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The 34th Annual UCEA Convention
November 17-19, 2020
Virtual
#UCEA20

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Michigan State University
www.ucea.org
University Council for Educational Administration
College of Education
Michigan State University
620 Farm Lane, 431 Erickson Hall
East Lansing, MI 48824
ucea@msu.edu
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Convention Hashtag: #UCEA20

Program design by Jennifer Ellen Cook
UCEA2020 logo design by Jeff Thruston
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On behalf of our President, Gerardo López, President-Elect, Bill Black, and the Executive Committee, it is my pleasure to welcome you to our Virtual Convention! It is our first Virtual Convention and our 34th Annual Convention. It has been a wonderful challenge to work with the HQ team and the Convention Planning Committee to re/create our community in a virtual space.

In planning this year’s Convention, we set ourselves three goals: (a) strengthen our community in the midst of social distancing, (b) maintain interest of members and members institutions despite multiple/competing demands, and (c) ensure access for emerging scholars most impacted by fewer opportunities for disseminating their research. In trying to reach these goals, we have created an experience that is, as I like to call it, “uniquely UCEA.” This year’s Convention has four main components:

- **Preconvention General Sessions:** We have three panels that provide a variety of perspectives and experiences on what it means to lead—and learn—in the midst of multiple pandemics. Unlike our sessions in the past, these are open and available to anyone interested in the topics. We welcome old and new colleagues!

- **Asynchronous Sessions:** In perhaps our most ambitious effort, we have 48 sessions that are prerecorded and available for viewing November 9-15. These sessions include individual presentations, papers, and group discussions.

- **Synchronous Sessions:** Like our traditional Convention, we have “live” sessions for individual presentations, group presentations, and critical conversations. These 54 sessions will occur November 17–19. This also includes our three keynote speakers. Post-Convention workshops and meetings will be held on November 20. Graduate student sessions will take place on November 16 and 17.

- **Convention On-Demand:** All the recorded sessions will be available for viewing after the Convention for at least 3 months.

I am in awe of all the participants and Digital Discussants who took this leap with us without hesitation.

In addition, we have developed several networking opportunities throughout the week of November 16. Our virtual “Expo Hall” will be open for participants to learn about publishing opportunities, UCEA initiatives, and UCEA partners. The Past-Presidents’ Reception on Tuesday, November 17 will be THE virtual social event of Convention. The Jackson Scholars Recognition ceremony on November 18 will continue our long tradition of celebrating our 2nd year scholars. Keep an eye out for these and more chances to connect!

None of this would have been possible without the amazing work and commitment of Events Project Manager Karl Gildner, who planned a whole new Convention format while Headquarters was moving; our fabulous MSU graduate students, who learned quickly and dove in with incredible energy; and the incomparable Convention Planning Committee (Bill Black, Rosa River-McCutchen, Yanira Oliveras-Ortiz, and James Wright), who never-ever missed a step and did it all with laughter and love. I am proud to work with all of them!

I hope you enjoy the 2020 Virtual Convention. While we may not be together in person, I know we are united in our care for each other and dedication to working towards a just, more equitable world for all our children.

*Nos vemos pronto* and until then … virtual hugs from East Lansing!!

Mónica Byrne-Jiménez
UCEA Executive Director
August 31, 2020

RE: Welcoming UCEA to the Michigan State University College of Education

Over the past few months, when asked for “good news,” I’ve usually started by saying how happy I am that the University Council on Educational Administration has chosen the Michigan State University (MSU) College of Education as its new institutional home. MSU’s status as a Land Grant/AAU university fits perfectly with UCEA’s commitment to preparing education leaders who work to improve practice and policy by drawing in ways combine the wisdom of practice with insights from research. In partnership with UCEA, our faculty and graduate students can work to help programs across the country identify practices that improve the recruitment and preparation of education leaders.

Our college brings to the partnership experience in developing and operating highly regarding master’s and doctoral leadership programs, as well as strengths in graduate programs in other fields of education. We also see the link to UCEA as an opportunity for research collaborations, both on the practice of education leadership and on the design of leadership preparation programs and professional development.

We have remodeled space for UCEA in Erickson Hall, a building centrally located on the MSU campus. Erickson Hall also houses three of our four academic departments, as well as centers in areas including STEM education, education policy, and outreach to K-12 educators and school districts. I expect that close physical proximity will, at least post-Covid, lead to the informal interactions will spark ideas for new joint initiatives.

In short, I think having UCEA come to our college will be mutually beneficial, allowing us to combine our experience and talents to successfully address the challenges now facing education leaders.

With warm enthusiasm,

Sincerely,

Robert E. Floden, Ph.D.
University Distinguished Professor and Dean
MSU College of Education
Values, Vision, & Goals

UCEA Values
UCEA is a community of learners that values:

• Learning and social development for ALL children
• Contributions of educational leaders to the success of all children
• Systematic inquiry that is relevant, integral, and essential to the success of children, schools, and school leaders
• Quality and excellence in the preparation of school leaders and professors
• Collaboration with schools, other educational and service agencies, and professional organizations
• Professional community, collegiality, and respect for diverse perspectives
• Educational and social policy that positively support the learning and development of all children
• Diversity, equity, and social justice in all educational organizations

UCEA Vision
UCEA is a community of scholars committed to the improvement of leadership and policy that supports the learning and development of ALL children. UCEA actively initiates and leads educational reform efforts through its high-quality research and preparation programs. UCEA institutions work collaboratively with schools and educational agencies to positively influence local, state, and national educational policy. UCEA constantly questions and reevaluates its practice and beliefs to ensure its effectiveness and relevance.

UCEA Goals
UCEA is a consortium of research/doctoral-granting institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children. In realizing this purpose, we:

• Promote, sponsor, and disseminate research on the essential problems of schooling and leadership practice
• Improve the preparation and professional development of educational leaders and professors
• Positively influence local, state, and national educational policy
THE 2019-20 UCEA EXECUTIVE COMMITTEE

Gerardo López, President
Michigan State University

William (Bill) Black, President-Elect
University of South Florida

Terah Venzant Chambers, Secretary/Treasurer
Michigan State University

Anjalé Welton
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Virginia Tech

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University of Illinois at Chicago

David DeMatthews
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Cristóbal Rodríguez
Howard University

Khaulia Murtadha
Indiana University–Purdue University
Indianapolis

Ex-officio:
Mónica Byrne-Jiménez
Executive Director, UCEA
Michigan State University

2020 Convention Committee
William Black, University of South Florida
Rosa Rivera-McCutchen, Lehman College, CUNY
Yanira Oliveras-Ortiz, University of Texas at Tyler
James Wright, San Diego State University
Karl Gildner, UCEA

UCEA Staff

Mónica Byrne-Jiménez, Executive Director
Chris Torres, Headquarters Associate Co-Director
John Yun, Headquarters Associate Co-Director
Michael O’Malley, Associate Director of Publications
Lisa Bass, Associate Director of Graduate Student Development
Hollie Mackey, Associate Director of Graduate Student Development
Jayson Richardson, Associate Director of Program Centers
John Nash, Associate Director of Communications
Ed Fuller, Associate Director for Policy & Advocacy
Jane Clark Lindle, Associate Director for Policy & Advocacy

Karl Gildner, Project & Events Manager
Jennifer E. Cook, Publications & Communications Editor
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Stephanie McGuire, Senior Administrative Assistant
Davis Clement, Post Doc Research Associate
Research Assistants:
Talgat Bainazarov
Yi-chih Chiang
Briana Coleman
Alounso Gilzene
Lawrence Louis
Yujin Oh
Dasmen Richards

Thank you to all proposal reviewers for your time and dedication to UCEA and the field of educational leadership and policy.
The 34th Annual UCEA Convention theme, **Re/Building Home: Coloniality, Belonging, and Educational Leadership**, aims to highlight critical discourses around knowledge production and the control of knowledge. Additionally, the theme highlights concepts of belonging relative to our institutional, disciplinary, and personal homes—nations, ethnicities, and identities—and these relationships within educational leadership. “Home” is a term commonly evoked in popular discourse as well as conceptualized in a wide range of academic fields—including refugee studies, borderlands studies, sociology, anthropology, and across the humanities. Whereas home is often represented as an inhabited physical or geographical space, home is also a historically informed social landscape. As recent events remind us, home is always being rebuilt. How might we best (re)consider home as we live and work within walls we call home during a pandemic? How do we best (re)consider home during a time of escalating state-led violence and anti-Blackness? How might we best consider responsibilities of privileged members of our community to be accountable for building home? This year’s UCEA theme asks us to consider how we might best belong together in meaningful and replenishing ways, whether in solidarity or agitation, as we critically examine and re/build our academic, institutional, and personal homes.

The virtual convention represents a new opportunity to consider innovative ways to sustain and enhance a sense of belonging to a UCEA community—particularly when we are often more isolated in our literal “homes” and exhausted from the events of the year. As we reflect on UCEA as home, how do we belong together and adapt our research, preparation, and policy advocacy to new leadership challenges in 2020, including our response to the deadly persistence of violence against Black communities woven into our national and institutional identities? How might we respond to challenges of a pandemic with its inequitable impact on communities of Color? How do university and district leadership programs respond in a virtual environment that is likely to include fewer resources?
About the 2020 UCEA Convention

The Executive Committee is pleased to announce that the 34th annual UCEA Convention is going virtual! The UCEA Executive Committee deliberated the costs and benefits of hosting our annual face-to-face convention in Puerto Rico in light of the COVID-19 pandemic, its fiscal impact on university budgets, and the feasibility of our membership to travel in November. After considering many factors and the survey feedback by UCEA members, we have opted for a virtual convention.

The 34th annual UCEA Convention will be held November 17–19, 2020, with a few pre- and postconvention sessions during the month of November. The purpose of the 2020 UCEA Convention is to collaboratively engage participants in discussions about research, policy, practice, and preparation in the field of education with a specific focus on educational leadership. We are excited by the possibilities that a virtual meeting can provide and look forward to developing innovative ways of sharing research, getting/giving feedback, networking, connecting, and strengthening our community. We offer four types of presentations, with downloadable paper materials.

Asynchronous: Prerecorded

Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)
Sessions 002–022 are 45-minute video recordings of a Critical Conversation. The video will be available November 9–15 and then after the Convention for all registered convention attendees to view on-demand on the convention platform. The recordings will be in the same order as in the Convention Program.

Asynchronous (Prerecorded) Research/Inquiry Presentations
Sessions 024–050 are 25-minute video recordings discussing a paper, available beginning November 9 for all registered convention attendees to view on-demand on the convention platform. The recordings will be in the same order as in the Convention Program.

Synchronous: Live

Synchronous (Live) Research/Inquiry Presentations
Presentation day/time is listed in the Convention Program. Authors have 5 minutes per proposal. Then, the Digital Discussant will then begin the discussion portion of the session, fostering a rich dialogue to help presenters enhance and strengthen their ongoing research. Total length: 45 minutes.

Conversations on Critical Issues: Synchronous (Live)
Session day/time is listed in the Convention Program. Critical Conversations are up to 45 minutes.

Nov. 5: Session 001
Nov. 10: Session 023
Nov. 12: Session 023a
Nov. 16–20: Sessions 051–151

All times listed in the program are Eastern Standard Time
## 2020 Events at a Glance

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<td><strong>THURSDAY</strong> Nov. 5</td>
<td>4:00–5:30 pm EST</td>
<td>001. General Session I: Radical Imaginings: How We Rebuild and Dismantle Inequitable Educational Systems in the Midst of Multiple Pandemics</td>
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<td><strong>MONDAY</strong> Nov. 9</td>
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<td>All asynchronous sessions become available: Asynchronous Sessions 002–050</td>
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<td><strong>TUESDAY</strong> Nov. 10</td>
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<td>023a. General Session I: Coloniality’s Enduring Legacy in Leadership Preparation and Impact on Responding to Crises: A Global Perspective</td>
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<td><strong>THURSDAY</strong> Nov. 12</td>
<td>4:00–5:30 pm EST</td>
<td>023a. General Session III: Unlearning, Relearning, and Learning: Educational Equity in the Face of Multiple Pandemics—Voices From the Field</td>
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<td>12:00–4:00 pm EST</td>
<td>Plenary Session</td>
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<td><strong>TUESDAY</strong> Nov. 17</td>
<td>12:00–5:50 pm EST</td>
<td>Graduate Student Summit: Sessions 051a–068</td>
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<td>Plenary Session</td>
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<td>Synchronous Sessions 110–127</td>
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<td>11:00 am–3:00 pm EST</td>
<td>Synchronous Sessions 129–146</td>
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<td><strong>THURSDAY</strong> Nov. 19</td>
<td>3:00–4:00 pm EST</td>
<td>090. General Session IV: Interview With Ramón Grosfoguel</td>
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<td><strong>THURSDAY</strong> Nov. 19</td>
<td>5:00–6:00 pm EST</td>
<td>109. Opening Reception in Honor of UCEA Past Presidents</td>
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<td><strong>FRIDAY</strong> Nov. 20</td>
<td>10:00 am–12:00 pm EST</td>
<td>148. UCEA/BELMAS Research Collaboration: The International School Leadership Development Network</td>
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<td>11:15 am–12:00 pm EST</td>
<td>148a. Publishing in UCEA Journals</td>
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<td><strong>FRIDAY</strong> Nov. 20</td>
<td>12:00–2:00 pm EST</td>
<td>149a–c. UCEA Program Centers</td>
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<td><strong>FRIDAY</strong> Nov. 20</td>
<td>12:00–2:00 pm EST</td>
<td>150. UCEA Session on Promotion and Tenure</td>
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<td><strong>FRIDAY</strong> Nov. 20</td>
<td>3:00–5:00 pm EST</td>
<td>151. Researcher Development Program Symposium</td>
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2020 Sponsors

In the 34 years that UCEA has held its convention, many institutions have served as generous sponsors and exhibitors. In all cases, these cooperative endeavors served to create a more dynamic relationship between UCEA and those institutions and organizations. UCEA acknowledges the substantive contributions that the following sponsors and exhibitors have made to this year’s convention. We greatly appreciate their support and continuing endorsement.

Donors

Carol A. Mullen, Virginia Tech University
Anjalé Welton, University of Wisconsin–Madison
Expo Hall

Our exhibitors have gone virtual this year!! Along with some of our partners and members of UCEA, the Expo Hall will allow you to visit, learn, and share throughout the Convention. There are plenty of opportunities to interact with a variety of organizations. Once you login to UCEA Convention with your Ticket-ID you will be able to tour the virtual booths.

Expo Hall Hours

- Tuesday, Nov. 17: 12:00–5:00 pm EST
- Wednesday, Nov. 18: 11:00 am–4:00 pm EST
- Thursday, Nov. 19: 11:00 am–4:00 pm EST

Virtual Booths

UCEA
- Barbara L. Jackson Scholars Network
- Graduate Student Council
- UCEA Membership
- UCEA SIG: Women and Women Leading in Education
Retention, Promotion, & Tenure (postconvention workshop)
AERA Division A&L Publishing
AERA Leadership for Social Justice SIG
British Educational Leadership, Management and Administration Society (BELMAS)
Carnegie Project on the Education Doctorate (CPED)
Chapman University
IAP – Information Age Publishing
*Journal of Cases in Education Leadership* (JCEL)
*Journal of Research on Leadership Education* (JRLE)
Loyola Marymount University
Michigan State University
Sam Houston State University
Texas Christian University
University of Louisville
University of Nebraska
University of Pennsylvania
The Wallace Foundation
Wayne State University
World Education Leadership Symposium
Graduate Student Summit

MONDAY, Nov. 16  Requires GSS registration
12:00–12:50 pm EST  051a. GSS Opening Session
1:00–1:50 pm  052. Organizing for Teaching and Learning
053. Family/Community Engagement in Schools
054. A Critical Look at Leadership
055. Decolonizing School and Education
2:00–2:50 pm  056. State Policy, Stakeholders, and Educational Leadership
057. Partnerships With Higher Education
058. Equitable School Leadership
059. Leading During Times of Uncertainty
3:00–3:50 pm  060. Promoting Socially Just Learning Environments
061. Leadership in Multicultural and Multilingual Settings
062. School Leaders, Just Schools, and Special Education
063. Policy, School Reform, and Change-Making
4:00–4:50 pm  064. Schools and Their Communities
065. Cultivating Leadership and Teacher Quality
066. Teaching and Leadership for Socially Just Schools
067. Inclusive Leadership for Equitable Schools
5:00–5:50 pm  068. GSS Virtual Social

Other Graduate Student Sessions

THURSDAY Nov. 19
11:00 am–12:30 pm  129a. COVID and the Job Market
1:30–3:00 pm EST  141a. Grad School in Stages

FRIDAY Nov. 20
11:15 am–12:00 pm  148a. Publishing in UCEA Journals

Graduate Student Council

2020–2022 UCEA Headquarters Representatives
Dasmen Richards and Lawrence Louis, Michigan State University

2019–2021 Representatives
James “Lamar” Foster, University of Washington
Annie Maselli, Pennsylvania State University
Mariama Nagbe, University of Texas at Austin

2020–2022 Representatives
Joonkil Ahn, University of Illinois at Urbana-Champaign
Frank Gause, University of South Carolina
Lebon Daniel James III, University of Texas at Austin
UCEA welcomes the new 2020–2022 Barbara L. Jackson Scholars. Jackson Scholars are urged to register for the Graduate Student Summit.

### 2020–2022 Jackson Scholars Cohort

- Armen Alvarez, Illinois State University
- Melody Andrews, Howard University
- Joshua Anzaldúa, University of Texas at San Antonio
- Esther “Renee” Bocanegra, Texas State University
- Alexandra Channell, Texas Christian University
- Shaun Crisler, Illinois State University
- Shari Cunningham, Rutgers University
- Dionne Davis, University of South Florida
- Sara De La Garza, University of Texas at Austin
- Teruko Dobashi-Taylor, Georgia State University
- Antonio Felix, Loyola Marymount University
- Rasheed Flowers, University of Kentucky
- Juan Ford, Auburn University
- Yolanda Grijalva, Texas State University
- Tekoa Jane Hill, University of Oklahoma
- Jeremy Horne, University of Texas at Austin
- Julius Hunter, Auburn University
- Kadja Hylton-Fraser, Lehigh University
- Jennifer Jarret, North Carolina State University
- Ana Lucia Gonzalez-Prier, Duquesne University
- Ajua Kouadio, Rutgers University
- Andrea Layton, Pennsylvania State University
- Caroline Lontoc-Diaz, Georgia State University
- Erica Mallet, University of Washington
- Xinyi Mao, University of Missouri
- Daniel Moraguez, University of Virginia
- Tiffany Newsome, University of North Carolina at Greensboro
- Trang Pham, Pennsylvania State University
- Tiffani Robertson, Illinois State University
- Dante Studamire, University of Illinois, Urbana-Champaign
- Michael Warren, Duquesne University

### 2019–2021 Jackson Scholars Cohort

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

TUESDAY Nov. 17

9:30–10:00 am EST  069. Barbara L. Jackson Scholars Network Research Seminar Convocation

10:00–10:50 am EST  Jackson Scholars Network Research Presentations:

  070. The Journey to Completion: The Importance of Mentorship for the Retention of Students of Color in Higher Education
  071. In Their Voices: Communicating the Lived Experiences of Leaders of Color
  072. Understanding the Impact of School Reform and Policy Decisions: Sensemaking and Contextual Relevance
  073. Factors Contributing to Students Experiences in Elementary Education
  074. Identity, Social Justice, and Equity in K-12 Education
  075. Centering the Perspectives and Leadership of Teachers in K-12 Education
  076. Race and Education: Unpacking the Deepening Effects of Racial Beliefs in U.S. Schools
  077. The Impact of Leadership Approaches on Curriculum Decisions
  078. Centering the Schooling Experiences of (Im)migrant Youth
  079. The Role of Social Contexts for Students College Trajectories

11:00–11:50 am EST  080. Mentor Feedback Sessions 1–9

11:00–11:50 am EST  089a. Julie Laible Memorial Session for New UCEA Jackson Scholars

WEDNESDAY Nov. 18

3:45–4:45 pm EST  128a. Jackson Scholars Network Recognition Ceremony
UCEA Plenary Session Representatives (PSRs) serve an important function for their respective institutions and for UCEA. PSRs provide a link between institutions and UCEA, serve as a major part of the electorate for Executive Committee members, determine their institutions’ contribution to UCEA’s mission, and can serve as a catalyst for many UCEA activities.

