td>
<td>Michelle <a href="mailto:Flores@jaguar.tamu.edu">Flores@jaguar.tamu.edu</a></td>
<td>Texas A&amp;M University</td>
</tr>
<tr>
<td>Flowers, Jamon H.</td>
<td><a href="mailto:jflowers01@email.wm.edu">jflowers01@email.wm.edu</a></td>
<td>College of William and Mary</td>
</tr>
<tr>
<td>Forbes, Jacqueline</td>
<td><a href="mailto:forbes3@wisc.edu">forbes3@wisc.edu</a></td>
<td>University of Wisconsin-Madison</td>
</tr>
<tr>
<td>Foster, James Lamar</td>
<td><a href="mailto:jfloster116@gmail.com">jfloster116@gmail.com</a></td>
<td>University of Washington</td>
</tr>
<tr>
<td>Fricker, Kimberly</td>
<td><a href="mailto:kimbryl@thefrickers.net">kimbryl@thefrickers.net</a></td>
<td>California State University-Long Beach</td>
</tr>
<tr>
<td>Fynn, Willa Rose</td>
<td><a href="mailto:willaroce@mac.com">willaroce@mac.com</a></td>
<td>Temple University</td>
</tr>
<tr>
<td>Gabbadon, Andrea Terrero</td>
<td><a href="mailto:saralisa.torres@gmail.com">saralisa.torres@gmail.com</a></td>
<td>Texas State University</td>
</tr>
<tr>
<td>Garcia-Torres, Sara Lisa</td>
<td><a href="mailto:alicia@ucdavis.edu">alicia@ucdavis.edu</a></td>
<td>University of California Davis</td>
</tr>
<tr>
<td>Garcia, Alicia</td>
<td><a href="mailto:manuel.gar@jefferson.kyschools.us">manuel.gar@jefferson.kyschools.us</a></td>
<td>University of Louisville</td>
</tr>
<tr>
<td>Garr, Manuel</td>
<td><a href="mailto:mgutierrez@dons.usfca.edu">mgutierrez@dons.usfca.edu</a></td>
<td>University of San Francisco</td>
</tr>
<tr>
<td>Garrett-Walker, Whitnee Louise</td>
<td><a href="mailto:guajardo@yahoo.com">guajardo@yahoo.com</a></td>
<td>Texas State University</td>
</tr>
<tr>
<td>Gause, Franklin J.</td>
<td><a href="mailto:gauss@mailbox.sc.edu">gauss@mailbox.sc.edu</a></td>
<td>Clemson University</td>
</tr>
<tr>
<td>Gilder, Carnelius D.</td>
<td><a href="mailto:carnell.gilder@gmail.com">carnell.gilder@gmail.com</a></td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>Gilzene, Alounso Antonio</td>
<td><a href="mailto:a.gilzene0@gmail.com">a.gilzene0@gmail.com</a></td>
<td>Sam Houston State University</td>
</tr>
<tr>
<td>Goode, Juail L</td>
<td><a href="mailto:juailgoode@gmail.com">juailgoode@gmail.com</a></td>
<td>Michigan State University</td>
</tr>
<tr>
<td>Griffin, Autumn</td>
<td><a href="mailto:autumn.a.griffin@gmail.com">autumn.a.griffin@gmail.com</a></td>
<td>Rutgers University</td>
</tr>
<tr>
<td>Guajardo, Miguel Angel</td>
<td><a href="mailto:maggajardo@yahoo.com">maggajardo@yahoo.com</a></td>
<td>University of Maryland</td>
</tr>
<tr>
<td>Harrington, Keneisha La'Rae</td>
<td><a href="mailto:keneish@c.clemson.edu">keneish@c.clemson.edu</a></td>
<td>Texas State University</td>
</tr>
<tr>
<td>Harrison, Theresa</td>
<td><a href="mailto:HARR1642@mailbox.sc.edu">HARR1642@mailbox.sc.edu</a></td>
<td>Clemson University</td>
</tr>
<tr>
<td>Haynes, Aisha</td>
<td><a href="mailto:ah2603@nyu.edu">ah2603@nyu.edu</a></td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>Henderson, Jessica</td>
<td><a href="mailto:jhndrs13@memphis.edu">jhndrs13@memphis.edu</a></td>
<td>New York University</td>