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University of North Carolina at Greensboro: Tiffanie Lewis-Durham
University of North Texas: Robert Voelkel, Jr.
University of Northern Colorado: Amie Cieminski
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Wayne State University: Sarah Lenhoff
Western Carolina University: Kofi Lomotey

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- UCEA International: @UCEAissl
- EAQ: @eaqjournal
- JRLE: @jrleeditor

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- UCEA Barbara L. Jackson Scholars
- University Council for Educational Administration (UCEA)

LinkedIn
- UCEA Headquarters
- University Council for Educational Administration Graduate Student Council
- UCEA Jackson Scholars Network
002. Collaborative Leadership in the Schoolhouse: Project I4 Re-Imagines Equity-Focused Instructional Leadership

Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)

This symposium focuses on how K-12 school leaders can more effectively engage teachers in schools to improve teaching practices and academic discourse for equitable student outcomes. A yearlong microcredential (U.S. Department of Education SEED grant) supports cohorts of educational leaders through summer Learning Exchanges, site-based coaching, a virtual reality experience, and a robust formative evaluation focused on distributed leadership. We utilize a World Café pedagogy to engage participants in this interactive symposium.

Facilitators:
- Fowzigiah Abdolcader, East Carolina University
- Jessica Quindel
- Debra Windley, East Carolina University

Participants:
- Mark Blitz, University of Wisconsin-Madison
- Ken Simon

Digital Discussants:
- Matthew Militello, East Carolina University
- Lynda Tredway, East Carolina University

003. Critical Spirituality and Religion in Educational Leadership

Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)

The papers share a collective theme, examining critical spirituality and religion in educational leadership. To provide context, we focus on the current intensification of global supremacist, nationalist, anti-immigrant, and racist discourses, which raise urgent issues for students from minoritized religious communities globally. As these ideologies are taught and learned, they can also be considered as educational problems that have important implications for minoritized students, teachers, and administrators, across many types of schools. In addition to immediate concerns about people’s safety, educators must consider their ethical responsibility to their students, and arguably society, in regard to the ways in which they teach critical thinking, build media and information literacy skills, and facilitate experiences that foster understanding and compassion rather than hatred and mistrust. One understudied sociopolitical dynamic related to such educational issues is critical spirituality and religion vis-à-vis minoritized religious groups of students and the role of educational leaders. The papers include conceptual and empirical research, and they share lessons about educational leadership from an array of theoretical and methodological perspectives. The papers speak to critical spirituality and religion in educational leadership as a concept bound by transnational supremacist ideologies. The papers include (a) critical spirituality to advance the inclusion of immigrant students and families in Catholic schools; (b) a timely and critical, interfaith, multinational perspective on forgiveness given current political polarization; (c) Islamic school leaders educating students for social justice; (d) school leadership, Catholicism, and Islam in the Southern Philippines; and (e) spirituality, authenticity, and leadership in
the academy. These are timely topics—often overlooked in the field of educational leadership—but central to the work of school leaders.

Participants:
Judy Alston, Ashland University
Jeffrey S. Brooks, RMIT University
Melanie Carol Brooks, Monash University
Miriam D. Ezzani, Texas Christian University
Tyson E. J. Marsh, University of Washington
Joanne M. Marshall, Iowa State University
Martin Scanlan, Boston College
Nicola Sum, Monash University

Digital Discussants:
Melanie Carol Brooks, Monash University
Miriam D. Ezzani, Texas Christian University

004. A Comparison of International Educational Policies on Effective School Leadership
Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)
This paper presents research findings from widely different countries (geographically, demographically, politically and economically) about their educational leadership policies. It presents an analysis of the influence of internal (educational, social, organizational and political) and external (international governmental and professional groups) forces. This roundtable is an outgrowth of a 20+ country educational leadership policy study that is comparing policies and their use and surfacing influential forces on their design, implementation, and intended impact.

Participants:
Izhak Berkovich, Open University of Israel
Ronit Bogler, Open University of Israel
Lawrence George Drysdale, University of Melbourne (Australia)
David Mark Gurr, University of Melbourne (Australia)
Liz Hollingworth, University of Iowa

005. Discipline Disproportionality: Active Voices Seeking Justice in School Discipline
Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)
The goal of this symposium is to highlight research that begins to pivot the discipline disproportionality discourse toward holding adult actors and policies that advance discipline disparity accountable. In addition, we seek to highlight the voices or perspectives of those engaged in advocating for justice with respect to school discipline.

Participants:
Nimo M. Abdi, Ohio State University
Joshua Bornstein, Fairleigh Dickinson University
LaChan V. Hannon, Montclair State University
Hilary Lustick, University of Massachusetts Lowell
Michael Ota, Texas State University
Lauren Shallish, College of New Jersey

Digital Discussant:
Nathern S. A. Okilwa, University of Texas at San Antonio

006. Educational Leadership Resistance to the Neoliberal Turn in Education
Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)
Neoliberal political and economic theory is radically altering public education and intensifying race and class inequities. However, because its proponents intentionally do not advertise their agenda, few understand that the neoliberal agenda encompasses school privatization/choice to the elimination of teacher unions. Accordingly, this session recommends critical race theory, critical policy analyses, race
protectionism, and school leadership reformulations as modes of resistance to race and class inequities.

Participants:
  - Kevin Lawrence Henry, Jr., University of Wisconsin–Madison
  - Jada Phelps-Moultrie, Michigan State University
  - Jacqueline Roebuck Sakho, Lewis & Clark College
  - James Joseph “Jim” Scheurich, Indiana University-Purdue University Indianapolis

Digital Discussant:
  - Amanda U. Potterton, University of Kentucky

07. Exploring an Embedded Dissertation in a Doctoral Program: Expectations and Structures to Support Doctoral Students
Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)
The purpose of the critical conversation session is to share how a dissertation is embedded into our doctoral program and to discuss how a variety of universities approach doctoral retention and dissertation requirements. We will share our 32-month embedded dissertation program, structures in place to support our students, and current dissertation expectations. Then, we will guide the attendees in conversations to allow them to share how their programs are structured and to discuss dissertation expectations.

Digital Discussants:
  - Shawna Richardson, Southern Nazarene University
  - Becky Slothower, Southern Nazarene University

008. Extending the Conversation on Preparing Inclusive Leaders
Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)
The U.S. continues to need substantive reforms in leader preparation. This Critical Conversation Session is an extension from UCEA 2019, examining how leadership preparation programs support the development of inclusive leaders for all students, emphasizing marginalized populations and students who are differently abled, given the new context of schools in the era of COVID-19. Following a facilitated research discussion, participants will provide input into models of learning tasks supporting inclusive leader development.

Participant:
  - Jami Royal Berry, University of Georgia

Digital Discussant:
  - Karen Caldwell Bryant, University of Georgia

Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)
This synchronous session will include rural superintendents and their district learning team. In partnership with university researchers, we developed a 16-district network known as the Student-Centered Accountability Program. We will describe how we changed local practice and state policy, using data and two-way communication with multiple stakeholders, focused on student success. The shift from accountability to responsibility built support for improved, deep learning during this challenging time. We will present and facilitate conversation with participants.

Participants:
  - Julie Oxenford O’Brian, University of Colorado Denver
  - Kent Seidel, University of Colorado Denver

Digital Discussant:
  - Kristina Astrid Hesbol, University of Denver
010. Improving the Preparation of Educational Leaders: Bridging Institutional Divides for Continuous Improvement

Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)

This symposium explores the challenges and affordances of university–district partnerships designed to prepare leaders capable of leading continuous improvement approaches to redress longstanding educational inequities. Examining the Improvement Leadership Education and Development (iLEAD) network, we explore two questions: What types of infrastructures, roles, routines, and processes are critical in ensuring productive and sustainable partnerships? Does the presence of a guiding Developmental Progressions framework assist partnerships in their efforts?

Participants:
- Erin Anderson, University of Denver
- Manuelito Biag, Carnegie Foundation for the Advancement of Teaching
- David Imig, University of Maryland, College Park/Carnegie Foundation for the Advancement of Teaching
- Susan Korach, University of Denver
- Margaret Terry Orr, Fordham University
- Sandy Lochhead Price, Denver Public Schools
- Meisha Ross-Porter, Bronx Public Schools

Digital Discussants:
- Louis Gomez, University of California, Los Angeles/Carnegie Foundation for the Advancement of Teaching


Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)

We seek to harness the power of our individual stories by deconstructing, coconstructing, and reconstructing our complicated relationships to schooling and education. Drawing from numerous methodological and epistemological perspectives, five female presenters analyze their educational autobiographies alongside their current professional work noting how the critique of our educational experiences shapes our research and teaching. We also examine how we work to change unwelcoming academic spaces into academic homes that honor our diverse and complicated stories.

Participants:
- Liliana E. Castrellón, Duquesne University
- Ramona Crawford, Duquesne University
- Amy Olson, Duquesne University
- Carol Schoenecker, Duquesne University

Digital Discussant:
- Gretchen Givens Generett, Duquesne University

012. Inclusive Leadership: A Protocol for Self-Assessment, Reflection, and Growth

Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)

This session will provide insights into the constructs of inclusive leadership and how leaders can assess their proficiencies and areas for growth within this area. Session facilitators will share a protocol that aligns the inclusive leadership constructs to the Professional Standards for Educational Leaders (PSEL 2015) and the companion Indicators for Inclusive Leadership. Participants will be invited to provide feedback on the protocol and receive resources for equipping leadership candidates and practicing leaders.

Participants:
- Karen Caldwell Bryant, University of Georgia
- Georgia G. Evans, University of West Georgia

Digital Discussant:
- Sheryl Cowart Moss, Georgia State University
013. Investigating the Persistence of Racism Within Michigan K12 Public School Funding
Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)
The primary aim of this research is to examine the persistence of racism within public school funding policy, practice, and educational disparities in Michigan. In Michigan, more than 25 years after the adoption of Proposal A, which represents an emphasis on achieving equal revenues across settings and toward identifying some benchmark for minimum educational adequacy, a larger outcome gap has been created across Michigan districts.
Participants:
   Jenne Porter, Eastern Michigan University
   Rajah Smart, Davenport University
Digital Discussant:
   Phillip Caldwell II, Eastern Michigan University

014. Latinas in Higher Education: Full Professors Trailblazing Into Leadership Spaces
Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)
From the perspective of Coloniality, imposition and hegemony of Eurocentrism as it permeates spaces in institutions of higher education, this critical conversation examines counternarratives of Latina full professors in leadership positions, as they confront the dual challenges of gender, ethnicity and culture, as they navigate the hidden agendas in their workplaces that perpetuate institutional practices of devaluing contributions of non-White professors. In this plática three Latina professors will share vignettes and their insights as mentors.
Participants:
   Mariela A. Rodríguez, University of Texas at San Antonio
   Anaída Colon-Muniz, Chapman University
   Nilsa J. Thorsos, National University

015. Promoting Equitable Outcomes for Youth Experiencing Homelessness
Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)
Through each reauthorization of the McKinney Vento Act since its enactment in 1987, homeless youth have gained more and more access to key school personnel and academic supports. The literature comprehensively discusses the role of homeless liaisons, specially-designated people to bridge gaps in K-12 settings, along with administrators and community members who work daily to assist youth who are homeless with issues surrounding barriers to housing, transportation, and public education.
Digital Discussant:
   Desiree Viramontes Le, University of Texas at Austin

016. Reenvisioning Educational Leadership as a Participatory Praxis With and Alongside Marginalized Students and Families
Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)
We center our critical conversation on youth participatory action research (YPAR) and community organizing approaches to invert prevailing policy and research narratives that often position minoritized youth as future leaders and negate the roles of families/communities of Color as legitimate educational leaders. Instead, we seek to reenvision marginalized students and families as present-day leaders and drivers of school, community, and social change.
Participants:
   Melanie Bertrand, Arizona State University
   Ethan Chang, University of California, Santa Barbara
   Jason Cummins, Montana State University
   Christina D. Diaz, University of Texas at San Antonio
   Rhoda Freelon, University of Houston
   Lisa Mendoza Knecht, University of Texas at San Antonio
Katherine Cumings Mansfield, University of North Carolina at Greensboro
Courtney Camille Mauldin, Michigan State University
Katherine Rodela, Washington State University
Anjalé Welton, University of Wisconsin–Madison

Digital Discussant:
Van Lac, University of Texas at San Antonio

017. School Leadership Policies Under Construction: Argentina, Brazil, Chile, & Uruguay
Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)

There is a growing call for more international and comparative perspectives on school-level leadership. This International Community Building Session will present the experiences of four very different countries in South America: Argentina, Brazil, Chile, and Uruguay. In addition to panelists from these four countries, one additional scholar-practitioner from Chile will provide an overview of regional policy trends, and one discussant from Canada will make linkages to the broader literature base.

Presenters:
Javier Lasida, Universidad Católica de Uruguay
Gonzalo Muñoz, Universidad Diego Portales (Chile)
Claudia Romero, Universidad Torcuato Di Tella, Argentina
Lara Simielli, São Paulo School of Business Administration
José Weinstein, Universidad Diego Portales (Chile)

Digital Discussant:
Joseph Flessa, OISE/University of Toronto

018. The ISLDN: Cross-National Studies of Social Justice Leaders and Leaders in High-Need Schools
Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)

This session presents case studies of school leaders in eight countries conducted by members of the International School Leadership Development Network. The studies broaden our understanding of successful social justice leadership practices in high-need underperforming schools in different cultural contexts.

Participants:
Björn Ahlström, Umeå University, Sweden
Betty Jane Alford, California State Polytechnic University, Pomona
Rosario Ambriz, California State Polytechnic University, Pomona
Parker Morse Andreoli, Clemson University
Serafin Antunez, University of Barcelona, Spain
Khalid Arar, Texas State University
Britt-Inger Alice Keisu, Umeå University
Hans Klar, Clemson University
Michael Lopez, California State University, Long Beach
Julia Mahfouz, University of Colorado Denver
Brian Corrales Maytorena, Benemérita Escuela Normal Estatal, Professor Jesús Prado Luna
Claudia Navarro, Technologico de Monterrey, Mexico
Deniz Örücü, Baskent University
Blanca Patricia Silva, University of Lleida, Spain
Charles L. Slater, California State University, Long Beach
Chetanath Gautam, Delaware State University

Digital Discussant:
Bruce Barnett, University of Texas at San Antonio
019. The ISLDN: Project Findings and Implications for Future Studies and Collaborative International Research

Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)

This session examines case studies of school leaders in 12 countries conducted by members of the International School Leadership Development Network. The symposium will focus on understanding successful social justice leadership practices and how school leaders in high-need underperforming schools improve student learning.

Participants:
- Betty Jane Alford, California State Polytechnic University, Pomona
- Pamela A. Angelle, University of Tennessee at Knoxville
- Helene Karin Årlestrig, Umeå University, Sweden
- Mette Lise Baran, Cardinal Stritch University
- Bruce Barnett, University of Texas at San Antonio
- Christopher Branson, Australian Catholic University
- Karen Caldwell Bryant, University of Georgia
- Christine Forde
- Kristine Kiefer Hipp, Cardinal Stritch University
- Stephen Louis Jacobson, University at Buffalo, SUNY
- Fiona King, Dublin City University
- Paul Miller, University of Greenwich
- Michele M. Morrison, University of Waikato
- Nathern S. A. Okilwa, University of Texas at San Antonio
- Ian Potter, BELMAS
- Elson Szeto, The Education University of Hong Kong
- Deirdre Torrance
- Glady Van Harpen, Cardinal Stritch University

Digital Discussant:
- Jami Royal Berry, University of Georgia

020. Principal Supervisors as Drivers of School Improvement: Where Have We Been? What’s Next?

Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)

Districts are transforming how principal supervisors work with their principals to better support their effectiveness. How are districts implementing these shifts and with what results? This symposium presents the latest findings from two research teams that conducted national, multiyear studies, including how districts shift their principal supervisor role to support principals as instructional leaders, how principal supervisors respond and implement their new roles, and what supports principal supervisors in making the shift.

Participants:
- Ellen Goldring, Vanderbilt University
- Meredith I. Honig, University of Washington
- Lydia Rose Rainey, University of Washington
- Laura K. Rogers, University of Utah
- Mollie Rubin, Vanderbilt University

Digital Discussant:
- Alan J. Daly, University of California, San Diego

022. What if Families Are the Educational Leaders We Can’t Re/build Without?

Conversations on Critical Issues: Asynchronous (Prerecorded/On-Demand)

In this Critical Conversation, we combine our knowledge of family engagement, leadership, community organizing, and equity to engage in dialogue about families, schooling, and leadership. Anchored in
the central question, what if families are the educational leaders we can’t re/build without, participants will discuss the negated brilliance of historically minoritized and marginalized families and how we can embrace their experiences and insight to re/build schools.

Participants:
- Rhoda Freelon, University of Houston
- Ann M. Ishimaru, University of Washington
- Rema Reynolds, Eastern Michigan University
- Katherine Rodela, Washington State University

Facilitator:
- Shannon Paige Clark, University of Illinois at Chicago

024. Administrators as Coaches: Developing Instructional Leaders
Asynchronous (Prerecorded) Research/Inquiry Presentation

Participants:
Administrative Leadership for Teacher Leadership: Building and District Level Leadership Practices to Support Teacher Leadership. Hansol Woo, Pennsylvania State University; Tiffany M. Squires, Pennsylvania State University
  - Using distributed leadership as a lens, this study describes administrative perspectives on teacher leadership (TL), in schools. Because research is limited to explain an administrator’s role in establishing and supporting TL, these perspectives are essential in understanding ways that TL develops within a school. Based upon data collected with 45 administrators, our findings describe ways that principals cultivate TL through interactions with teachers. The research informs leadership practices for developing TL in schools.

Coaching for Culturally Responsive School Leadership. Jason Swanson, University of Illinois at Chicago; Lionel Eugene Allen, University of Illinois at Chicago; Cynthia Kay Barron, University of Illinois at Chicago; Beverly D. LaCoste, University of Illinois at Chicago; Joseph Shoffner; Katherine A. Volk, University of Illinois at Chicago
  - The purpose of this paper is to explore the question, “What does coaching for culturally responsive school leadership look like”? We will describe the granular ways in which five leadership coaches are developing their coachees to become more reflective of their leadership behaviors; develop more culturally responsive teachers; promote culturally responsive/inclusive school environments; and engage students, parents, and indigenous contexts.

How Do Supervisors Deliver Evaluation Feedback? The Affective Tone of Principals’ Written Evaluation Feedback. Karin Gegenheimer, Vanderbilt University; Ellen Goldring, Vanderbilt University
  - This study examines the affective tone of principals’ performance feedback in a statewide principal evaluation system. We define affective tone as the relative positive or negative sentiment in the language used to provide feedback. We find that principals’ refinement feedback (constructive criticism) and reinforcement feedback (positive feedback) both take a moderately positive tone, and there is little distinction in the lexicon of refinement and reinforcement feedback. Implications for policy and practice are discussed.

Re/Building Home: Role Identity of Instructional Leaders. Haim Shaked, Hemdat Hadarom College of Education
  - This study explored the role identity of instructional leaders, looking for the four components of role identity: ontological and epistemological beliefs, purpose and goals, self-perceptions and self-definitions, and perceived action possibilities. Qualitative data were collected through semistructured interviews with 37 Israeli principals. Findings indicated that the role identity of instructional leaders consists of two main elements— attribution of importance and sense of competence—related to two areas—instruction and instructional leadership.