</tr>
<tr>
<td>Hernandez, Ann Emanes</td>
<td><a href="mailto:annernandes@gmail.com">annernandes@gmail.com</a></td>
<td>University of Memphis</td>
</tr>
<tr>
<td>Hinojosa, Orlando</td>
<td><a href="mailto:o_h7@txstate.edu">o_h7@txstate.edu</a></td>
<td>California State University-Long Beach</td>
</tr>
<tr>
<td>Holder, Shannon</td>
<td><a href="mailto:shannon.holder@ucconn.edu">shannon.holder@ucconn.edu</a></td>
<td>Texas State University</td>
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<td>University of Connecticut</td>
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<tr>
<td>Saltzgaver, Lynn</td>
<td><a href="mailto:lrsaltzgaver@gmail.com">lrsaltzgaver@gmail.com</a></td>
<td>University of Denver</td>
</tr>
<tr>
<td>Scott, Lawrence Lowell</td>
<td><a href="mailto:Lawrence.Scott@tamu.edu">Lawrence.Scott@tamu.edu</a></td>
<td>Texas A&amp;M University San Antonio</td>
</tr>
<tr>
<td>Scott, Michael R</td>
<td><a href="mailto:michael.scott@utexas.edu">michael.scott@utexas.edu</a></td>
<td>University of Texas - Austin</td>
</tr>
<tr>
<td>Shrewsberry, Alexander R</td>
<td><a href="mailto:alexshrewsberry@gmail.com">alexshrewsberry@gmail.com</a></td>
<td>California State University Long Beach</td>
</tr>
<tr>
<td>Singer, Jeremy Lee</td>
<td><a href="mailto:jeremylsinger@wayne.edu">jeremylsinger@wayne.edu</a></td>
<td>Wayne State University</td>
</tr>
<tr>
<td>Souza, Alicia</td>
<td><a href="mailto:aliciabarros@csus.edu">aliciabarros@csus.edu</a></td>
<td>California State University, Sacramento</td>
</tr>
<tr>
<td>Steinbarth, Valerie</td>
<td><a href="mailto:vstein@neisd.net">vstein@neisd.net</a></td>
<td>N/A</td>
</tr>
<tr>
<td>Stewart, Rachael</td>
<td><a href="mailto:rachaelmstewart@gmail.com">rachaelmstewart@gmail.com</a></td>
<td>San Diego State University</td>
</tr>
<tr>
<td>Stier, Matthew J.</td>
<td><a href="mailto:matthew-j-stier@uiowa.edu">matthew-j-stier@uiowa.edu</a></td>
<td>University of Iowa</td>
</tr>
<tr>
<td>Tavares, Henedina</td>
<td><a href="mailto:htr6@uw.edu">htr6@uw.edu</a></td>
<td>University of Washington</td>
</tr>
<tr>
<td>Thornton, Margaret</td>
<td><a href="mailto:melf6@virginia.edu">melf6@virginia.edu</a></td>
<td>University of Virginia</td>
</tr>
<tr>
<td>Tipton, Ronald T</td>
<td><a href="mailto:rtipt01@jaguar.tamu.edu">rtipt01@jaguar.tamu.edu</a></td>
<td>Texas A&amp;M University-San Antonio</td>
</tr>
<tr>
<td>Torres, Josef</td>
<td><a href="mailto:jftorres88@gmail.com">jftorres88@gmail.com</a></td>
<td>University of Arizona</td>
</tr>
<tr>
<td>Torres, Sara L</td>
<td><a href="mailto:diana.tran@csulb.edu">diana.tran@csulb.edu</a></td>
<td>Texas State University</td>
</tr>
<tr>
<td>Tran, Diana Vuong</td>
<td><a href="mailto:abvangor@ncsu.edu">abvangor@ncsu.edu</a></td>
<td>California State University, Long Beach</td>
</tr>
<tr>
<td>VanGorder, Angela</td>
<td><a href="mailto:sofia.vegaormeno@bison.howard.edu">sofia.vegaormeno@bison.howard.edu</a></td>
<td>North Carolina State University</td>
</tr>
<tr>
<td>Vega-Ormeno, Sofia Miagros</td>
<td><a href="mailto:jcelvasco@mail.usf.edu">jcelvasco@mail.usf.edu</a></td>
<td>Howard University</td>
</tr>
<tr>
<td>Velasco, Juliana Capel</td>
<td><a href="mailto:jcelvasco@mail.usf.edu">jcelvasco@mail.usf.edu</a></td>
<td>University of South Florida</td>
</tr>
<tr>
<td>Viamontes Quintero, Jesika</td>
<td><a href="mailto:jesikaviamontesquintero@my.unt.edu">jesikaviamontesquintero@my.unt.edu</a></td>
<td>University of North Texas</td>
</tr>
<tr>
<td>Virella, Patricia</td>
<td><a href="mailto:patricia.jahaly@uconn.edu">patricia.jahaly@uconn.edu</a></td>
<td>University of Connecticut</td>
</tr>
<tr>
<td>Walker, Nate</td>
<td><a href="mailto:nwalker@1791delegates.org">nwalker@1791delegates.org</a></td>
<td>N/A</td>
</tr>
<tr>
<td>Walters-Rauenhorst, Lynn Marie</td>
<td><a href="mailto:lmwalter@uno.edu">lmwalter@uno.edu</a></td>
<td>University of New Orleans</td>
</tr>
<tr>
<td>Walters, Sarah</td>
<td><a href="mailto:sarahwalters@mail.missouri.edu">sarahwalters@mail.missouri.edu</a></td>
<td>University of Missouri</td>
</tr>
<tr>
<td>West, Kimberly</td>
<td><a href="mailto:kimberly.west25@uga.edu">kimberly.west25@uga.edu</a></td>
<td>University of Georgia</td>
</tr>
<tr>
<td>Wicks, Anne</td>
<td><a href="mailto:awicks@bushcenter.org">awicks@bushcenter.org</a></td>
<td>George W. Bush Institute</td>
</tr>
<tr>
<td>Williams, Rachel</td>
<td><a href="mailto:williams_rachel@berkeley.edu">williams_rachel@berkeley.edu</a></td>
<td>University of California, Berkeley</td>
</tr>
<tr>
<td>Williamson, Shannon</td>
<td><a href="mailto:mswilli4@uno.edu">mswilli4@uno.edu</a></td>
<td>University of New Orleans</td>
</tr>
<tr>
<td>Willis, Ketina D</td>
<td><a href="mailto:kdw080@shsu.edu">kdw080@shsu.edu</a></td>
<td>Sam Houston State University</td>
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<tr>
<td>Winn, Kevin</td>
<td><a href="mailto:kpwinn@gmail.com">kpwinn@gmail.com</a></td>
<td>Arizona State University</td>
</tr>
<tr>
<td>Woo, David</td>
<td><a href="mailto:david.s.woo@vanderbilt.edu">david.s.woo@vanderbilt.edu</a></td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Woo, Hansol</td>
<td><a href="mailto:huw187@psu.edu">huw187@psu.edu</a></td>
<td>Pennsylvania State University</td>
</tr>
<tr>
<td>Worthington, Gregory Michael</td>
<td><a href="mailto:gregory.worthington@utexas.edu">gregory.worthington@utexas.edu</a></td>
<td>University of Texas - Austin</td>
</tr>
<tr>
<td>Yahola, Lisa</td>
<td><a href="mailto:Lisa.A.Yahola-1@ou.edu">Lisa.A.Yahola-1@ou.edu</a></td>
<td>University of Oklahoma</td>
</tr>
<tr>
<td>Yousuf, Eskender A</td>
<td><a href="mailto:yousu014@umn.edu">yousu014@umn.edu</a></td>
<td>University of Minnesota</td>
</tr>
<tr>
<td>Zhao, Naichen</td>
<td><a href="mailto:Naichen.Zhao@du.edu">Naichen.Zhao@du.edu</a></td>
<td>University of Denver</td>
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<td>University of Minnesota</td>
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<td>Researcher Development Program (RDP) Participants</td>
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<tr>
<td>M. Elizabeth Azukas</td>
<td><a href="mailto:mazukas@esu.edu">mazukas@esu.edu</a></td>