Digital Discussant:
- Megan Tschannen-Moran, College of William and Mary
025. Assessment and Quality Leadership Metrics
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:

Leading and Supporting School Counselors Through Evaluation Systems: A National Study. Marilyn Quick, Ball State University; Rachel Louise Geesa, Ball State University; Nick Elam, Ball State University; Kaylee Marie McDonald, Ball State University; Jungnam Kim; Alan McPherson, Ball State University

This study identifies how state-level departments of education school counselor evaluation systems ensure school counselors are able to perform responsibilities adherent to the American School Counselor Association (ASCA) model, and to help counselors grow professionally. School counselor evaluation tools should be different. Findings from this study include alignments of school counselor evaluation rubrics and models with evaluation frameworks from ASCA School Counselor Professional Standards & Competencies, Personnel Evaluation Standards, and Framework for School Specialists.

Performance-Based Compensation Systems and Principal Retention. Hajime Mitani, Rowan University

This study investigates the association between performance-based compensation systems (PBCS) and principal retention using longitudinal administrative data between 2007 and 2018 from Tennessee and unique data on design characteristics of PBCS. The preliminary analysis finds no evidence that PBCS is associated with principal retention but shows evidence that it attracted principals with more years of principal experience.

Predictive Validity of the Performance Assessment of Leaders (PAL) and its Labor Market Impact (2015–2019). Margaret Terry Orr, Fordham University; Liz Hollingworth, University of Iowa

Massachusetts adopted the Performance Assessment for Leaders (PAL) in 2014 to evaluate candidate readiness for initial school leader licensure. From 2015–2019, over 1,000 candidates completed all four tasks as required for licensure. This paper presents labor market findings based on analyses of their assessment scores and employment data from 2015–2019, including job changes, and uses educator evaluation scores to assess the predictive validity of the instrument. The findings, while modest, show positive labor market effects.

School Leadership/Development in Context: Understanding Conditions and Prerequisites for Quality Development in Schools in Challenging Circumstances. Stephan Gerhard Huber, University of Teacher Education Zug; Christoph Helm; Julia Alexandra Schneider; Marius Schwander; Jane Pruitt

This longitudinal mixed-method study analyzing qualitative and quantitative data shows the contribution of different interventions on school leadership and school development, the role of school leadership for school development, and how school leadership and school development impacts the quality of the school. It explores school leadership and school development in schools in challenging circumstances. Practices, processes, conditions, prerequisites, output and outcomes are investigated in 150 schools (in Germany) over 3 years.

026. Building Home: Promoting Leaders’ Sense of Belonging and Well-Being
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:

Building Home for Leaders of Color: Uplifting Minoritized Perspectives. Rebecca Cheung, University of California, Berkeley

This Asynchronous Research/Inquiry session is focused on understanding the working conditions of administrators of Color as well as the strategies that support the retention of leaders of Color. Testimonials and artifacts will be used to give evidence to emerging themes from this Leaders of Color network project and also to surface strategies for how school districts and university-based principal preparation programs can work collectively to understand, amplify, empower, and uplift administrators of Color.

Change Makers: Cultivating Critical Resilience and Leader Sustainability Through Networks of Support. Soraya Sablo-Sutton, University of California, Berkeley

The Change Maker project, a 3-year leader professional development network, explores how
leaders working in collaboration with peer colleagues combat professional fatigue by cultivating critical resilience (Campa, 2010). Initial findings reveal a new model of leader resilience including physical, cognitive, and social dimensions. Through an analysis of participant observation, surveys, and individual interviews, we report on leaders engaging in networks of support to maintain their resilience while also building the resilience of leader colleagues.

**Promoting Administrators’ Sense of Belonging and Desire to Stay on the Job.** Janet Hanson, Azusa Pacific University

School administrators face a multitude of challenges in their role that may result in increased job-related stress and negatively influence their desire to stay on the job. Findings from this qualitative study with 14 school administrators yielded new information on ways school boards, districts, community members, and faculty can support leaders in their roles leading to increased administrators’ sense of belonging, longevity, and ultimately their sense of efficacy to successfully perform the tasks.

**THRIVE: A Guiding Model for Facilitating School Leader Well-Being.** Lisa A. W. Kensler, Auburn University; Kimberly Joy Miller, Auburn University

Those who invest in educational leadership through research, practice, or policy understand that schools need to be places where students not only learn, but also flourish and thrive. As leaders work to ensure that the needs of others are met, they must also attend to their own well-being. Here, we introduce the THRIVE model as a tool for guiding and facilitating leader well-being and will propose future research in this area.

**Digital Discussant:** Arnold Danzig, San José State University/Arizona State University

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027. Centering Identity and Evidence: Pathways for Diversified Leadership

*Asynchronous (Prerecorded) Research/Inquiry Presentation*

**Participants:**

**Decolonizing Pedagogical and Leadership Practices in Higher Education Through Critical Trauma Theory.** Anna N. Nelson, New Mexico State University; Kristin Kew, New Mexico State University; Edgardo Barrientos Castro, New Mexico State University

Situated in the U.S. Southwest borderlands, this Photovoice applies Yosso’s (2005) cultural capital framework and Nelson’s (2019) emerging critical trauma theory to interrogate pedagogical and leadership practices in one Hispanic-serving institution. This study seeks to discover what culturally sustaining approaches will honor students of Color and other decentered identities as existing sources of resilience while eliminating racism and other oppression in educational contexts. Differences between and strategies for decolonization, antiracism, and antioppression in higher education are explored.

**How the Education Doctorate Teaches Leaders to Use Research Evidence.** William A. Firestone, Rutgers University; Karen R. Seashore, University of Minnesota; Andrew Leland, Rutgers University; Jill Alexa Perry, University of Pittsburgh

Education leaders control the flow of research evidence in schools, and EdD programs prepare leaders to use evidence. This early effort to explore how EdD programs promote evidence use employed mixed methods featuring case studies of four programs and surveys and interviews with alumni. The factors that promoted evidence use included experiential instruction where students collected and analyzed data to solve real-world problems plus extensive social interaction among students and with faculty.

**Improving the Diversity Pipeline in Educational Leadership.** Kyo Yamashiro, Loyola Marymount University; Manuel Ponce, Loyola Marymount University; Dana C. Coleman, Loyola Marymount University; Karen Huchting, Loyola Marymount University

The purpose of this paper is to conceptualize a program design of educational leadership preparation with the express aim of increasing diversity along the leadership pipeline. We approach this conceptualization by analyzing the existing structural framework for credentialing the next generation of school leaders. Our discussion is set against the backdrop of California’s principal licensure
context, including a recent shift to include a performance-based assessment requirement for the administrative credential.

In Pursuit of Diversified Leadership: A University–District Partnership Case Study. Maysaa Barakat, Florida Atlantic University; Daniel Reyes-Guerra, Florida Atlantic University; Pat Maslin-Ostrowski, Florida Atlantic University

This case study examines the ways in which a university and large urban district partnership initiated and pursued recruitment, selection, admission, and retention processes for a more diverse leadership pool. Using a mixed-method, embedded case study bounded by one university–district partnership, spanning 2010–2020, we drew from longitudinal, archival data, descriptive statistics, interviews and focus groups (N = 75) to identify trends. Programmatic features resulted in an increase in gender, race, and ethnic diversity in the leadership pipeline.

Digital Discussant
Nakia M. Gray-Nicolas, Queens College, CUNY

028. COVID-19: Rethinking Educational Leadership and Decision-Making in a Pandemic
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:
A Pandemic of Digital Coloniality in the Borderlands. Cynthia Rae Wise, New Mexico State University; Brenda Rubio, New Mexico State University; Ben Serrano, New Mexico State University

A technological crisis looms in the U.S. education system. COVID-19 is shining a spotlight at the digital inequities plaguing education. School districts around the globe have been ordered closed, with many turning to online/remote learning programs to continue educating their students. This has left school districts scrambling for answers in how to bridge the digital divide among K-20+ students, which will further marginalize already minoritized populations.


The convention theme, Re/Building Home: Coloniality, Belonging, and Educational Leadership, is more relevant than UCEA’s conference organizers planned. As COVID-19 has laid every inequity and disparity bare (Catolico, 2020), this year’s theme allows us to question concepts of belonging and safety. Indeed, our institutions, disciplines, our very communities and homes, nations, ethnicities, and identities have all been brought to question as Detroit has suffered more than most cities in the U.S.

Re/Thinking-Re/Building Educational Leadership in Pandemic Environments: An Investigation of Principals’/Assistant Principals’ Concerns; Use of Time. Margaret-Mary Sulentic Dowell, Louisiana State University; Langley McClay, Louisiana State University; Angela Bradley, Louisiana State University; Claudette Jackson Perkins

Shifting social needs caused by pandemic closures quickly expanded roles and responsibilities of school leaders and greatly exacerbated the demands of instructional leadership by principals and assistant principals in both traditional public and parochial school settings in South Louisiana. This embedded case design within a multiple case study of three elementary school leaders investigated concerns and use of time for 12 weeks in 2020 revealing what issues monopolized educational leaders’ thoughts and actions.

Supporting Rational Decision-Making During a Pandemic: Principals’ Plans to Support Teachers’ Data Use. Kimberly Evert, Middle Tennessee State University; Angela Hooser, Middle Tennessee State University; Kevin Scott Krahenbuhl, Middle Tennessee State University

This case study research examines how school leaders make decisions about teaching and learning and how they guide their teachers in making decisions entering the Fall 2020 school year given the absence of spring benchmark and achievement data due to the COVID-19 pandemic. The ways leaders approach their work with teachers in the absence of this data has the potential for decolonizing and rebuilding systems to support teachers in meeting the needs of all students.

Digital Discussant:
Yanira Oliveras-Ortiz, University of Texas at Tyler
029. COVID-19: Understanding Inequity and Reimagining Accommodation
Asynchronous (Prerecorded) Research/Inquiry Presentation

Participants:
A Study of the Effectiveness of Distance Learning During COVID-19 for Students Experiencing Homelessness. Mark Pierce, Southern Methodist University; Celestina Rogers

March 2020, the world went into quarantine. Distance learning was implemented by districts. Research on homeless students suggests they are at risk to score below average on tests, receive low grades in academic classes, and are at higher risk of dropping out. The purpose of this study is to ascertain whether distance learning can help maintain social capital for students who are homeless by allowing them to remain in their schools and participate in classes.

COVID-19 and Emergent Bilingual Students: A Window to Transform Instructional Practices. Jessica G. Rigby, University of Washington; Stephanie Forman, University of Washington

COVID-19 has amplified educational inequities for many historically marginalized communities. District leaders are especially worried that emergent bilingual students do not have access to high-quality learning opportunities. Scholars, practitioners, and families are calling for a disruption to a system that has long perpetuated White supremacy and enacted harm on communities of Color. We ask, how can school districts, in collaboration with families, reimagine instructional policies that lead to high-quality learning opportunities for emergent bilingual students?

Reimagining Education: A Framework for Equitable Blended Learning. Anika Ball Anthony, Ohio State University; Dustin Wade Miller, Ohio State University; Karen Stansberry Beard, Ohio State University

COVID-19 shed light on continued disparities among P-12 school districts, particularly regarding technology access and use. Although existing frameworks can inform the design and delivery of blended learning at the course level, there is a lack of frameworks to inform administrative decisions about equitable blended learning at the program level. Such decisions impact students’ equitable access and experiences within blended learning environments, which in turn influences students’ academic and nonacademic outcomes. This presentation reports our work in progress for iterative and collaborative development of a framework for equitable blended learning. It seeks scholarly dialogue on initial development of the framework and outlines plans for research with P-12 administrators to examine what aspects of educational equity, if any, informed their decision-making about online and blended learning in the context of 2020-21 school reopening plans.

Special Education and Accommodations in the Time of COVID-19: A National Survey. Raquel Muñiz, Boston College; Natalie A. Borg, Boston College

COVID-19 has transformed the ways in which education is delivered in the U.S., and students with disabilities are particularly vulnerable amidst this sudden tumult. We survey public school K-16 educational leaders and educators across the U.S. to identify the challenges and successes in providing special education and accommodations during COVID-19. We examine the data through a sociolegal lens, drawing on the concept of translation in the law and critical disability theory.

Digital Discussant:
Miriam D. Ezzani, Texas Christian University

030. Creative Leadership in Context: Leading Through Complexity
Asynchronous (Prerecorded) Research/Inquiry Presentation

Participants:
Leading in Challenging Times: The Kids Are Watching. Pat Maslin-Ostrowski, Florida Atlantic University; Ellie E. Drago-Severson, Teachers College, Columbia University; Jessica Blum-DeStefano, Bank Street College

This paper stems from our mixed-methods, longitudinal research with 141 school/district leaders (2008–present) about their pressing leadership challenges. We present in-depth qualitative cases of principals’ internal experience of how they made sense of challenges and how they helped others manage complexity. We highlight social-emotional and developmental capacities needed to manage challenges and how these are reflected in how the leaders managed complexity and ambiguity. We discuss implications for leadership learning/preparation in our COVID19 world.
Principals’ Ambidexterity and Creativity-Fostering Teacher Behavior. Rima’a Da’as, Hebrew University of Jerusalem

I examined a model of principals’ ambidexterity as a predictor of school ambidexterity (the school’s ability to simultaneously explore and exploit new ideas) and organizational support of creativity, which in turn will predict creativity-fostering teacher behavior (CFTB); 798 teachers from 71 Arab elementary schools in Israel participated in this study. The analysis confirmed that only organizational support of creativity emerges as a prominent mediator between principals’ and schools’ ambidexterity and between principals’ ambidexterity and CFTB.

Using Improvement Science to Increase a High-Needs School Leader’s Contextual Literacy. Hans Klar, Clemson University; Parker Morse Andreoli, Clemson University; Noelle A. Paufler, Clemson University; Cindy Roper, Clemson University

The purpose of this case study is to illustrate how a principal in a rural, high-needs elementary school increased her awareness of key aspects of her school context by engaging in an improvement science initiative with the school’s leadership team. In particular, we illustrate how using a Plan-Do-Study-Act (PDSA) cycle, led to her adoption of an inquiry-driven improvement process, collaboration with other team leaders, and increased engagement with teaching and learning activities throughout the school.

Digital Discussant:
John Beuhring Nash, University of Kentucky

031. Disrupting Inequity Through System-Level Reform
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:
Cultivating an Abolitionist Leadership Perspective: Education Leadership and the School to Prison Nexus. Rachel McMillian, Miami University; Michael Evans, Miami University

Education contributes to racial injustice with curricula, policies, and pedagogies that marginalize students of Color. Education leaders must actively seek to disrupt racist practices. Using an abolitionist leadership perspective is one way to support the dismantling of systemic racism in our schools. We use literature on the school/prison nexus to illustrate the complexities in addressing social policies and to demonstrate how abolitionist perspectives help education leaders enact practices that better serve students of Color.

District-Level Administrators’ Equity-Oriented Leadership of Inclusion. Chelsea P. Tracy-Bronson, Stockton University

This research documents the ways participants intentionally used advocacy tactics in their leadership so students with complex support needs were included within the general education environment. Participants enact social justice leadership through positioning differences, diversity, and disability at the center of practice, creating educational spaces that purposefully include a range of learners, and focusing on eliminating marginalizing practices. Participants advocated with a critical reflective practice and this led with an equity conscious leadership stance.

Racial Disparities out of Leadership Discretion: Student Disciplinary Outcomes and Implications for School Leaders in Texas. Wesley L. Edwards, University of North Texas; Rachel Whitney Boggs, University of Texas at Austin; Pedro Reyes, University of Texas at Austin

Research suggests disparities in disciplinary outcomes across student racial groups. We explore such disparities using administrative data on public schools in Texas. We find disparities in discipline rates are more likely to occur at schools serving Black and Latinx students with less experienced teachers. Our results suggest the need for more leadership driven supports for teachers at schools serving predominantly Black and Latinx students. Implications for research, policy, and practice are discussed.

School District Leadership: High-Performing Title I Schools & Marginalized Students. George Padilla, University of Texas Rio Grande Valley; Roberto Zamora, University of Texas Rio Grande Valley

A research study was conducted in four high-performing Title I schools in South Texas with high percentages of marginalized students to identify effective school characteristics of high-performing, high-poverty schools. The results yielded valuable, supportive school district strategies: active specialized support, district curriculum, instructional resources, flexibility, professional development,
student assessments, a competitive school environment focused on student achievement, and parent initiatives aligned to local needs. Defined autonomy established the working structure to implement these strategies.

Digital Discussant:
Rosa Rivera-McCutchen, Lehman College, CUNY

032. Diverse Perspectives on Teacher Experience
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:
Continuing the Legacy: A Narrative Inquiry Study of the Lives of Black Women Teachers. Roberta Ballard, University of Northern Colorado

Despite the repeated cries for teacher diversity, few studies have specifically focused on understanding the lived experiences of Black women teachers. Missing this perspective is a cause for concern, given the continued exodus of Black women from the teacher workforce every year. This study draws from and contributes to Black feminist theory by centering the stories of three Black women teachers and their experience navigating and persisting as teachers in our public school system.

Principal–Teacher Race Congruence and Career Trajectories for Teachers of Color. Wesley L. Edwards, University of North Texas

Increasing teacher diversity is important for student outcomes. Few studies investigate the role principals of Color play towards supporting and retaining teachers of Color. Drawing on longitudinal administrative data, I estimate the association between principal–teacher race congruence and teacher retention as well as promotion to a principal track position. My results indicate a positive relationship between race congruence and retention and promotion for Black and Latinx teachers. Implications for theory, policy, and practice are discussed.

Decoloniality as Epistemic Reconstitution—The Role of African American Women Scholars. Patricia Linn Williams, Loyola Marymount University

The disciplinary home of educational leadership displays coloniality in practice, relative to privileged methodologies and epistemologies that govern the field. Decoloniality is critical to reinstituting the epistemologies, knowledge systems, and traditions of non-Western cultures and knowledge concepts. As the re/building of home is considered, we explore the role of the woman scholar of African descent in non-Western knowledge production and whether home, for women of African descent, can be realized in educational leadership.

Digital Discussant:
DeMarcus A. Jenkins, University of Arizona

Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:
A Case Study of a School District Cultivating Equitable Relations With Latinx (Im)migrant Farmworker Families. Henedina Tavares, University of Washington

This study examines the equitable collaboration a rural school district forged with Latinx (im)migrant farmworker families and community partners to shift power dynamics instantiated in engagement and leadership processes. Using a qualitative case study design, the emergent themes include (a) Latinx migrant families as decision-makers, (b) cross-sector goals and responsibility for transforming unilateral relations, (c) systemic strategies for leveraging experiential knowledge, and (d) collaboration with families as a political process.

Aligning District Practices and Procedures for Inclusive Education. Chelsea P. Tracy-Bronson, Stockton University

This qualitative research reveals actions and decisions that seven district-level special education administrators share about enactment of inclusive educational practices. Data demonstrate these leaders revise critical district policies and procedures as a means of enacting resistive tactics. This research demonstrates educational leaders “doing” social justice leadership.
Navigating Difficult Terrain: Antiracist Leadership Among Midlevel District Leaders. Vidya Shah, York University; Joseph Flessa, OISE/University of Toronto; Gisele Cuglievan; Nada Aoudeh
This study explores conceptions and enactments of antiracist leadership among midlevel school district leaders in Ontario, Canada. Drawing on critical race theory and critical Whiteness studies, semistructured interviews were conducted with 12 midlevel leaders from five school districts, who enact leadership that intentionally names and disrupts racism. Findings explore four approaches to antiracist leadership, the contexts in which approaches are made possible, tools and strategies enacted employed, and the ways in which Whiteness is upheld/disrupted.

Leveling Up Across the System: Multiple Interpretations of Equity-Focused District Initiatives. Rachel Roegman, University of Illinois at Urbana-Champaign; Dante Studamire; M. Nathan Tanner, University of Illinois at Urbana-Champaign; Faith Thompson; Rebecca Hinze-Pifer
In this study, we examine a series of equity-focused policies aimed at increasing students’ participation in advanced coursework. Part of a larger study, this analysis focuses on principals and guidance counselors at the district’s six high schools and how they interpret district messages. Findings show coherence around the district message, alongside variation in implementation. Implications suggest the need for multiple, overlapping policy changes to address the complex inequities that underlie underserved students’ educational experiences.