<td>East Stroudsburg University of Pennsylvania</td>
</tr>
<tr>
<td>Judith H. Cassetty</td>
<td><a href="mailto:icesterationzebra@tds.net">icesterationzebra@tds.net</a></td>
<td>Retired, University of Wisconsin</td>
</tr>
<tr>
<td>Jennifer Clayton</td>
<td><a href="mailto:claytonj@gwu.edu">claytonj@gwu.edu</a></td>
<td>George Washington University</td>
</tr>
<tr>
<td>Tracy Davis</td>
<td><a href="mailto:trd216@lehigh.edu">trd216@lehigh.edu</a></td>
<td>Lehigh University</td>
</tr>
<tr>
<td>Sarah De La Garza</td>
<td><a href="mailto:sdelagarza@utexas.edu">sdelagarza@utexas.edu</a></td>
<td>The University of Texas at Austin</td>
</tr>
<tr>
<td>Craig De Voto</td>
<td><a href="mailto:craig.devoto@gmail.com">craig.devoto@gmail.com</a></td>
<td>University of Illinois at Chicago</td>
</tr>
<tr>
<td>Bryan Duarte</td>
<td><a href="mailto:duartebj@miamioh.edu">duartebj@miamioh.edu</a></td>
<td>Miami University</td>
</tr>
<tr>
<td>Tim Ford</td>
<td><a href="mailto:tgford@ou.edu">tgford@ou.edu</a></td>
<td>University of Oklahoma</td>
</tr>
<tr>
<td>Gina Gullo</td>
<td><a href="mailto:GinaLauraGullo@gmail.com">GinaLauraGullo@gmail.com</a></td>
<td>Seton Hall University</td>
</tr>
<tr>
<td>Herlanda Hampton</td>
<td><a href="mailto:hlhampton@ualr.edu">hlhampton@ualr.edu</a></td>
<td>University of Arkansas at Little Rock</td>
</tr>
<tr>
<td>Stanley Harris</td>
<td><a href="mailto:soharris@g.ucla.edu">soharris@g.ucla.edu</a></td>
<td>University of California, Los Angeles</td>
</tr>
<tr>
<td>Anne Iaccopucci</td>
<td><a href="mailto:amiaccopucci@ucdavis.edu">amiaccopucci@ucdavis.edu</a></td>
<td>UC Davis</td>
</tr>
<tr>
<td>DeMarcus Jenkins</td>
<td><a href="mailto:dajenkins@email.arizona.edu">dajenkins@email.arizona.edu</a></td>
<td>University of Arizona</td>
</tr>
<tr>
<td>Kate Kennedy</td>
<td><a href="mailto:katekenn@usc.edu">katekenn@usc.edu</a></td>
<td>University of Southern California</td>
</tr>
<tr>
<td>Taeyeon Kim</td>
<td><a href="mailto:kimtaeye@msu.edu">kimtaeye@msu.edu</a></td>
<td>Michigan State University</td>
</tr>
<tr>
<td>Cindy Klimatis</td>
<td><a href="mailto:cklimait@vt.edu">cklimait@vt.edu</a></td>
<td>Virginia Tech</td>
</tr>
<tr>
<td>Changhee Lee</td>
<td><a href="mailto:clee375@wisc.edu">clee375@wisc.edu</a></td>
<td>University of Wisconsin-Madison</td>
</tr>
<tr>
<td>Charles Lowery</td>
<td><a href="mailto:loweryc@ohio.edu">loweryc@ohio.edu</a></td>
<td>Ohio University</td>
</tr>
<tr>
<td>Joelina L. Robinson Machera</td>
<td><a href="mailto:joelina.robinsonmachera@pepperdine.edu">joelina.robinsonmachera@pepperdine.edu</a></td>
<td>Pepperdine University</td>
</tr>
<tr>
<td>Julia Mahfouz</td>
<td><a href="mailto:jmahfouz@uidaho.edu">jmahfouz@uidaho.edu</a></td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Scott McLeod</td>
<td><a href="mailto:dr.scott.mcleod@gmail.com">dr.scott.mcleod@gmail.com</a></td>
<td>University of Colorado-Denver</td>
</tr>
<tr>
<td>Terance McNeil</td>
<td><a href="mailto:Tmcneil3@tnstate.edu">Tmcneil3@tnstate.edu</a></td>
<td>Tennessee State University</td>
</tr>
<tr>
<td>Carol Mulen</td>
<td><a href="mailto:camullen@vt.edu">camullen@vt.edu</a></td>