034. Leaders Building Bridges and Belonging
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:
Creating a Sense of Belonging in High-Poverty Schools: The Critical Role of Noncertified Staff. Judy Jackson May, Bowling Green State University
Schoolwide transformation efforts generally focus on certified instructional personnel. Overlooked in many school improvement initiatives is the pivotal and influential role of noncertified or classified staff. Individuals in noncertified positions often develop significant and influential relationships with students, working in a multitude of settings, in and out of the classroom. This mixed-methods investigation studied how a school community integrated and perceived the role of classified staff in academic improvement and realized significant academic and behavioral gains.

This session explores my research about hip-hop educational leaders who are spoken word artists, poets, rappers, and emcees, who serve either as school community partners in American public high schools, or as faculty, staff, and administrators in higher education. Qualitative data findings from my Hip-Hopography suggest “Educational Emcees” can be used to describe educational leaders who use rhythmic spoken words and hip-hop pedagogy to inspire love as an antiracist condition for student learning and engagement.

Gender-Inclusive Policies Through Administrative Guidance for Transgender Students. Mollie McQuillan, University of Wisconsin–Madison
Educational leaders are increasingly asked to implement policies concerning transgender students; but researchers have documented a lack of training around gender diversity in schools. Using a representative sample (N = 112), this study examines if and how districts implement gender-inclusive discrimination policies using administrative guidance in Illinois. Our results suggest administrative guidance imposes constraints on administrators’ behavior in some districts, while enabling administrators in other districts to offer a wider range of accommodations to more students.

Increasing College and Career Readiness for Disadvantaged Students Using Conley’s Four Keys Model. Pamela Marie Donnelly, Pepperdine University
The postpandemic age has underscored U.S. educational inequities at an alarming level. Finding ways to effectively support underserved populations has never been more critical than as a result of COVID-19. The dearth of access to adequately structured online content to motivate, inform,
inspire, and prepare students contributes to America’s unlevel playing field. A research-based intervention leveraging Conley’s four keys model is proposed for U.S. public high schools to offset exacerbating existing inequities. Public school students face an information gap, which construes an unfair opportunity gap; this is particularly experienced by non-White groups across the U.S. public education system. To help minimize unfair outcomes, this analysis will explore both causes and effects and end by proposing a way of bridging those gaps using an online blended learning method designed to champion all students regardless of race/ethnicity or socioeconomic status.

Digital Discussant:
Anjalé Welton, University of Wisconsin–Madison

035. Leadership and Race: Colorblindness, Choice, and Cultural Responsiveness
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:
A Case of Culturally Responsive School Leadership in the Suburbs. James Lamar Foster, University of Washington; Osly J. Flores, University of Illinois at Urbana-Champaign
The purpose of this study is to examine and analyze how one principal in a suburban school with a racially diverse student body promoted culturally responsive practices in a school that has a predominantly White teaching and administrative workforce. This study contributes to the field of school leadership by providing empirical research on equity through the lived experiences and practices of a White school leader committed to equity and social justice.

Are Charter Schools the Educational Promised Land for Black Leaders? Examining RCT in a Racialized Context. April L. Peters-Hawkins, University of Houston; Ain Grooms, University of Iowa
Prior to Brown, segregated schools were the center of the Black community. Subsequently, urban school systems became sites for school reform. Charter schools are among these educational innovations, and remain contentious. CRT informs that without an emphasis on race, the needs of SOC are not likely served. We apply a critical lens to rational choice theory to understand how Black charter leaders use choice to combat racial oppression and return to a pre-Brown educational environment?

Black Principals’ Racialized Leadership. Natalie Denise Lewis, University of Denver
The educational landscape of the 21st century currently faces several significant challenges. These suggest that there is need to examine the perspectives of leaders more deeply. There has been limited research conducted on the impact of principals’ racialized experiences and their approach to leadership. The purpose of this phenomenological study was to center race by exploring the essence of Black principals’ understanding of their racialized experiences and its meaning to their leadership and school communities.

Distributed Leadership for Racial Equity: How Challenging Colorblindness Matters for Leadership Practice. Taylor Nicole Allbright, California State Polytechnic University, Pomona
Given the dominance of colorblind discourse, antiracist leadership efforts are likely to encounter notable challenges. This qualitative multiple case study examined leadership in eight equity-oriented district-level programs, which varied in the extent to which racial justice goals were made explicit. Data revealed three patterns: colorblind initiatives were characterized by infusive or diffusive leadership, while efforts that acknowledged racism exhibited adversarial leadership structures. This study illustrates how challenging colorblind racism matters for leadership practice.

Digital Discussant:
Sheneka Williams, Michigan State University

036. Leadership and School Culture: Enhancing Teacher Retention and School Outcomes
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:
Within this multiple case study we investigate how social justice leaders leverage relationships for their social justice work, with particular attention to the skills social justice leaders use to form, maintain, and manage these relationships. We discuss social justice leaders’ partners, how relationships impacted their work (both as barriers and assets), and the strategies leaders used to form and manage these relationships.

The Importance of School Climate for Effective School Leadership: Examination of Statewide Data From Florida. Seijoon Park, University of Missouri; Madeline Good, University of Missouri; James Sebastian, University of Missouri

This study aimed to analyze the relationship between school leadership and student achievement through the mediating process of school climate as defined by school safety and order using statewide achievement and administrative data from Florida. Our results showed that school climate mediates the relationship between school leadership and student achievement.


Research shows the influence of school leadership on teacher retention, but we know less about how school leaders make sense of this aspect of their work. Drawing on interviews with school leaders from different types of U.S. school systems (rural, urban, suburban, Catholic, charter), we explore how school leaders frame and approach teacher retention. We show how school leaders interpret multiple priorities and requirements when responding staffing challenges while balancing instructional quality with teacher satisfaction.

Digital Discussant:
Carol A. Mullen, Virginia Tech

037. Leading With/In Communities
Asynchronous (Prerecorded) Research/Inquiry Presentation

Participants:
Bridging and Expanding Boundaries Within a Rural Multidistrict Superintendency. Rachel Chamberlain, University of Minnesota

Rural superintendents who oversee multiple school districts have the challenge of leading diverse communities towards a more centralized vision, while also remaining contextually responsive to the unique needs of each community. A multiple sequential case study of multidistrict superintendency in rural Minnesota points to the role of a superintendent in facilitating collaboration across geographical boundaries in order to expand districts’ viewpoints on who is a part of their shared community.

“Cheerleaders” and “Partners in Crime”: Power and Adult Support in Student Voice Efforts for Policy Change. Samantha E. Holquist, University of Minnesota; Jeff Walls, Washington State University

Student voice is recognized as an important component of educational improvement efforts. Increasingly, students are electing to enter the policy arena, but relatively less is known about policy-oriented student voice initiatives than school or community-based efforts. This study examines the important role of adult/student power dynamics in student voice initiatives aimed at educational policy change.

Leveraging Community Partnerships: How K-12 School Principals Partner With Local Communities and Stakeholders. David B. Reid, Seton Hall University

In this study I asked (a) in what way(s) were principals trained/prepared to engage with community stakeholders, and (b) in what way(s) do principals cultivate partnerships within the community in which they work? The findings of this work indicate principals received theory and advice about how to engage with community stakeholders during their leadership preparation/training, but received little practical experience with this skill. Implications for policy, practice, and preparation are discussed.

Principals’ Responsibility for Helping Impoverished Students Succeed Within Rural Appalachia. Emily Boyles, Virginia Tech; Carol A. Mullen, Virginia Tech

The presentation for this Ignite session is guided by the research question, what family engagement practices do education leaders use, and how, to facilitate student learning in high-poverty, successful elementary schools in rural communities? This presentation focuses on what principals do to form
strong school–family relationships that potentially improve the overall success of students living in impoverished rural communities.

Digital Discussant:
Janie Clark Lindle, Clemson University

038. Making Districts Home: Leaders Engaging Families and Communities
Asynchronous (Prerecorded) Research/Inquiry Presentation

Participants:
A Superintendent’s Support of the Gender Transition of a Veteran High School Teacher. Tiffany Wright, Millersville University
This qualitative case study examined the efforts of district and school level leaders to facilitate the gender transition of one high school teacher over 2 years. This project draws on in-depth interviews and document collection to examine the specific actions and approaches school leaders took to discourage marginalization and support the inclusion of a transgender teacher in their school community.

For and With the Community: A Historical Case Study of Culturally Sustaining Leadership Practice. Ishmael Miller, University of Washington
This historical case study explores the 1972 founding of El Centro de la Raza, a community-based expanded learning opportunity through the lens of culturally sustaining leadership. Data collected includes six oral history interviews, 47 newspaper articles, and key documents. The data are analyzed using decolonizing methodologies. These findings demonstrate how leadership in close connection with community can shift meanings of places shaped by anti-Blackness through sharing of ideas and collective action.

Te Acompaño: Identity and Family Engagement in a Fragmented Community. Ana Contreras, University of Colorado Boulder
This ethnographic study explores the family engagement practices of a Latinx and African American school. In a fragmented community, I argue that through engagement, parents form a sense of belonging in the school and neighborhood. Drawing from acompañamiento, I describe the influence of the principal’s identity, a Latino immigrant, on creating successful engagement practices. I discuss whether these practices of belonging can be institutionalized and recommend practices for administrators in designing engagement strategies.

Digital Discussant:
Frank Hernandez, Texas Christian University

039. Minding the Unseen: Leadership Responses to Opportunity Gaps
Asynchronous (Prerecorded) Research/Inquiry Presentation

Participants:
Institutional Contextualization of Class Based Inequities: A Poverty Responsive School Leadership Framework. Tracy Reimer, Bethel University
This presentation will highlight qualitative research exploring how principals successfully identify class-based inequities and address the opportunity gap in their schools. Structural ideology and culturally responsive school leadership were synthesized and reimagined to construct a Poverty Responsive School Leadership Framework that recognizes and combats the inequities that undermine educational engagement for our most marginalized students. To guide principals in effectively serving students and families experiencing poverty, specific leadership actions and strategies are identified.

School Principals and Mindfulness in Formal Educational Reform. Aine Garcia-Post, New Mexico State University; Kristin Kew, New Mexico State University; Anna N Nelson, New Mexico State University
This paper describes mixed-methods research on the role and engagement of mindfulness in principals charged with the task of formal reform efforts to successfully and sustainably turn around 10 schools in a single school district in the southwest borderland region of the United States. The implications for turnaround school reform in this culturally diverse setting were explored along with a practical emphasis on mindfulness as a potential avenue for ensuring socially just leadership.
practices.

Suburban Poverty: Seeing the Unseen. Jodi Vallaster, George Washington University
The National Center for Education Statistics (2014) reported that suburban districts contain half of all economically disadvantaged students enrolled in public schools. The lack of discussion on poverty in suburban community excludes the needs of the millions of students who live in communities. The explicit goal of the study was to examine how a suburban school defines and recognizes poverty and how that information guides instructional practices and programs.

Using Data to Inform School-Based Practices, Policies, and Advocacy Efforts related to Substance Addictions. Kara Lasater, University of Arkansas; Kristina N. LaVenia, Bowling Green State University
National data consistently demonstrate the problematic nature of drug and alcohol use among Americans; yet, the extent to which data are used to inform school prevention and intervention efforts is unclear. The purpose of this investigation is to better understand what data related to substance abuse and addiction are currently available to schools and to consider how these data could be used to inform school-based practices, policies, and advocacy efforts.

Digital Discussant:
Jeanne Powers, Arizona State University

040. Pedagogies and People: New Challenges in Principal Preparation
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:
Justice, Equity, Diversity, and Inclusion in Leadership Preparation Programs: Relative Emphasis, Pedagogies, and Needs. Daniel Moraguez, University of Virginia
Educational leaders are challenged with the task of providing equitable and socially just leadership for diverse schools and students. This study is a needs assessment of educational leadership preparation programs, focusing on the preparation aspect of a leader’s capacity to lead 21st century schools. The study surveyed ELPPs’ relative emphases on evidence-based competencies and related pedagogical approaches towards justice, equity, diversity, and inclusion to identify the gap between standards-based preparation expectations and actual practice in ELPPs.

Leading Ladies: Diversifying the Principal Pool Through Purposeful Preservice Preparation. Jacob D. Skousen, University of Nevada, Las Vegas
Women, especially women of Color, in positions of leadership are underrepresented in many professions, including educational leadership. Using data from one large urban university, two research questions were posed to realize the purposes of this study: (a) examine the strategies to recruit and retain diverse candidates and (b) examine the ways in which the curriculum and pedagogy influenced preservice leaders, analyzing the ways the curriculum influenced thinking about diversity, social justice, and school leadership.

Redefining the Mentorship Relationship in an Era of Crisis. Kara Lasater, University of Arkansas; Kevin Brady, University of Arkansas; John Pijanowski, University of Arkansas; Christy Smith, University of Arkansas
COVID-19 abruptly and dramatically changed many aspects of mentorship. However, the current literature on mentorship does not explicitly discuss how mentors can support students during crises. Thus, the purpose of this study is to investigate how our own mentorship practices were influenced by COVID-19 and, ultimately, to deeply consider how we might improve our mentorship practices to support students of educational leadership in times of crisis.

The Full-Time Principal Internship: A Mixed-Methods Study of Interns’ Experiences During an Academic Year. Tim Drake, North Carolina State University; Lacey Seaton, North Carolina State University
Despite the importance of the clinical internship, much of the research literature is limited to surveys and interviews, often conducted with students after they complete their internship. In this paper, we examine the experiences of 33 full-time principal interns working during the 2019-2020 school year through end-of-day logs and weekly reflections.

Digital Discussant:
Andrea K. Rorrer, University of Utah
041.  Planting Schools in the Soil of Decolonial Leadership
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:

Educational Leadership in Urban Geographies: Decolonial Theory and Research to Unsettle Colonial Inequalities. Ee-Seul Yoon, University of Manitoba; Jeannie Kerr

Drawing upon decolonial theory, we argue that school leaders need to focus on opportunity gaps by understanding the colonial logics, histories, and structures that shape school geography and student mobility in urban geographies. First, we present a sociospatial study of school geography in a settler-colonial city. Then, we discuss how we utilize our study to engage leaders to question the colonial logics that structure urban schools, and to introduce more equitable educational practices.

Things Fall Apart and Nervous Conditions: Interrogating Gendered (Re)presentations in Pre and “Post” Colonial Africa. Nyaradzai Changamire, University of Massachusetts Amherst; Pempho Chinkondenji, University of Massachusetts Amherst

To interrogate the meaning(s) of development and modernity, and their interconnectedness to education, this paper utilizes two classic literary texts written by two African authors: Things Fall Apart by Chinua Achebe (1958) and Nervous Conditions by Tsitsi Dangarembga (1988). This critical work is guided by Mudimbe’s scholarship of African gnosis and draws from Mohanty’s 1986 article “Under Western Eyes” to reengage questions of representations, colonial and racialized notions of third-world women.

Planting Schools in the Soil of Decolonial Leadership. Suparna Kudesia, San Diego State University

For the purpose of this session, school leadership will be critically presented as an important driver in the proverbial vehicle of decoloniality and further explored as a site to plant the project of decoloniality with regards to educational transformation.

Digital Discussant:
Nathern S. A. Okilwa, University of Texas at San Antonio

042.  Policies and Pedagogies of Exclusion
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:

Multitiered Marginalization in a Diverse School: Implementing PBIS With Pedagogies of Pathologization and Pushout. Irene H. Yoon, University of Utah

In nearly every U.S. school, educators adopt positive behavioral interventions and supports (PBIS) in hopes of orderly, safer schools. In this study, I observed how teachers in one school managed behavior through their PBIS model. Teachers implemented PBIS through subtle pedagogies of pathologization (Annamma, 2017) that initiated pushout for Black students and students of Color of all genders, particularly those with disabilities (Morris, 2016). I discuss implications for transforming school responses to behavior.

Segregated and Unequal: Inequities in Latinx Access and Enrollment in Advanced Placement. Virginia Palencia, Virginia Commonwealth University; Charol Shakeshaft, Virginia Commonwealth University

In response to the national problem of overrepresentation of Latinx students in general education classes, we address Latinx access and enrollment in Advanced Placement coursework through an urbanicity lens in Virginia. We explore patterns both for the state and between two diverse suburban school districts. This research explores disproportionality in enrollment and access for Latinx students through a secondary data analysis of Virginia schools (N = 438) using the Civil Rights Data Collection.

“Not Present in our Ranks”: Exploring Intragroup Representativeness in Student Voice Efforts for Policy Change. Jeff Walls, Washington State University; Samantha E. Holquist, University of Minnesota

Increasingly, students take a role in trying to shape and influence policies that affect them. We examine two state-level student voice initiatives aiming to change educational policy to understand how they try to generate equity and representation in their membership and activities. We find that although both groups set equity as an important part of their vision and create structures for representation, membership in both groups remains comprised primarily of students from historically privileged groups.
043. Politics of Charter Schools: Accountability, Attendance, and Attrition
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:
Accountability Battle: A Critical Analysis of a Charter Renewal Decision. Taylor Enoch-Stevens, University of Southern California; Eupha Jeanne Daramola, University of Southern California; Huriya Jabbar, University of Texas at Austin
Research documents the systemic impact of major sanctions on marginalized students and communities. However, fewer studies analyze how such sanctions are executed and experienced by the multiple stakeholders involved. Through an in-depth case study of one New Orleans charter school’s nonrenewal decision, this study investigates the process by which major sanctions are enacted. Drawing on new managerialism and critical race theory, this paper uses theoretical tensions to make sense of potential misalignments observed among stakeholders.

(De)Segregation in Chicago’s Magnet Schools: A Descriptive Study of School and Neighborhood Demographics. Sarah Asson, Pennsylvania State University
Chicago Public Schools (CPS) is one of many districts across the country that included magnet schools in its official desegregation plan in the 1980s. However, magnet admissions policy changes in the late 1990s and the eventual termination of the district’s desegregation consent decree in 2009 altered the original intent of Chicago’s magnet schools. Thus, this paper is a descriptive study of the racial and economic demographics of CPS elementary magnet schools and neighborhoods since 1990.

Responding to Rubrics: Policy Tools and Accountability in Charter Schools. Omotayo O’ Adeeko, Ohio State University
The purpose of this study was to examine the behavioral responses of charter school authorizers to the introduction and use of a state-created rubric designed to improve the compliance and quality practices of authorizers. Given the state’s increased interest in the control and improvement of all school systems and increased use of policy tools such as rubrics, this study aimed to understand the lived experiences of intended policy targets in their work of governing schools.

Digital Discussant:
Chris Torres, Michigan State University

044. Principals Supporting Instruction: Leading Teacher Development
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:
How Does Principal Leadership Influence Teachers’ Instructional Quality? A Multicountry Analysis of TALIS 2013 Dataset. Mehmet Sukru Bellibas, Adiyaman University; Sedat Gumus, Aarhus University, Denmark; Yan Liu, Central Connecticut State University
There has been scarce research investigating the determinants of teachers’ classroom practices. In addition, most of the related studies have ignored the role of principal leadership. In such a context, this study aims to investigate the effects of instructional and distributed leadership on instructional quality of teachers, considering the mediating roles of teacher collaboration and job satisfaction, by using the 2013 cycle of the Teaching and Learning International Survey (TALIS).

Innovative Pedagogical Mentoring in Chilean Schools: Lessons From the Global South. Soraya Sablo-Sutton, University of California, Berkeley; Carolina Cuellar, Universidad Católica Silva Henríquez; Paz González Vallejos, Pontificia Universidad Católica de Chile, Campus Villarrica
This paper session will report on a study of a pilot teacher professional development initiative in Chile. Drawing upon research-based coaching practices utilized widely in the U.S., we examine the factors that contributed to successful implementation, challenges which emerged, and unique contextual considerations of attempting to engage teachers and leaders in peer mentoring and coaching in a context where it has never existed prior. Implications for international research collaborations will be explored.

The two main purposes of teacher evaluation—accountability and professional growth—are often at odds with one another. However, linking them within a unified teacher evaluation system may be desirable. We integrate the frameworks of self-determination theory and Stronge’s Improvement-Oriented Model for Performance to examine teacher evaluation policy in Hawaii and Washington, DC to identify a set of clear recommendations for improving the design and implementation of teacher evaluation policy moving forward.

Teacher Autonomy for Improving Teacher Self-Efficacy in Multicultural Classrooms: Cross-National Study of Professional Development in Multicultural Education. Soobin Choi, University of Missouri; Xinyi Mao, University of Missouri

Professional development in multicultural education, as a means to support teachers in taking a culturally relevant approach, has been implemented around the world. Using the Teaching and Learning International Survey 2018, this study found that professional development in multicultural education helps teachers develop culturally relevant pedagogy. Moreover, teachers’ classroom autonomy strengthens this positive relationship. Acknowledging that diversity in and out of classrooms will continue to grow, this study provides implications for practice and policy.

Digital Discussant:
Bruce Barnett, University of Texas at San Antonio

046. Professors, Communities, and Identities: Modeling Connections and Developing Collaborations
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:
Finding a Home as a Full-Time PhD Student: Connecting Through Becoming a University Supervisor. Rachel Lebron Biritz, Clemson University

When classroom teachers leave their classrooms to become full-time doctoral/graduate students, they are presented with the struggles associated with doctoral liminality and becoming disconnected from the preK-12 setting. Using an autoethnographic approach, I discuss my experience of choosing to become a university supervisor in order to find a home in the unknown world of higher education, describe the new opportunities that have presented themselves through my new role, and suggest further inquiry.

Framing an Education Research–Practice Partnership in the District of Columbia: A Multilateral Approach to Engagement. Rebecca Ann Thessin, George Washington University; Elizabeth Grant, George Washington University

The bilateral model that defines a research–practice partnership (RPP) as being between a research entity and a practitioner agency misses the importance of the larger community that surrounds research activities and agendas. Our paper presents a multilateral engagement model for collaborative education research in DC. We argue that a multilateral RPP structure could collaboratively undertake improvement research informed by additional stakeholder groups—political agencies, research organizations, and community members and civic organizations.

Researching our Identity: A Case Study of Leadership Behavior at a Hispanic Serving Institution. Israel Aguilar, University of Texas Rio Grande Valley; Jesus “Chuey” Abrego, University of Texas Rio Grande Valley; Fred Guerra, University of Texas Rio Grande Valley; Neda Ramírez; Erica Benavides

Hispanic serving institutions (HSIs) that are successful in graduating a high number of Hispanic students are important to study in order to understand a university’s identity and to implement best leadership practices conducive to helping students complete postsecondary education. As a critical case study of one exemplar, researchers ask, how does one institution’s identity (best leadership practices, models of excellence, and professional development opportunities) help facilitate student success?
Supporting Statewide, Cross-Institutional Faculty Collaboration for Principal Preparation Programs. Lori R. Rhodes, Sonoma State University; Wesley Henry, California State University, Monterey Bay
This project investigates the collaboration between faculty at seven universities and four local credentialing agencies as they engage in a multiyear, cross-institution professional learning community for principal preparation program design and redesign. By collaborating in response to a state policy change requiring candidates to pass a performance assessment, these programs are striking a new model for higher education, where collaboration is valued over competition to support the development of equity-focused instructional leaders.

Digital Discussant:
Mariela A. Rodríguez, University of Texas at San Antonio

047. Race and Belonging in the Academy
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:
Educational Leadership Graduate Programs: The Charge of Preparing Latinas for Faculty Roles. Elizabeth C. Apodaca, New Mexico State University; Kristine Andrea Velasquez, New Mexico State University
This study seeks to understand how educational leadership graduate programs can best serve minoritized student populations aspiring to faculty positions. Using the frameworks of LatCrit and critical race feminism, the study implements the decolonized feminist research methodologies of platica and testimonio, and participants were asked to speak on their experiences of oppression in the Academy. Suggested changes to graduate programs that were founded on systems of coloniality and the silencing of Othered populations emerge from these narratives.

Sobreviviente: Examining the Effects of Spirit Murdering on the Bodymindspirit of Latinas Attending a Hispanic-Serving Institution. Denise Rodriguez-Strawn, New Mexico State University; Kristine Andrea Velasquez, New Mexico State University; Elizabeth C. Apodaca, New Mexico State University; Brenda Rubio, New Mexico State University
This study seeks to understand how educational leadership graduate programs can best serve minoritized student populations aspiring to faculty positions. Using the frameworks of LatCrit and critical race feminism, the study implements the decolonized feminist research methodologies of platica and testimonio, and participants were asked to speak on their experiences of oppression in the Academy. Suggested changes to graduate programs that were founded on systems of coloniality and the silencing of Othered populations emerge from these narratives.

Social Justice Teaching and Leadership in Higher Education: Decentering Whiteness and Addressing Alt-Right Resistance. Vidya Shah, York University; Stephanie Diane Tuters, OISE/University of Toronto
This chapter explores the challenges of leading and teaching for social justice in faculties of Education in Ontario in the context of a resurgence of conservative performance of White power and privilege. Informed by critical race theory and critical Whiteness studies, the authors engaged in a critical coconstructed autoethnographic research study. Findings explore approaches to leadership that both disrupts and recenters Whiteness, operating at the following overlapping and mutually reinforcing levels: ideological, intrapersonal, interpersonal and institutional.

Digital Discussant:
Erica Fernández, Miami University

048. Reimagining Home and Community Knowledge
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:
It's a Different Ballgame: Leadership for Justice and Belonging in Early College High Schools. Leslie Locke, University of Iowa
The goal of this paper is to illustrate the perspectives and experiences of individuals serving in leadership roles at Early College High Schools (ECHS). Interviews were conducted with 13 leaders from ECHS. Three major themes emerged from the analyses that describe the leaders’ work as distinctive from leadership in traditional high schools, as work that centers the school mission, and
work that rewarding and provides an opportunity to lead for justice and belonging.

Leveraging Partnerships to Reimagine and Re/Build the School Home: Who Gets to Decide? Barbara L. Pazey, University of North Texas

In this session, the author advances a call to move beyond the rhetoric of hegemonic leaders and systems of control that determine who gets to decide what will happen in our schools as homes. To build a foundational knowledge base of leadership and policy, we must amplify the silenced knowledge and perspectives of students with dis/abilities and incorporate their expert knowledge and input into our quest to reimagine and re/build their home.

TeleNGAGE: Empowering Parents for Engagement. Katherine Curry, Oklahoma State University; Edward L. Harris, Oklahoma State University; Jentre J. Olsen, Oklahoma State University; “Rachel” Younglong Kim, Oklahoma State University; Dominic Egure, Oklahoma State University

A new ECHO line, TeleNGAGE, was recently developed at Oklahoma State University to enhance relationships and promote shared understandings between families and schools. This qualitative case study explores how relationships have changed and how school leaders have responded as a result of participation. Findings suggest enhanced efficacy for family engagement as family voice has expanded through sharing of concerns/perspectives. Educators recognize family members as cocontributors of knowledge, providing space and encouragement for family perspectives.

Zero to 48: Understanding the Role of School Leadership in Scaling a Reform in Secondary Schools. Stacey Rutledge, Florida State University; Marisa Cannata, Vanderbilt University; Elizabeth Gilliam, Florida State University; Brittany Closson-Pitts, Florida State University; Carla Wellborn, Vanderbilt University

This paper explores 6 years of scaling of an academic and social emotional reform in Broward County high schools. The systemic reform—Personalization for Academic and Social Emotional Learning (PASL)—is intended to mobilize educators towards norms and practices that foster the adult–student relationship and institutionalize personalization. Drawing from interviews and focus groups, we explore the approaches taken by school leaders to implement and scale PASL at their schools and in the district.

Digital Discussant:
Allison M. Borden, University of New Mexico

049. STEM, Educational Leadership, and Opportunity to Learn
Asynchronous (Prerecorded) Research/Inquiry Presentation
Participants:

Beyond Tracking: Opportunity to Learn and Diminished Math Outcomes for U.S. High School Students. Meredith Lea Wronowski, University of Dayton; Margaret Thornton, University of Virginia; Bita Razavi-Maleki, University of Texas at Austin; Angelica WyKesha Witcher, Virginia Tech

This study analyzes the 2009 High School Longitudinal Study examining mathematics opportunity to learn (OTL) using math teachers’ pedagogical areas of emphasis. Marginalized student groups had the lowest OTL classes and were less likely to be in advanced math courses, had lower mathematics identity, and achievement as measured by standardized assessments and most advanced math course completed. We discuss implications for educators, leadership, and policymakers, and suggest future research involving student tracking and OTL.

Developing Educational Leadership in Mathematics and Science. Virginia Snodgrass Rangel, University of Houston; Kathleen M. W. Cunningham, University of South Carolina; Chad Lochmiller, Indiana University

The purpose of this study is to identify what principals should know to be effective instructional leaders in math and science. Data come from interviews with full-time tenured and tenure-track mathematics education or science education faculty. Our preliminary analyses identified four primary findings related to (a) mathematics and science curriculum and instructional practices, (b) preparing leaders as thoughtful questioners, (c) importance of school-wide culture, and (d) recommendations for leadership preparation programs.
Logics of Educational Technology: Educational Leadership, Institutional Logics, and Fostering Educational Change via Technology. Alex Lamb, University of Connecticut

The shift to online learning in response to COVID-19 illuminated the importance of understanding and using technology for deeper learning. As schools plan for a new school year, they are reimagining the structures of schooling. Thus, supporting leaders in using technology in meaningful ways is increasingly vital. This study uses institutional logics to examine how leaders approach change through educational technology and offers implications for supporting organizations in changing routines and perspectives surrounding technology.

Using Telepresence Robots to Improve Attendance in PreK-20 Education. David De Jong, University of South Dakota

Attendance is a problem at all levels, from early childhood education to hybrid courses at the doctoral level. However, the use of telepresence robots may be a solution if the learner is available, yet unable to physically be present in the room. A telepresence robot is a one-wheeled videoconferencing robot that revolutionizes remote learning and allows students to feel more connected by giving them a physical presence when they cannot attend in person.

Digital Discussant: Anika Ball Anthony, Ohio State University

050. Values and the Bottom Line: Resource Allocation From Schoolhouse to Statehouse

Asynchronous (Prerecorded) Research/Inquiry Presentation

Participants:
How do School Leaders Make Budget Decisions and Resource Allocations in Schools? Lena Batt, University of Wisconsin–Madison

Scholars typically approach school finance research from the top-down and focus on federal, state, and district levels. Yet, it is at the school level that students receive resources. Findings from my qualitative study create a theoretical framework to explain how school leaders make budget decisions and allocate resources at the school level. These decisions shape instructional environments and impact student equity. This framework can help districts and leadership programs prepare principals for these crucial decisions.


The primary aim of this research is to examine the persistence of racism within public school funding policy, practice, and educational disparities in Michigan. In Michigan, more than 25 years after the adoption of Proposal A, which represents an emphasis on achieving equal revenues across settings and toward identifying some benchmark for minimum educational adequacy, a larger outcome gap has been created across Michigan districts.

Principals’ Decision-Making Processes When Allocating Restricted Funds. Nancy A. Watkins, California State University, Fullerton; Estela Zarate, California State University, Fullerton; Christa Borgese, Placentia-Yorba Linda Unified School District, California

This study examined how principals at Title I schools approach their decision-making when allocating, monitoring, and revising their restricted budgets, including how they collaborate with parents and teachers. In uncovering and examining the decision-making processes principals undertake when allocating their budgets, we contribute evidence to policy and political conversations on how best to target school funding to the students that need it most.

The Relationships Between State Mandates for Financial Education and Young Adults’ Financial Literacy and Financial Capability. Elise Carlson; Daniel Wayne Eadens, University of Central Florida

This study examined relationships between type of state mandate for financial education and 18- to 24-year-olds’ financial literacy and capability. Using extant data from national surveys, 2015 literacy, education mandate main effect, within ethnicity was $p = .025$ and was significant for financial literacy, $p = .000$, and educational attainment, $p = .000$. How demographic factors influence financial
literacy and financial capability can influence how policymakers and educators address differences to provide effective financial education for all students.

Digital Discussant:
R. Anthony Rolle, University of Rhode Island
GENERAL SESSION I:  
Radical Imaginings: How We Rebuild and Dismantle Inequitable Educational Systems in the Midst of Multiple Pandemics

Since the start of the pandemic in the United States, all our institutions—national and local—have been under enormous strain as persistent and systemic inequities have been exposed again. This is in the context of a contentious and polarizing election cycle. In particular, community health, policy, and educational systems have been forced to respond and rethink how to meet changing and increasing needs across the country. Leaders across these arenas have had to confront the limitations of existing inequitable systems while trying to determine whether to rebuild these systems or dismantle them. In this session, panelists from policy, K12 leadership, and higher education will discuss their work, how they move from “imaginings” to action, and how to align efforts to create coordinated and systemic change.

Panelists:

Jamaal Bowman  
Democratic  
Congressional Nominee, New York’s 16th Congressional District

Kent Paredes Scribner  
Fort Worth  
Independent School District Superintendent

Ann M. Ishimaru  
University of Washington

Moderator:  
Na’ilah Suad Nasir  
Spencer Foundation

Session 001  Thursday Nov. 5  4:00–5:30 pm EST

Open to all; Convention registration not needed
General Session II:  
Coloniality’s Enduring Legacy in Leadership Preparation and Impact on Responding to Crises: A Global Perspective

This year’s convention theme highlights critical discourses around knowledge production and the control of knowledge. The theme also highlights concepts of belonging relative to our academic disciplines, institutions, and nations. Originally scheduled to be in Puerto Rico, the theme responded to the local context and issues, historic and current. The theme, however, has taken on more relevance in the wake of COVID-19, the continued stress on health systems, the weakening of democratic institutions (education, among them), and the persistent inequities that continue to be revealed. All with increasing detrimental effects on already marginalized communities, here and around the world. As the title of this General Session suggests, schools, education, and leadership preparation are mired in the historical roots and contemporary consequences of coloniality. Panelists will share thoughts on how to “decolonize” leadership preparation, the challenges, and limits to educational leadership responses to crises.

Panelists:

Mohammed Elmeski  
Arizona State University, International Congress for School Effectiveness and Improvement

Rodolfo Rincones  
University of Texas at El Paso

Ann Lopez  
University of Toronto OISE Center for Leadership & Diversity

Azad Oomen  
Global School Leaders

Ian Potter  
British Educational Leadership, Management and Administration Society (BELMAS)

Moderator:  
Darleen Opfer  
RAND

Session 023  Tuesday Nov. 10  12:00–2:00 pm EST  
Open to all; Convention registration not needed
GENERAL SESSION III:
Unlearning, Relearning, and Learning: Educational Equity in the Face of Multiple Pandemics—Voices From the Field

Sponsored by The Wallace Foundation.
Panelists:

Joseph Davis
Superintendent
Ferguson-Florissant
School District, Missouri

Pamela Doyen
RSU56 Superintendent,
Dirigo High School
Principal, Maine

Michael Hinojosa
Superintendent Dallas
Independent School District

Wendell Waukau
Superintendent
Menominee Indian
School District, Wisconsin

Moderator:
Denisa Superville
Education Week

Session 023a    Thursday Nov. 12    4:00–5:30 pm EST

Open to all; Convention registration not needed
MONDAY, NOV. 16

051. Plenary Session
Special Session
12:00 to 4:00 pm EST

Graduate Student Summit

051a. Graduate Student Summit (GSS) Programming - Opening Session
Special Session
12:00 to 12:50 pm EST

052. Organizing for Teaching and Learning
Graduate Student Summit
Paper Session
1:00 to 1:50 pm EST
Participants:

Intention to Teach: Motivational Profiles of Vietnamese Preservice Teachers. Trang Pham, Pennsylvania State University
Increasing attrition rates are affecting the quantity and quality of teacher human capital worldwide, posing threats to teaching practices and students’ learning outcomes. The policy and research contexts in Vietnam make it a fertile environment to examine various factors in preservice teachers’ attrition and motivations. This paper reports some preliminary findings of a dissertation research on incentives and disincentives to become a teacher of preservice teachers in Vietnam.

Reframing the Autism Narrative in Texas Public Schools: A Multiple Case Study. Michael Ota, Texas State University; Barry Aidman, Texas State University; Cecilia Trujillo-Lozano, Texas State University; Christina Gomez Hernandez, Texas State University
Students with autism have been underserved in Texas public schools due to policies that capped the eligibility for special education services since 2005. Even though reforms were directed by government agencies for schools to take corrective action, many parents continue to experience “gate-keeping.” This multiple case study examines the organizational structures of schools from the parents’ point of view that are causing this conflict. Recommendations for changes to the eligibility process are discussed.

The Relationship Between Transformational Leadership, School Climate, and Student Absence in the United Arab Emirates. Majed Altamimi, University at Buffalo, SUNY
This paper uses data from the Programme for International Student Assessment (PISA) 2015 to examine the associations between transformational leadership and school climate with student absence in the United Arab Emirates. Results show that an association between practicing a high level of transformational leadership with student absence. Receiving teacher fairness and having school clubs are two strong indicators of school climate in reducing student absence. This study performed hierarchical binary logistic regression analyses.
053. Family/Community Engagement in Schools
Graduate Student Summit
Paper Session
1:00 to 1:50 pm EST
Participants:

Religious/Culturally Focused Charter Schools as a Source to Empower Communities: A Literature Review. Fiza Mairaj, University of Texas at Austin
This paper reviews the literature on religious or culturally focused charter schools to understand parents’ preferences, the schools’ marketing strategies, and the legal issues pertaining to public funding of religious or culturally focused education. The economic concepts of two-stage choice process and process of competition are used to frame the study. The findings suggest that such schools are fulfilling the market demand of minority parents whose cultural, religious, and linguistic needs go unaddressed by the public education system.

Logics and the Orbit of Parent Engagement. Daron Cyr, University of Connecticut; Jennie Weiner, University of Connecticut; Sarah Woulfin, University of Connecticut
In this study, I surface three logics regarding parent engagement from current and historical literature. The logics of educators know best, parents know best, and parents as partners enable and constrain values and practices of parent engagement. These logics shed light on the dominant ideologies of the relationship between parents and schools and therefore provide an opportunity to challenge the potentially narrow ways educators have conceived of the role of parents.

Desettling Conceptions of Community Accountability: An Examination of Community Accountability Through a Public Forum. Sarah Clancey, University of Washington
There is a long history of community members of Color organizing to hold school leaders accountable for educational justice. However, the formal methods available for community members to engage in community accountability are designed to maintain schools as settled systems. This qualitative case study examines how community members advocating for students of Color demanded a desettled form of community accountability through a public forum in a large urban school district in the Pacific Northwest.

Digital Discussant:
Judy Alston, Ashland University

054. A Critical Look at Leadership
Graduate Student Summit
Paper Session
1:00 to 1:50 pm EST
Participants:

Healing our Own Spines: Black Women School Leaders Subverting Ideological Lynching. Whitnee Louise Garrett-Walker, University of San Francisco
The purpose of this presentation is to explore the experiences of Black women school leaders in an urban school district and how they subvert the negativity they experience and still maintain joy in this work.

Searching for Racial Literacy: Racial Inequality Sensemaking Among Educators. Lawrence Louis, Michigan State University
In this pilot study, I explored how educators make sense of racial inequality when talking to students. Using racial literacy (Guinier, 2004) as a framework for effective teaching, I conducted semistructured interviews with three educators who discuss topics of racial inequality. Preliminary findings reveal how intersectionality, negotiating engagement, and students’ own sensemaking are all implicated in how educators make sense of race when engaging with students. Future research directions are

This paper uses After Action Review (AAR) questions (Wheatley, 2017) to explore an urban charter network’s response to the COVID-19 crisis and the initial central-office process impact on school-level administrators, teachers, students, and families in a diverse school community. The paper proposes that the AAR reflection process, aligned with tenets of shared decision-making and transformative leadership, could result in a more equitable, responsive, and inclusive system in the fall.