<td>Virginia Tech</td>
</tr>
<tr>
<td>Cailen O'Shea</td>
<td><a href="mailto:cailen@huskers.unl.edu">cailen@huskers.unl.edu</a></td>
<td>University of Nebraska-Lincoln</td>
</tr>
<tr>
<td>Susan Patrick</td>
<td><a href="mailto:susan.k.patrick@vanderbilt.edu">susan.k.patrick@vanderbilt.edu</a></td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Elisabeth Pugliese Tamilah Richardson</td>
<td><a href="mailto:billypugliese@tamu.edu">billypugliese@tamu.edu</a></td>
<td>Texas A&amp;M University</td>
</tr>
<tr>
<td>Beth Rous</td>
<td><a href="mailto:brous@uky.edu">brous@uky.edu</a></td>
<td>University of Kentucky</td>
</tr>
<tr>
<td>Franklin Soares</td>
<td><a href="mailto:fsoare1@lsu.edu">fsoare1@lsu.edu</a></td>
<td>Louisiana State University</td>
</tr>
</tbody>
</table>
Corrie Stone-Johnson   corriest@buffalo.edu   University at Buffalo
Elizabeth Stosich   estosich@fordham.edu   Fordham University
Angelica Stovall    angelicaw@vt.edu   Virginia Tech
Margaret Thornton  met6d@virginia.edu   University of Virginia
Jennie Weiner   jennie.weiner@uconn.edu   University of Connecticut
Douglas Wieczorek   dwieczor@iastate.edu   Iowa State University
Meredith Wronowski  mlwronowski@ou.edu   University of Dayton
Sessions for Graduate Students at the 2019 UCEA Convention

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

*All sessions take place in Royal unless noted otherwise.

**Thursday, November 21, 2019**
8:00–8:50am: Jackson Scholars Network Convocation (Closed Session) (*Jackson)
2:00–3:10pm: Dissecting Curriculum Vitae and Cover Letters for Job Winning Success
3:20–4:30pm: Social Media & You: Developing a Professional On-line Presence
4:40–5:50pm: Julie Laible Memorial Session for New UCEA Jackson Scholars (Closed Session)

**Friday, November 22, 2019**
7:00–7:50am: AERA Divisions A & L Graduate Student Breakfast – We Are the Change We Seek: Igniting and Passing the Leadership Torch
9:40–10:50am: Graduate Writing Ignite!: Tips for Crafting Your Best Work
11:00am–12:10pm: Demystifying the Academic Job Search, Part I: Tips and Resources for Those Considering the Professoriate
12:20–1:30pm: Graduate School in Stages
1:40–2:50pm: Unconference
3:00–4:10pm: Demystifying the Academic Job Search, Part II: The Nuts and Bolts
4:20–5:30pm: Graduate Students of Color Mentoring Session

**Saturday, November 23, 2019**
7:00–7:50am: Researcher Development Program Opening Breakfast
8:00–9:10am: Mapping the Field: Epistemology and Ontology of Educational Leadership
11:00–12:10am: Exploring Professional Routes Outside the Professoriate
12:20–1:30pm: Gender and Tenure
1:40–2:50pm: Researcher Development Program (RDP) Presentation Session
3:00–4:10pm: Graduate Student Closing Session

Interested in becoming a part of the UCEA GSC or Jackson Scholars Network?
Watch the website at [http://gradstudents.ucea.org](http://gradstudents.ucea.org) for calls for new members!
Join the conversation now by following [@UCEAGSC](https://twitter.com/UCEAGSC) and [@UCEAJSN](https://twitter.com/UCEAJSN).
Use the GSS, JSN, and Convention Hashtag #UCEA19