Digital Discussant:
Brenda Rubio, New Mexico State University

055. Decolonizing School and Education
Graduate Student Summit
Paper Session
1:00 to 1:50 pm EST
Participants:

Decolonizing the Self: Journey of a Colonial Subject. Thu Ya Aung, Texas State University

Decolonization is particularly important for me and others who are in education since coloniality manifested in knowledge creation and knowledge control is being maintained through education. Since the colonization of the mind has a long-lasting effect on me, I decided to decolonize myself as the starting point to participate in the global decolonization effort. This paper is to report the conceptual framework of my decolonization project and how postcolonial scholarship informs it.

Decolonizing School Finance: Rebuilding a System of Equity and Community. Amy Schwartz, University of Denver

As education budgets prepare for the impacts resulting from the COVID-19 pandemic, there is an opportunity, although forced, to rebuild a more equitable system of school finance. How can chaos and transformative leadership theory shape this conversation? And in the context of decolonization, what does it mean to have property taxes hold such a significant variable in our school finance formulas?

Digital Discussant:
Melissa Martinez, Texas State University

056. State Policy, Stakeholders, and Educational Leadership
Graduate Student Summit
Paper Session
2:00 to 2:50 pm EST
Participants:

Body and Soul: Creating Conditions for Student Care in the State Policy Process. Kate Kennedy, University of Southern California; Jacob Alonso, University of Southern California; James Bridgeforth, University of Southern California; Haley Nelson, University of Southern California; Julie Marsh, University of Southern California

Research illuminates how school leaders might actualize goals of love, care, and safety for students. Yet we know little about how the state policy making process embraces—or constrains—notions of care. This paper draws on interviews with state-level education leaders to interrogate how care manifests at the state level. We find that leaders exercise agency in creating conditions for care. Findings surfaced notions of care as concern, asking questions, and glimmers of care and hope.

Equitable Input or Policy Lip Service? Stakeholder Engagement in Equity Toolkits. Marilyn B. Keller, Texas A&M University Corpus Christi; Lynn M. Hemmer, Texas A&M University, Corpus Christi

Recent trends in federal and state initiatives and policy strengthen school–community relations in which schools working with various actors and stakeholders integrate explicit consideration of equity
in administrative decisions. In this paper, we orient the distribution of resources to stakeholder involvement as intended to heterogenous grant input. We also situate the specific involvement of those whose needs depend most heavily on the outcome of the decisions as part of the distribution of resources.

_Sustainable Development of Teacher Workforce for Vietnam: An International Comparative Analysis of Teacher Policy._ Trang Pham, Pennsylvania State University

Many countries, including Vietnam, have experienced serious issues regarding teaching workforce, such as high demand for new teaching posts, high turnover rate, low enrollment in teacher colleges, or low professional commitment. Analysis of policies and best practices from nations worldwide provide meaningful lessons to policy makers and teacher educators in Vietnam. This study, thus, analyzes teacher policy in some high-achieving countries, compares to the status quo in the context of Vietnam and provides some recommendations.

Digital Discussant:
Katrina Bulkley, Montclair State University

**057. Partnerships With Higher Education**

Graduate Student Summit

Paper Session

2:00 to 2:50 pm EST

Participants:

_University–Corporate Partnerships: Opportune Human Capital Development Solutions for Businesses and Education._ Rachel Guettler, Pepperdine University

University–corporate partnerships address the high demand for human capital development across various industries and across the globe, while also developing the faculty who teach corporate partners. Degree programs are facing a variety of fast-paced changes and competition in the market landscape for the higher education industry, especially for business degree programs and certifications. Exciting opportunities exist in human capital development through establishing corporate partnerships with traditional universities and accredited business schools.

_Transition out of Homelessness: From High School to Higher Education._ Desiree Viramontes Le, University of Texas at Austin

The current Every Student Succeeds Act with the recent reauthorization of the McKinney Vento Act, places a focus on homeless youth that is intended to facilitate access to K-12, higher education, and eliminate barriers in the transition to postsecondary education. This quantitative study will examine the transition from high school to higher education with a focus on disaggregating the effects of homelessness on students who are dual-oppressed and stigmatized by race and homelessness.

Digital Discussant:
Anjalé Welton, University of Wisconsin–Madison

**058. Equitable School Leadership**

Graduate Student Summit

Ignite Session

2:00 to 2:50 pm EST

Participants:

_Self-Directed Professional Learning With Digital Badges._ Daron William Kennett, Utah State University

Effective educators must be self-directed professional learners. Instructional leaders can support teachers' self-directed professional learning through the use of competency-based digital badges. This session focuses on strategies to develop, maintain, and grow demonstrated competency professional learning systems using digital badging platforms. The presenter is the developer and manager of Utah Microcredentials, an SEA-supported, statewide educator professional learning and leadership platform that issues credit-bearing digital badges.

_Experiences of Black Male Students with Emotional Disturbances or Other Health Impairments._
Alexander R. Shrewsberry, California State University, Long Beach
This qualitative research study interviewing Black male high school students with emotional disturbances and other health impairments in the Watts community of Los Angeles, California will highlight the voices of the students most impacted the inequitable educational outcomes stemming from their overrepresentation in special education. By deepening researcher and practitioner understanding of student experiences, equitable inclusive practices will be able to be developed to ensure a free and appropriate public education for all students.

Extending Trust in the High School Classroom. Alec George Sixta, California State University, Long Beach
The achievement gap is a historical problem in the U.S. educational system. The gap continues because of the sense of belonging students feel. While students continue to struggle on school campuses, legislators have attempted to correct the issue by putting legislation into effect. Even though legislation has been enacted, students are still being forgotten about in the classroom. Recently, research around the achievement gap has used trust to explore how to remove the gap.

Digital Discussant:
Miriam Ezzani, Texas Christian University

059. Leading During Times of Uncertainty
Graduate Student Summit
Ignite Session
2:00 to 2:50 pm EST
Participants:
Community Immersed Schools in a Climate of Social Instability. Tekoa Jane Hill, University of Oklahoma; Misty Henry, University of Oklahoma
Extending work on school–community cultural connectedness, the researchers explore the concept of creating community-immersed schools within the current climate of civil unrest and pandemic. Generating challenging questions will provoke productive discourse on the concept of schools embedded in typically marginalized communities. Some initial questions will be what can be done to address societal norms which are in opposition of empowering marginalized populations? What role do educational leaders play in the construction of community immersed schools?

Principal Perceptions on Trauma—Student Trauma, Pandemic Effects, and Racial Unrest. Nicole Michelle Fields, University of Louisville; Manuel Garr, University of Louisville; Detra DeVerne Johnson, University of Houston
Creating trauma-sensitive, safe, and supportive schools requires a new discernment among principals. It also requires holistic changes to transform school, culture, build supporting infrastructure, and alter curriculum content and intervention. As students return to school in the fall, principals must address the trauma with practices, procedures, and policies. As we rebuild our schools, we must rebuild our students too.

COVID-19, a Global Pandemic: How School Principals Receive Support From the Federal, State, and District Levels. Edgardo Barrientos Castro, New Mexico State University; Brenda Rubio, New Mexico State University
This Ignite presentation discusses a policy brief regarding the COVID-19, an evolving global pandemic. The centerpiece of this policy is how the federal, state, and district levels are supporting their school leaders, the principals. We describe and categorize the levels of support, analyze the pros and cons, and provide reflective feedback regarding this emerging policy. We offer various governmental agencies that support the social and emotional aspects of school principals during this pandemic period.

Digital Discussant:
Ann Ishimaru, University of Washington
060. Promoting Socially Just Learning Environments
Graduate Student Summit
Paper Session
3:00 to 3:50 pm EST
Participants:

My Presence is a Present: Study of Black Students With Emotional/Behavioral Disabilities in Schools. Brittney Robins, University of New Orleans
This phenomenological study will address the issue of the disproportionate discipline of Black students with behavioral/emotional disabilities in school. The purpose of this study is to understand the school experiences for Black students diagnosed with emotional or behavioral disabilities in Grades 6–12 in schools. Data were collected through one-on-one interviews with participants and analyzed using a thematic, narrative method. Finding themes include reliance on community & relationships and school success.

Neoliberalism and School Discipline Reform—A Critical Discourse Analysis. Akua Nkansah-Amankra, University of Southern California
I argue that Black students continue to be overdisciplined because even though disciplinary alternatives are aimed at reducing the racial bias in school discipline, the framing of these alternative policies don’t include explicit interventions aimed at reducing teacher bias. Using critical discourse analysis of a policy from a large urban district, I show that a race-evasive framing of a policy solution to a race-based problem perpetuates ideas that Black students are somehow responsible for being overdisciplined.

Criminalization of Education: An Examination of Black Males, Disproportionate Discipline and Whole School Restorative Practices. Manuel Garr, University of Louisville; Nicole Michelle Fields, University of Louisville; Detra DeVerne Johnson, University of Houston
All students should be made to feel at home and have a strong sense of belonging at school. However, due to punitive zero-tolerance disciplinary policies that have criminalized misbehavior, Black male students are pushed out of school and into the juvenile and criminal justice systems by being disproportionately suspended. This study examines the efficacy of whole-school restorative practices on discipline referrals and out-of-school suspensions.

Digital Discussant:
Rachel Roegman, University of Illinois at Urbana-Champaign

061. Leadership in Multicultural and Multilingual Settings
Graduate Student Summit
Graduate Student Roundtable
3:00 to 3:50 pm EST
Participants:

Culturally Responsive and Multilingual School Leadership: A Case Study of an Elementary Principal During COVID-19. Eric Nethercott, University of Illinois at Urbana-Champaign
Culturally responsive and multilingual school leaders currently face many unprecedented educational challenges brought by the COVID-19 pandemic. This single-site qualitative case study seeks to understand how an elementary-level principal acts as a culturally responsive and multilingual school leader during COVID-19. Data collected through survey, interviews, observations, and document analysis yield timely insights for researchers and practitioners on culturally responsive and multilingual school leadership as influenced by COVID-19.

Equitable Teacher Preparation for English Learners: Myth or Commitment? Sarah Alexandria De La Garza, University of Texas at Austin
The variation of preparation programs’ impact on student outcomes is primarily at the teacher level. Given the limited research on how teacher preparation impacts English learner outcomes specifically, this exploratory study aims to describe individual-level and program-level variation of teachers who self-rate with low levels of readiness to teach English learners. This study uses a longitudinal analysis
A Theoretical Framework: The Role of Principal Supervisor in a Culturally and Socially Just Leadership. Edgardo Barrientos Castro, New Mexico State University; Brenda Rubio, New Mexico State University

This paper will explore a literature review grounded in the terminologies of “culturally responsive, socially just, equitable leadership” (Lopez, 2016; Shields, 2017). Applied critical leadership (Santamaria & Santamaria, 2012) is the theoretical framework that will entrench social justice and equity instructional practices. Finally, we will discourse an array of social and cultural inequities with respect to the Southwest Borders.

Digital Discussant:
Terri Watson, CUNY

062. School Leaders, Just Schools, and Special Education
Graduate Student Summit
Graduate Student Roundtable EST
3:00 to 3:50 pm
Participants:

Differences in Mathematics Performance by the Economic Status of Texas Students in Special Education. Alexis N. Taylor, Sam Houston State University

In this study, the degree to which differences were present in the mathematics performance by the economic status of Grade 4 Texas boys and girls who were enrolled in special education was addressed. Data obtained from the Texas Education Agency Public Education Information Management System for Grade 4 Texas boys and girls who were enrolled in special education and who had completed the Texas state-mandated mathematics assessment were analyzed for the 2015-2016 school year.

Cultural Dimensions of Individuals With High-Functioning Autism: A Pilot Study. Michael Ota, Texas State University; Robert F. Reardon; Hilary Lustick, University of Massachusetts Lowell; Barry Aidman, Texas State University

Media create a portrait of individuals with autism as asocial or antisocial. However, a growing group of these individuals are portraying themselves as a community or culture, which is part of the diverse views of autism in relation to largely held social norms. Our study examines how individuals with high-functioning autism have similarities and differences with each other and their family members through commonly used cultural surveys. These results could provide a new cultural profile.

Factors Which Impact School Administrators’ Leadership In Equitable Inclusion. Diana Vuong Tran, California State University, Long Beach

Students with disabilities are disproportionately being served outside of the general education setting at a higher rate than other states. California serves students with disabilities outside of the general education setting at a rate of 22% compared to the national average of 13%. This paper will focus on why the problem still exists in the education system and how school administrators are key to ensuring these inclusive programs are provided in each school and community.

Digital Discussant:
David DeMatthews, University of Texas at Austin

063. Policy, School Reform, and Change-Making
Graduate Student Summit
Graduate Student Roundtable
3:00 to 3:50 pm EST
Participants:

African American Boarding Schools: A Historical Equity Lever With Future Potential. Jasmine Porter Rallins, University of Illinois at Urbana-Champaign

The Final Four. Conventionally associated with basketball, the aforementioned phrase also represents the last institutions of its kind. Lost in the undertow of copious reforms and a shifting social landscape,
African American boarding schools were—and somewhat still are—an integral part of the Black experience. From Piney Woods in Mississippi to Redemption Academy in New York, investigating these institutions is pivotal in determining what levers can increase the educational outcomes for Blacks.

**Demographics and Choice-Making: A Case Study of the Impact of Policy on Student Course-Taking Behavior.** Hadiza Mohammed, University of Texas at Austin

This study uses a qualitative case study approach to examine the ways in which a high school graduation policy shapes the course-taking decisions of a group of diverse high school students located at multiple campuses with different student demographics in the same school district. A case study approach makes it possible to not only document why students take the courses that they take, but also how they arrive at such conclusions in their own words.

**Displacement of Black Educators After Brown 1954.** Franklin J. Gause, University of South Carolina

This paper examines displacement methods of Black educators after Brown 1954. The residual effects of this displacement continues to have an effect on the Black community's progression, activism, and education of Black children. Black educators were integral in unifying and mobilizing the Black community when fighting injustices. Further research is needed to quantify the impact displacement had on the Black community and the education of Black children, and to provide agency for Black educators affected.

Digital Discussant:
James Wright, San Diego State University

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**064. Schools and Their Communities**

Graduate Student Summit
Graduate Student Roundtable
4:00 to 4:50 pm EST
Participants:

**Risk or Resource: A Critical Race Spatial Analysis of Multigenerational Households as School and Community Assets.** Jacob Alonso, University of Southern California

The number of multigenerational households in the U.S. has increased dramatically in the past decade, and these have been characterized as sources of risk and instability. This project challenges that deficit narrative. First, I employ GIS tools and a critical race spatial analysis lens to explore the distribution of multigenerational households with children present. Second, I use funds of knowledge and community cultural wealth models to reframe these spaces as clusters of community opportunity and resilience.

**Children of the Plantation.** Nickolas Dawkins, University of Denver

While we work hard to promote change and increase inclusivity through policy and practices at all levels, we can take much comfort in the work, love, hope, joy, and life we share with our students and with each other; bound by the inequities in which were born into and interact with daily; but also by the love, dreams, and our collective desires to truly be free.

**In This Together: Community Involvement and Partnerships to Leverage Better Schools.** Tianna Adams; Joshua Rideaux; Shamera Nicole Wilkins, Howard University

To develop schools that are culturally relevant and successful, the desired relationship between school and community necessary for academic progress, educational leadership must interrogate how its practice and pedagogy contributes to the liberation or oppression of the community it has been elected to serve.

Digital Discussant:
Elizabeth Gil, Fordham University

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**065. Cultivating Leadership and Teacher Quality**

Graduate Student Summit
Graduate Student Roundtable
4:00 to 4:50 pm EST

Participants:

**Welcome Back, Teacher: Teacher Quality After Extended Periods of Absence Using Multiple Measures.**
Michael Crouch, Vanderbilt University

Much has been written on the topics of teacher attrition and what school leaders can do about it. This research concerns teachers who leave for 1+ years and then return to the classroom. How is teacher quality affected when teachers are away from the classroom for 1 or more years? I find that time away from the classroom only slightly hinders student math scores but has a large, negative impact on principal evaluations.

**Exploring the Models of Professional Development Through the Lens of Adult Learning Theory.**
Dominic Egure, Oklahoma State University

This study uses adult learning theory to explore TeleEd Echo. TeleED Echo is an innovative professional development model and knowledge-sharing network for educators. As a professional development model, the philosophy of TeleEd Echo in Oklahoma State University is “All teach, all learn” (Butler & Fraser, 2019). Preliminary findings suggest enhanced efficacy for TeleED Echo as a professional development model that meets the assumptions described in Knowles’ (1968) adult learning theory.

Digital Discussant:
Donald G. Hackmann, Iowa State University

**066. Teaching and Leadership for Socially Just Schools**

Graduate Student Summit
Graduate Student Roundtable
4:00 to 4:50 pm EST

Participants:

**The Effects of Leader Cultural Competence and Teacher Quality on African American and Hispanic Student Achievement.**
Tabatha Roy-Evans, Texas Christian University

The purpose of this qualitative research study was to examine specific leader moves taken by the instructional leaders that help to facilitate growth in teacher cultural competence. African American and Hispanic students at Dansby Elementary are underperforming other student populations on the STAAR Reading test in Grades 3, 4, and 6 by an average of 10.2% (Texas Education Agency, 2020). The results of the study highlight the importance of school leader and teacher cultural competence.

**Exploring the Relationship Between Teacher Mindsets and Supportive Pedagogical Needs for Students From Underrepresented Populations.**
Ramarra Garrett, Wayne State University; Chalena Beasley, Wayne State University; Julien D. Frazier, Wayne State University; Rebecca Frances Reaume, Wayne State University

The purpose of this study is to investigate perceptions of Black teachers’ understanding of curriculum and pedagogy in relation to providing an equitable education through decolonization in urban school systems. Using a triangulation method and semistructured interviews, we analyze the racial attitudes of Black teachers through use of the CoBra survey and explore professional pedagogy approaches that increase or mitigate the challenges of underrepresented students.

**A Sense of Belonging for African American Students in Advanced Math Classes.**
Marian N. Jackson-Scott, University of New Orleans

Educational leaders must address underrepresentations of African American students underperforming in math classes. This research shares the existing literature on African American students in advanced math courses while in high school. There are many longitudinal studies of the racial gap in higher level math courses in secondary schools. Riegle-Crumb and Grodsky (2010) found the largest gap between Black and White students. This session will provide a discussion on the elements influencing and hindering taking advanced math courses.

Digital Discussant:
Jada Phelps-Moultrie, Michigan State University
067. Inclusive Leadership for Equitable Schools
Graduate Student Summit
Graduate Student Roundtable
4:00 to 4:50 pm EST

Participants:

Queer-Inclusive Leadership: Combatting Metronormativity to Advance Socially Just Policy in Rural Schools. Cory Roseth, University of Wisconsin–Madison

In the last couple of decades, activists in the United States have achieved dramatic social progress for gender and sexuality equity. However, that progress is not experienced everywhere: some people in rural areas feel left behind. Rather than sitting back and waiting for change to come to them, some rural school leaders combat metronormativity—the assumption that only cities can be queer-friendly—and take action to advance socially just policy in their rural schools.

“See(ing) Through a Glass, Darkly”: Education Policy, Race, and Religion in the Mormon Culture Region. M. Nathan Tanner, University of Illinois at Urbana-Champaign

I am studying the impact that the Mormon Culture Region (MCR), a sociocultural region within a geopolitically constructed space (Parker & McKinney, 2015), has on educational opportunity structures for politically, racially, and religiously marginalized students. The MCR exists within the Mountain West, which, according to Horsford (2016), “remains one of the least studied regions in the country” (p. 155). In religious language colloquial to the MCR, many education leaders are “see[ing] through a glass, darkly.”

Island of Misfit Toys: Biracial and Multiracial Perspectives on Invisibility. Cara Jones, Texas Christian University

The purpose of this phenomenological study is to understand the educational, social and emotional effects of not fitting into a racial category counted on federal education accountability for biracial and multiracial students in K-12 schools.

Experiences of African American LGBT Youth. Victoria Shrewsberry, Grand Canyon University

The voices of African American LGBT youth should be heard and used in order to put together programs and interventions for these youth to be safe and healthy. Research has typically not addressed the intersection of these identities, and it is necessary to ensure that LGBT school policies and practices are inclusive students of all races by understanding the lived experiences of African American LGBT high school students.

Digital Discussant:
Katherine Rodela, Washington State University–Vancouver

068. Graduate Student Summit - Virtual Social
Graduate Student Summit
Special Session
5:00 to 5:50 pm EST
TUESDAY, NOV. 17

069. Barbara L. Jackson Scholars Network Research Seminar Convocation
Special Session
9:30 to 10:00 am EST
Participants:
Lisa Bass, North Carolina State University
Hollie Mackey, North Dakota State University
Mónica Byrne-Jiménez, Michigan State University

070. Jackson Scholars Network Research Presentations: The Journey to Completion: The Importance of Mentorship for the Retention of Students of Color in Higher Education
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am EST
Participants:
Female Nontraditional Students of Color: The Pathway Towards College Completion. Erika Prins Marte, New York University

36 million adults hold some type of postsecondary credit, yet no college degree. The college completion gap has become a national effort. Interventions are designed to promote persistence for traditional students, 18- to 24-year-olds. They are no longer the norm, but rather the exception. Female nontraditional students who reenter postsecondary but do not complete make the majority. This study captures the voices and experiences of female nontraditional students of Color on their journey towards college completion.

Lantern Mentoring: Faculty Illuminating Pathways for Latina Doctoral Students to Recapture “BODYMINDSPIRIT” in Becoming Chingona Scholars. Denise Rodriguez-Strawn, New Mexico State University

This study provided a platform for Latina doctoral students to identify a faculty mentor who utilized Lantern Mentoring as a situational approach, which led to their persistence. Through the use of both testimonios and photovoice, the lived experiences of 10 Latina doctoral students were explored to understand how Lantern Mentoring was an intervention utilized in the fight against social oppression. The results revealed a deep understanding of the power of mentoring by faculty members.

Walk the Talk: Insights of Black Women Public Affairs Communicators Navigating PWIs. M. Yvonne Taylor, University of Texas at Austin

As campuses grapple with race at predominately White institutions, both daily and during crises, public affairs communicators play a central role in communicating nuanced messages about race. A number of these professionals are Black women who share the lived experience of being a marginalized identity on these campuses, while also communicating the university’s messages about the very issues they are navigating. This narrative phenomenological study seeks to understand Black women communicators’ experience through their stories.

Take My Hand and Lead Me on: An Analysis of the Effect of Mentoring on the Retention of African American Undergraduate Students at Predominantly White Institutions. Natalie Witherspoon, Purdue University

The attrition rate of African American college students is a crisis that merits analysis and remedy. Mentorship is both a theoretical framework for analyzing this crisis and a strategic process in its resolution. African American college students mentored by African American faculty at PWIs have higher graduation rates and GPAs and report greater satisfaction with their collegiate experiences. This presentation centers itself in advocacy for the creation of mentorship programs that help these students succeed.
Digital Discussant:
April L. Peters-Hawkins, University of Houston

071. Jackson Scholars Network Research Presentations: In Their Voices: Communicating the Lived Experiences of Leaders of Color
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am EST
Participants:
A Constructivist Grounded Theory Exploring Pakistani School Leaders’ Conceptualization of Social-Justice-Oriented Leadership. Palwasha Khan Marwat, University of Missouri
This study seeks to explore how private rural school leaders (PSL) in Pakistan conceptualize and enact social-justice-oriented leadership to help marginalized student groups within their schools. The primary source of empirical data collection for this study will be through semistructured interviews with 10–15 PSL in primary and secondary private schools that educate marginalized student groups, including those from low-income families, girls, and minority groups in rural areas around Islamabad.
Experiencing Both Unfreedom and Freedom: What Can the Stories of Black Exonerees Teach Us? Rachel McMillian, Miami University
The purpose of this study is to explore the educational stories of Blacks who were wrongfully incarcerated as children. Using the critical methodology of BlackCrit portraiture, the researcher aims to understand the ways in which Blacks who were wrongfully incarcerated as youth resist and confront anti-Black ideologies, policies, and power structures in the school/prison nexus. The researcher uses the portraits created through the study to discuss pedagogical, curricular, and policy implications for educational leaders.
Exploring the Experiences of Chicana/x and Latina/x Leaders in Community-Based Organizations in South Texas. Lisa Mendoza Knecht, University of Texas at San Antonio
This qualitative study explores the experiences of Chicana/x and Latina/x leaders in community-based organizations in South Texas. The study asks (a) what are the experiences of Chicana/x and Latina/x leaders in community-based organizations in South Texas, and (b) what are the implications towards the field of educational leadership? Guided by Chicana feminist epistemologies and Gloria Anzaldúa’s theoretical concept of spiritual activism, this study uses plática methodology to provide insight into experiences of nontraditional leaders.
Following calls to decolonize and indigenize educational curriculum and practice in African countries, while also incorporating relevant aspects of Western educational knowledge and practice, this paper reviews the literature on this scholarship. The objective of this study is to provide a solid conceptual, theoretical, and methodological foundation for a broader dissertation research study on the appropriate Indigenous epistemological and pedagogical practices that are relevant and applicable to the contemporary Ghanaian educational context.

Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am EST
Participants:
La Importancia de Mi Orgullo: Media Portrayal of Numéro 85 and the Context of Puerto Rico. Patricia Virella, University of Connecticut
The marginalization of Puerto Rico has been most evident in economic and education reform efforts imposed by the United States. Media accounts are used to disseminate information about the success or failure of a policy. Thus, I ask: How was “Ley de Reforma Educativa de Puerto Rico” represented by El Vocero and El Nuevo Dia? I use context-blindness to situate my study. This study offers insights into how postcolonial oppression manifests in education reform.

**Michigan Read by Grade Three Law: Policy Sensemaking, Impacts for English Learners & Unethical Aspects.** Yujin Oh, Michigan State University

In response to national demands and Michigan's strong interest in literacy enhancement, the Read by Grade Three Law—academic retention for third graders—has been implemented since 2016. This study investigates how people make policy sensemaking about the law, how the law oppresses English learners, and what unethical aspects the law induces. As in the beginning dissertation stage, I will present the dissertation questions and an organized literature review.

**School Leaders’ Support to Special Educators: A Case Study During the COVID-19 Pandemic.** Bri Deleon, University of Utah

During COVID-19, teachers need even more continuous support from their school leaders to deliver instruction in whatever setting is appropriate to meet health department guidelines. This case study, conducted at an elementary school with a mild/moderate needs special education program, will analyze the experiences of special educators to highlight the most essential supports and their perceived efficacy of these supports during the pandemic. The findings will help with planning for the next school year.

**Do Rising Tides Lift All Boats? A Conceptual Study of School Choice in Gentrifying Neighborhoods.** Rachel Whitney Boggs, University of Texas at Austin

As neoliberal ideologies have proliferated, so have school choice policies and gentrification. Over the last 20 years, more parents are using school choice to opt their children out of the neighborhood public option, and cities across the country are experiencing massive urban development. The conceptual study provides a systemic framework for understanding the relationship between school choice policies and gentrification and how they impact the structure and function of schools.

Digital Discussant:
Lance D. Fusarelli, North Carolina State University

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073. **Jackson Scholars Network Research Presentations: Factors Contributing to Students Experiences in Elementary Education**

Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am EST
Participants:

**An Examination of Professional Learning Communities in Elementary Schools With Different Physical Design Layouts.** Brandi S. Howard, Auburn University

Extensive research has been conducted on the conditions of school facilities, such as the impact school buildings have on student outcomes and the role school building design plays in successful collaboration among educators. With a continued push for teachers to collaborate in the workspaces they occupy, it is imperative that the physical design of schools and collaboration is examined.

**Do Inhibitory Control Difficulties Help Explain Peer Victimization in U.S. Elementary Schools?** Yangyang Wang, Pennsylvania State University

My proposal will investigate the interrelations between inhibitory control (IC) and peer victimization (PV) during elementary school using the Early Childhood Longitudinal Study-Kindergarten Cohort of 2010-2011. Establishing whether and to what extent IC difficulties increase the risk for PV including conditionally other risk factors will clarify the extent to which IC difficulties constitute a promising target of bullying screening and prevention efforts during elementary school.

**Traumatic Experiences: Black Male Principals’ Exposure and Perception of Law Enforcement Impact on School Leadership.** Fernando Branch, University of Denver

This study investigates the experiences and perspectives of Black male principals of law enforcement
and explores the depth of impact of their traumatic experiences. The study further defines the role of Black male school leaders as they navigate the social pressures and daily interactions in a Black body in school leadership. There is almost no information available about how Black male principals perceive and interact with law enforcement, but plenty on Black male traumatic experiences. 

Differences in Cyberbullying Efforts by Elementary School Size: A National Examination. Shukella Price, Sam Houston State University

The degree to which cyberbullying was affected by elementary school size was addressed in this nationwide study using data from the national School Survey on Crime and Safety. Inferential statistical procedures revealed the presence of statistically significant differences in cyberbullying and (a) the frequency of incidents reported, (b) how often the school environment was affected, (c) teacher trainings and discipline problems, and (d) staff resources used to address cyberbullying. Very large-size and large-size elementary schools had statistically significantly higher percentages of (a) cyberbullying behaviors, (b) school environments that were affected by cyberbullying incidents, and (c) resources expended on cyberbullying efforts. Implications for policy and practice as well as recommendations for future research were discussed.

Digital Discussant: Tim Drake, North Carolina State University

074. Jackson Scholars Network Research Presentations: Identity, Social Justice, and Equity in K-12 Education

Jackson Scholars Network Research Symposium

Paper Session
10:00 to 10:50 am EST

Participants:

Disinvestment, Devaluation, and Displacement: Examining Educational Impacts for Black Students in Racialized Spaces. Victor Carter, Jr., University of Minnesota

The purpose of this research is to interrogate the ways in which BIPOC spaces are racialized, devalued, and diminished to manufacture exchange and use value for white consumption. What are the educational and social impacts for Black students when space is no longer viewed as a social right or common good, but a competitively marketized good for private investment?

From Disproportionality to Discrimination: A DisCrit Look at Student Success. Julien D. Frazier, Wayne State University

Consistent evidence has demonstrated how students with disabilities from different racial/ethnic categories are treated differently for similar types of behavior and office of disciplinary referrals. Underpinned through DisCrit, this research focuses on increasing administrator and educator knowledge and awareness of disproportionate discipline and how to ameliorate the racialized discipline structures and policies for Black students with emotional and learning disabilities to promote the application of equity and fairness within educational institutions.

Black Parents Matter: Counternarratives of Familial Engagement From Low-Income African American Parents. Keneisha La’Rae Harrington, Clemson University

The discourse on the parental engagement of African American parents has been largely dominated by deficit perspectives and Western interpretations of involvement and engagement. The voices of low-income African American parents (LIAAP) have intentionally been left out of the development and implementation of parental engagement policies. In this phenomenological study I center the stories of LIAAP to present narratives of parental engagement from LIAAP that counter the stories of apathy found in the literature.

Digital Discussant: Irene H. Yoon, University of Utah
075. **Jackson Scholars Network Research Presentations: Centering the Perspectives and Leadership of Teachers in K-12 Education**

Jackson Scholars Network Research Symposium

Paper Session

10:00 to 10:50 am EST

Participants:

*Administrative Leadership for Teacher Leadership: School and District Level Leadership Practices to Support Teacher Leadership.* Hansol Woo, Pennsylvania State University; Tiffany M. Squires, Pennsylvania State University

Using distributed leadership as a lens, this study describes administrative perspectives on teacher leadership (TL) in schools. Because research is limited to explain an administrator's role in establishing and supporting TL, these perspectives are essential in understanding ways that TL develops within a school. Based upon data collected with 45 administrators, our findings describe ways that principals cultivate TL through interactions with teachers. The research informs leadership practices for developing TL in schools.

*Relationships Between Self-Care, Racialized Stressors, and Black School Leaders.* Maegan Grace Ford, Auburn University

Teachers are professionals who are on the frontline in classrooms. It is the teacher who is active in building relationships with students, providing instruction that meets all needs, and managing diverse personalities. What is in place to help teachers manage and reduce occupational stress? Might there be measures that school districts can take to address these needs and cultivate more resilient teachers capable of balancing who they are as both “the educator” and “the individual”?

*Leaving a Legacy: The Longstanding and Pivotal Role of Black Teachers in Education.* Roberta Ballard, University of Northern Colorado

Black women teachers are leaving the profession at unprecedented rates, which is concerning given their longstanding but often unrecognized contributions to the history of U.S. education. Through the lens of Black feminist theory, this qualitative literature review centers the stories of notable Black women teachers throughout history by examining the role race, gender, and other intersecting identities played in their quest for racial uplift within Black communities.

*Stories of Racially Literate Teachers: Reflections and Insights From Teachers Engaging Students in Racial Inequality Discourse.* Lawrence Louis, Michigan State University

In this pilot study, I explored how educators make sense of racial inequality when talking to students. Using racial literacy (Guinier, 2004) as a framework for effective teaching, I conducted semistructured interviews with three educators who discuss racial inequality with students. Preliminary findings reveal how intersectionality, negotiating engagement, and students' own sensemaking of racial inequality are all implicated in how educators make sense of race when engaging with students. Future research directions are discussed.

Digital Discussant:

Richard Gonzales, University of Connecticut

076. **Jackson Scholars Network Research Presentations: Race and Education: Unpacking the Deepening Effects of Racial Beliefs in U.S. Schools**

Jackson Scholars Network Research Symposium

Paper Session

10:00 to 10:50 am EST

Participants:

*Exploring the Racial Beliefs and Instructional Leadership Behaviors of Urban Public School Principals.* Liana M. Summey, Rutgers University

Limited studies have begun to unpack the racial beliefs of school leaders who are defined as culturally responsive, and the literature is particularly weak in examining the intersection of culturally
responsive school leadership with curriculum and instruction. The purpose of this qualitative multiple case study was to explore the racial beliefs and instructional leadership behaviors of culturally responsive urban principals.

**The Development of Mathematics Identity in Black Females in K-12 Education.** Lisa Williams-Ashe, University of North Carolina at Chapel Hill

The lack of economic promise served as a deterrent for my initial entry into the K-12 field of education. This topic grew out of a natural curiosity to determine why Black female teachers currently in the field entered and have stayed. I want to know why Black female teachers persist and how that in turn can help Black female students persist in participating in the field of mathematics, particularly in K-12 education.

**The Silence of Race in School Finance: A Panel Data Analysis.** Katherine Chang, University of Washington

Since public school finance systems in the U.S. are structured to rely on local property values, funding across districts is largely unequal and inequitable. This quantitative study examines the relationship of racial disparities in school finance structures in Washington state between 1993 and 2016. Specifically, this paper focuses on how the state's funding obligation changed as a result of school finance litigation, and how districts with majority student of Color enrollment were affected by related reform efforts.

**Broadening the Examination of Deficit Thinking to Include Black Teachers’ Perspectives of Black Students.** Chalena Beasley, Wayne State University

The purpose of this study is to broaden the examination of deficit thinking to include Black teachers’ perspectives of Black students. White teachers have primarily been the focus of studies on deficit thinking. Using phenomenology and CRT, this study will give voice to Black teachers regarding the education of Black students. Race and issues associated with poverty are extremely complex. We can, however, begin to unmask racism and deficit thinking through discourse.

**Digital Discussant:**
Ellen Hahn, Auburn University

**077. Jackson Scholars Network Research Presentations: The Impact of Leadership Approaches on Curriculum Decisions**

Jackson Scholars Network Research Symposium

Paper Session
10:00 to 10:50 am EST

Participants:

**An Exploration of an Educational Leader's Implementation of Consent in the Sex Education Curriculum.** Jaray E. Mazique

Grounded in transformational leadership theory, this study examines educational leaders who may be using transformational leadership behaviors when implementing consent in their sex education curriculum without governmental support. This qualitative study uses narrative inquiry to examine three participants’ lived experiences infusing sex education curriculum in their school district.

**Beyond Access: Principals’ Behaviors Displayed in the Implementation of an Initiative Focused on Students With Disabilities.** Nicklaus Khan, Georgia State University

Students with disabilities (SWDs) have been historically marginalized and are sometimes subjected to subpar educational opportunities within the general education classroom. I will use a qualitative instrumental case study to explore the behaviors of principals in the implementation of a district initiative focused on fostering equitable educational opportunities for SWDs with a concentration on the coteaching service delivery model, explicitly exploring how or if those behaviors align with the characteristics of social justice leadership.

**Building a Measurement Model of Leadership for Learning Using TALIS 2018: A Multilevel Factor Analysis Approach.** Joonkil Ahn, University of Illinois at Urbana-Champaign

Leadership for learning emerged to subsume instructional leadership, transformational leadership, and shared leadership. It provides a wider angle lens to understand leadership by acknowledging broader
sources of leadership as well as incorporating expanded foci of leadership actions as its dimensions. By using most recent TALIS and the CALL subdomains of leadership for learning as a scaffold, the current study aims to build a measurement model of leadership for learning, while employing rigorous multilevel factor analysis techniques.

**Differences in Grade 4 Students in Special Education Mathematics Performance by their Economic Status.** Alexis N. Taylor, Sam Houston State University

In this study, the degree to which differences were present in the mathematics performance by the economic status of Grade 4 Texas boys and girls who were enrolled in special education was addressed. Data obtained from the Texas Education Agency Public Education Information Management System for Grade 4 Texas boys and girls who were enrolled in special education and who had completed the Texas state-mandated mathematics assessment were analyzed for the 2015-2016 school year.

Digital Discussant:

Coby Meyers, University of Virginia

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**078. Jackson Scholars Network Research Presentations: Centering the Schooling Experiences of (Im)migrant Youth**

Jackson Scholars Network Research Symposium

Paper Session

10:00 to 10:50 am EST

Participants:

A **YPAR Study Through the Eyes of Unaccompanied Youth.** Leyda W. Garcia, Loyola Marymount University

Unaccompanied youth, children who travel to the United States mostly from Mexico and Central America, are coming into public schools in large numbers. Public schools are often ill-prepared to serve the needs of these students. In this study, unaccompanied youth are coresearchers in a YPAR/ CRT process that seeks to discover how the epistemology and agency of unaccompanied youth can inform socially just educational practices and policies. This study makes a unique contribution to the field.

**East African Immigrant Identities and Schooling.** Eskender A. Yousuf, University of Minnesota

The formation of identity is critically important for one’s overall development and schooling experiences. This importance is intensified for African immigrant youth as they construct their new identities in relation to their educational experiences in America. This proposal outlines a brief review of literature to better comprehend the racial, ethnic, and religious identity development of Ethiopian Muslim youth in relation to their educational experiences.

**Leveraging the Cultural Wealth of Latinx (Im)migrant Farmworker Families Towards New Educational Possibilities.** Henedina Tavares, University of Washington

This study seeks to center the cultural wealth and conocimientos of Latinx (im)migrant farmworker families as sources for educational change. Using a community cultural wealth framework and Chicana feminist epistemological standpoint, this study will explore how the cultural repertoires and racially, gendered positionalities of families can be leveraged in parent–teacher talleres. A critical participatory action research design within a Chicana feminist epistemology will be used to explore these dimensions.

**Schools as a Caring Space in Uruguay: Teachers’ Tales on Morale, Professional Identity, and “Otras Yerbas.”** Maria Magdalena Ureta Viroga, Texas State University

This qualitative study conducted among secondary public school teachers in Uruguay aims to explore school leadership team behaviors perceived as positive and/or negative in fostering a caring school culture. By utilizing the Smylie, Murphy, and Seashore Louis (2016) model of caring school leadership, the researcher will analyze teachers’ narratives of those experiences that have shaped their morale, creativity, enthusiasm, self-awareness, and professional identity throughout their career.

Digital Discussant:

Katherine Cumings Mansfield, University of North Carolina at Greensboro
079. Jackson Scholars Network Research Presentations: The Role of Social Contexts for Students College Trajectories
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am EST
Participants:

Context Matters: How Racial Violence Impacts Students’ College Experiences. Vanessa Carlita Johnson-Ojeda, University of Utah

Despite decades of research, campus climate research has neglected to include the role context plays in shaping the lived experiences of students. For the purpose of this proposal, context is defined as the social, political, cultural, historical, and economic events and circumstances that surround and impact our lives. More specifically, context refers to events that occur outside of the control of higher education institutions that impact the lives of students who are Black, Indigenous, or of Color.

But How Are They Trained? Uncovering the Professional Development Experiences of College Advisors Assisting Underserved Students in High School Contexts From an Ecological Approach. Jessica Enyioha, Texas State University

College advisors have a crucial role in providing college access for students, yet there is little known about how they are prepared for (i.e., training and professional development) and supported in their work providing college access to underserved students in high school settings. A multiple case study will be conducted to examine the varying ecological factors that directly and indirectly impact college advisors’ professional development as well as the roles they serve in.

The Influence of Implicit Biases and Perceptions of Identity on Placement in High School Advanced Classes. Gail R. CharlesWalters, Florida Atlantic University

Minority students are underrepresented in gifted programs. A lack of access to educational opportunities has been a reality for Black students for many years in America. We all have implicit biases, and the underrepresentation of African American students in honors classes must be understood in the broader school contexts and practices. The purpose is to understand the role of bias, thereby working to increase student placement in honors classes, allowing equal access to all minority students.

Digital Discussant:
Rick McCown, Duquesne University

080. Jackson Scholars Network Research Symposium: Mentor Feedback Session #1
Jackson Scholars Network Research Symposium
Paper Session
11:00 to 11:50 am EST

081. Jackson Scholars Network Research Symposium: Mentor Feedback Session #10
Jackson Scholars Network Research Symposium
Paper Session
11:00 to 11:50 am EST

082. Jackson Scholars Network Research Symposium: Mentor Feedback Session #2
Jackson Scholars Network Research Symposium
Paper Session
11:00 to 11:50 am EST

083. Jackson Scholars Network Research Symposium: Mentor Feedback Session #3
Jackson Scholars Network Research Symposium
Paper Session
11:00 to 11:50 am EST
084. Jackson Scholars Network Research Symposium: Mentor Feedback Session #4
Jackson Scholars Network Research Symposium
Paper Session
11:00 to 11:50 am EST

085. Jackson Scholars Network Research Symposium: Mentor Feedback Session #5
Jackson Scholars Network Research Symposium
Paper Session
11:00 to 11:50 am EST

086. Jackson Scholars Network Research Symposium: Mentor Feedback Session #6
Jackson Scholars Network Research Symposium
Paper Session
11:00 to 11:50 am EST

087. Jackson Scholars Network Research Symposium: Mentor Feedback Session #7
Jackson Scholars Network Research Symposium
Paper Session
11:00 to 11:50 am EST

088. Jackson Scholars Network Research Symposium: Mentor Feedback Session #8
Jackson Scholars Network Research Symposium
Paper Session
11:00 to 11:50 am EST

089. Jackson Scholars Network Research Symposium: Mentor Feedback Session #9
Jackson Scholars Network Research Symposium
Paper Session
11:00 to 11:50 am EST

089a. Julie Laible Memorial Session for New UCEA Jackson Scholars
Special Session
11:00 to 11:50 am EST
First-year Jackson Scholars will meet with their mentors to receive an orientation to the Jackson Scholars Network. After the orientation session, new scholars and mentors will meet to make connections and build relationships to support their Jackson Scholars experience. The Jackson Scholars program is a 2-year program that provides formal networking, mentoring, and professional development for graduate students of Color who intend to become professors of educational leadership.
Participants:
   Lisa Bass, North Carolina State University
   Hollie Mackey, North Dakota State University

090. General Session IV: An Interview With Ramón Grosfoguel
Special Session
12:30 to 1:15 pm EST
See call-out box
**GENERAL SESSION IV: Ramón Grosfoguel**

Decolonizing Knowledge and Power: The Complex Relationship Between Capitalism and Modernity

**Dr. Ramón Grosfoguel** is a Puerto Rican sociologist who is professor of Chicano/Latino Studies at the University of California, Berkeley. His areas of interest and expertise include decoloniality, international migration, Islamophobia, political-economy of the world system, and racism. He has been a research associate of the Maison des Science de l’Homme in Paris for many years.

Session 090 Tuesday Nov. 17 12:30–1:15 pm EST

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**091. Equity-Focused Academic Leadership During a Global Pandemic**

Conversations on Critical Issues: Synchronous (Live)

1:30 to 2:15 pm EST

In this session, educational leadership department heads share how we have responded during times of upheaval and crisis as we address challenges brought forth by the pandemic. Our purpose is to share insights into our decision making as we lead with a focus on equity. This session will be of interest to students, faculty, and academic leaders who are interested in equitable leadership practices during a critical period of institutional challenges and diminishing resources.

Participants:
- Enrique Alemán, Jr.
- Janie Clark Lindle, Clemson University
- Sharon Kruse, Washington State University
- Andrew William Place, Eastern Kentucky University
- Mario S. Torres, Texas A&M University

Digital Discussant:
- Donald G. Hackmann, Iowa State University

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**092. Leadership Through Crisis: Can a Virtual Professional Learning Community Advance Social Justice Leadership?**

Conversations on Critical Issues: Synchronous (Live)

1:30 to 2:15 pm EST

This Conversation is a dialogue among educational leaders who engaged in a “Leadership Through Crisis” PLC focused on supporting one another in leadership through the COVID-19 crisis. The purpose is to learn how participating in the PLC influenced these leaders’ choices addressing the critical problems of practice they faced moving into the 2020-2021 academic year, and determine whether and how this PLC affected these leaders’ knowledge, skills, and dispositions toward social justice leadership.

Digital Discussant:
- Martin Scanlan, Boston College
093. Parents and Families Claiming Space and Expanding School Communities
Synchronous (Live) Research/Inquiry Presentation
1:30 to 2:15 pm EST
Participants:
Deficit Narratives and Counternarratives of Racially Minoritized Parents and School Attendance in Detroit. Jeremy Lee Singer, Wayne State University; Erica B. Edwards, Wayne State University
The context for this study is a research–community partnership to understand the many interrelated factors contributing to student absence in the majority-Black Detroit public school district. From a critical race theoretical perspective, we identify district and school staff members’ deficit narratives about racially minoritized parents related to absenteeism and the way those narratives influence policy and practices. We contrast those deficit narratives with counternarratives that emerged from our interviews with Black and Latinx parents.

Inclusion Through Intercultural Approaches to Education: School and Community Programs for Refugee Integration. Richard Pelton
This study examined how educational leaders enact policies to support the integration of refugee students. The research questions for this project were related to how school leaders promote sustained integration of refugee students. The study incorporated a multisited ethnography to investigate how school leaders support refugee integration. The inclusion of intercultural aspects in school-based programs promoted the integration of refugees in schools. The results of this research have implications in school leadership and community development.

Given the current political climate, growing school-community inequities, and the commitment to equity and justice in the NELP standards, school leaders need practical approaches to leading school communities towards equitable outcomes. This conceptual scholarship offers a comprehensive and practical approach for community engagement for educational leaders. We outline a model that provides key examples of how school leaders might begin: listening, engaging, advocating, and partnering with community-based assets to improve outcomes for minoritized students.

Latinx Perceptions of School Climate: Uncovering Diversity Through Latent Class Analysis. Lisa S. Romero, California State University, Sacramento; Meagan O’Malley, California State University, Sacramento
There has been an explosion of research on school climate but few studies with a singular focus on Latinx students. Most school climate research treats Latinx students as monolithic group, comparing their average perceptions to that of White students creating a deficit narrative. This study uses latent class analysis to uncover within-group differences in the school climate experiences of Latinx middle school students, providing important insight into variation in Latinx students’ experience of school.

Digital Discussant:
Maysaa Barakat, Florida Atlantic University

Synchronous (Live) Research/Inquiry Presentation
1:30 to 2:15 pm EST
Participants:
An Emerging Typology of School Changes in a Gentrifying Urban School District. Andrene Castro, Virginia Commonwealth University; Terrance Green, University of Texas at Austin; Emily Germain, Michigan State University; Chloe Latham Sikes, University of Texas at Austin; Joanna D. Sanchez, Excelencia in Education; Jeremy Dewan Horne, University of Texas at Austin
This study examines how gentrification has influenced schools in Austin, Texas, and in doing so, offers a typology of the conditions of schools in a gentrifying district, specifically in its gentrified neighborhoods.

Making Sense of Howard County Board of Education’s Apology for a Racially Segregated School System.
Rachel Garver, Montclair State University; Benjamin Nienass, Montclair State University

In 2012, the Board of Education of Howard County, Maryland apologized for having “maintained segregated and unequal public schools both prior, and subsequent to” Brown v. Board of Education. Through the analysis of stakeholder interviews and board meetings, we argue that the apology was utilized as a narrative device to define the role of the Board, delineate the injustice committed, establish (dis)continuity between past and present injustices, and work out who has been wronged.


Throughout American history, racial discrimination has adapted according to the “law and social norms” of the day (Boddie, 2016, p. 1235), and school district secession is one such example of this reality. This paper, a case study of school district secession in Mobile County, asks whether secession is a legal and politically sanctioned approach to maintaining segregation and inequality in an era of perceived race-neutral law and policy.

Understanding Legal Challenges to Tracking for District Leadership. Margaret Thornton, University of Virginia; Shannon Holder, University of Connecticut; Nathan Bart Reeder

This study attempts to understand legal challenges to tracking in the United States. It is critical at this juncture to analyze legal challenges because there has been an increase in tracking over the last 20 years. An understanding of the existing legal precedents can help leaders to better understand the legal landscape and serve their students in an equitable manner.

Digital Discussant:
Detra DeVerne Johnson, University of Houston

095. New Developments in Principal Preparation: Standards, Pedagogy, and Outcomes
Synchronous (Live) Research/Inquiry Presentation
1:30 to 2:15 pm EST

Participants:
Powerful Learning Experiences in Educational Leadership Preparation: Insights from Educational Leaders, Leadership Students, and Faculty. Kathleen M. W. Cunningham, University of South Carolina; Michelle D. Young, Loyola Marymount University; Bryan A. VanGronigen, University of Delaware

In educational leadership preparation, it is not always clear which experiences are particularly powerful for aspiring leaders or which experiences have lasting impact on administrative practice. In this study, we report insights from various educational leadership stakeholders in UCEA award-winning programs regarding what experiences were impactful to their development and practice and why they were impactful. We also report how current and aspiring leaders, as well as those who teach their courses, describe powerful learning.

Addressing the Urgency of Principal Competency Development: A Needs Assessment of Educational Administration Pedagogies. Sara Dexter, University of Virginia; Daniel Moraguez, University of Virginia; Davis Clement, Michigan State University

This study surveys educational leadership preparation programs (ELPPs) relative emphases on evidence-based competencies and related pedagogical approaches to identify the gap between expectations (optimal performance per the literature base) and actual practice in ELPPs. Of the 605 U.S. ELPPs, 18% responded. Results indicate fairly even curriculum coverage of the 15 competencies within programs, with instructional leadership and use of data especially emphasized. Readings and class-based work was the most prevalent mode of instruction.

Leadership Preparation Program Qualities and Graduates’ Career Intention. Jiangang Xia, University of Nebraska–Lincoln; Yongmei Ni, University of Utah; Diana G. Pounder, University of Utah; Andrea K. Rorrer, University of Utah; Michelle Diane Young, Loyola Marymount University

Current university-based LPPs have been accused of failing to adequately equip individuals with the knowledge and skills necessary to be successful in their roles in schools. Yet, there has been limited evidence across a broad variety of LPP types to demonstrate leader preparation (non)effectiveness to date. To deepen our understanding of the pivotal role of LPPs, we propose this study to examine the associations between program quality and graduates’ career plans upon completion.
Towards a Theory of Critical Consciousness: A New Direction for Educational Leadership Programs.
Shannon Renee Waite, Fordham University

This paper examines the responsibility of educational leadership preparation programs in developing culturally responsive school and district leaders. I theorize the following: (a) The ability to develop critical self-awareness is contingent on one's ability to develop a critical consciousness; (b) generally, educational leaders graduate from programs unequipped to effectively lead antiracist agendas in schools; and (c) institutions credentialing education leaders have an ethical responsibility to develop critical consciousness in their graduates.

Digital Discussant:
Erin Anderson, University of Denver

096. Decoloniality and Systemic Change: Mobilizing the LGBTQIA+ Community to Engage With Other Social Movements
Conversations on Critical Issues: Synchronous (Live)
2:30 to 3:15 pm EST

Our plan, at this crucial moment of these social uprisings, is to facilitate a Critical Conversation that focuses on the intersectionality of individuals and interests in these efforts to effectuate a liberatory praxis that seeks to influence policy and politics in ways that bring about lasting and meaningful change. In particular, we wish to explore how the mobilization of the LGBTQIA+ community can contribute to the revolutionary demands of the current social movement(s).

Participants:
Jim Allen, Northern Kentucky University
Judy Alston, Ashland University
Frank Hernandez, Texas Christian University
Hilary Lustick, University of Massachusetts Lowell
Michael P. O’Malley, Texas State University

Digital Discussant:
James W. Koschoreck, Texas State University

097. Organizing Knowledge—How Principal Preparation Programs Define Course Sequence
Conversations on Critical Issues: Synchronous (Live)
2:30 to 3:15 pm EST

Most leadership preparation programs across the United States have been conceptualized with a specific sequence of courses. This Critical Conversation extends a mixed methods study to explore decisions that influence course sequence in selected leadership programs. How did the programs determine their course sequence? What elements, internal or external, informed those decisions? How has the impact been measured? What evaluation methods have been employed to inform further redesign?

Participants:
Janis Carthon, Albany State University
Robert Corley III, Virginia State University
Marguerita K. DeSander, Western Kentucky University
Doug Fisher, San Diego State University
Richard Gonzales, University of Connecticut
Tim Drake, North Carolina State University
Ann O’Doherty, University of Washington
Daniel Reyes-Guerra, Florida Atlantic University

Digital Discussant:
Alejandro Gonzalez Ojeda, San Diego State University
098. Beyond Social Capital: Community Sources of Belonging and Success
Synchronous (Live) Research/Inquiry Presentation
2:30 to 3:15 pm EST
Participants:

A Cross-Classified Model Approach to the Influence of Family and School Social Capital on Academic Achievement. Emiola Oyefuga, Virginia Commonwealth University

Using data from the National Longitudinal Study of Adolescent to Adult Health (Add Health), this study explores how school and family social capital make a difference to higher education outcomes for students. This paper employs cross-classified multilevel models to examine how nonhierarchical data relating to social capital influences educational outcomes. The results support the importance of place-based interventions such as Promise Neighborhoods that seek to strengthen the connection and engagement between the school and the home.

Direct Effects of Church Leader–Student Motivational Interview on Student Achievement: An Experimental Study. Sophia Cohall, Fordham University; Tiedan Huang, Fordham University; Yi Ding, Fordham University; Gerald M. Cattaro, Fordham University

This study tested the effect of church leaders motivational interviewing on student behavior, achievement, and motivation. Participants were 49 African American students from two large urban churches, who were randomly assigned to either an experimental condition or control condition. Analysis revealed students in the experimental condition showed significant gains in class participation, decreased time spent playing video games and using the computer for fun, gains in math achievement and motivation, with medium to large effect.

Leaders and the Changing Contours of Cultural Responsiveness in Stakeholder Engagement. Laura Elena Hernandez, Learning Policy Institute

Scholars have examined culturally responsive leadership in the context of family and community engagement, but few have investigated the broader range of outreach efforts in which leaders engage to sustain their schools. This case study addresses this gap. Using qualitative data sources, I compare the outreach tactics leaders use when engaging funders, policymakers, and families, paying particular attention to how messages are deployed as way of understanding the culturally responsive nature of their tactics.

Whiteness Preferred, a Dream Deferred: Critical Community Building and Parent Engagement in a Charter School. Tiffanie Lewis-Durham, University of North Carolina at Greensboro; Silvia C Bettez, University of North Carolina at Greensboro; Arianna Di Puorto, University of North Carolina at Greensboro

This paper explores the use of critical community building as a tool for parental engagement. We use participatory action research to ask (a) what does community engagement look like in a school that centers social justice and experiential learning, and (b) how might critical community building practices deepen the work of a parent/caregiver collaborative? Our findings suggest Whiteness plays a central role, even in schools that attempt socially just practices.

Digital Discussant:
Irene H. Yoon, University of Utah

099. Who Gets to Lead? Diversifying the Principal Pipeline
Synchronous (Live) Research/Inquiry Presentation
2:30 to 3:15 pm EST
Participants:

An Exploratory Study of District Principal Hiring Practices. Amy Luelle Reynolds, University of Virginia

Principal hiring is a key functions of school districts, yet little is known about how districts hire principals. This exploratory study used survey research to describe how regular K-12 public school districts hire principals. A random stratified sample of 240 districts responded to the survey; these data were matched to complementary district-level data for analysis. Results reveal that districts engage in the same major events but vary in most other aspects of principal hiring practices.
How the Geographic Distribution of Principal Preparation Programs Influences Principal Pipelines. Anna Weiss, Vanderbilt University; Jason A. Grissom, Vanderbilt University

Policymakers have taken interest in the implications of investing in principal pipelines. However, data suggest that the main challenge in principal pipelines is not one of shortage, but of equitable distribution. This mismatch between principal supply and demand may come down to geography. We study the geographical distribution and travel patterns of principal candidates throughout their journey to the principalship and investigate how geographical access to principal preparation programs may contribute to principal shortages.

Role of Program Aspirations and Other Key Attributes in Building a Pipeline of Leaders of Color. Frank Perrone, Indiana University; Angel Miles Nash, Chapman University; Karen L. Sanzo, Old Dominion University

Leaders of Color have substantial positive impacts on students and teachers of Color, and disparity between principal and student demographics is alarming. It stands to reason that principal preparation programs (PPPs) may be able to address some of this disparity by increasing diversity in the pipeline. This qualitative study learns from PPPs that successfully recruit, train, retain, and place principal candidates of Color to understand how PPP structures foster diversity.

“They Never Took Interest in Me!” Asian Americans and Educational Leadership Development. Grace J. Liang, Kansas State University

Using the AsianCrit framework, this qualitative study underscores the leadership development experiences of five Asian American teachers in one midwestern state. Rejecting the stereotypes of Asian Americans being apolitical and asocial, the participants show interest and initiative in pursuing leadership roles. Conscious of racial stereotypes and biases as major challenges they have to overcome in their leadership development, they also note lack of institutional support for such aspirations and pathways to leadership.

Digital Discussant:
William Black, University of South Florida

100. Leading When Things Go Wrong: Mitigating Adversity, Risk, and Trauma
Synchronous (Live) Research/Inquiry Presentation
2:30 to 3:15 pm EST

Participants:

Building a Safe Harbor: How Educators’ Traumatic Experiences Impact Classroom Instruction. James L. Olive, University of Dayton; Anthony Peddle, Columbus City Schools

This mixed-methods study examined the impact educators’ past traumatic experiences had on their classroom instructional practices. Survey and interview data were obtained from 108 educators across 17 states. Findings indicated that educators’ primary traumatic experiences can serve as a bridge in establishing meaningful relationships with students and also underscored the dearth of trauma-informed resources to educate and support students and teachers. Implications to school policy and classroom practices are discussed.

The Impact of No Excuses Policies on Black Males Exposed to Cumulative Trauma. Ramon Markee Jevon Griffin, H.U.R.T.

Zero-tolerance discipline policies like “No Excuses” have been scrupulously crafted, packaged, and sold to people of Color as the prescription for academic proficiency, social and emotional consciousness, and career excellence. Yet, few research studies exist questioning if the sophisticated discipline structure carries not only intellectual and ethnic identity related hazards, but psychological and emotional ones as well. This study examines how prolonged exposure to cumulative trauma impacts the holistic education of Black males.

The School Environment and Teacher Mental Health: A Correlational Investigation. Jacquelyn Nicole Williams, Clemson University

The school environment is a powerful influential factor in teacher retention and mental health. Exposure to unhealthy school environments could lead to increased reports of teacher stress, depression and anxiety. Grounded in an ecological approach, this quantitative study relied on
survey research and structural equation modeling to investigate the relationship between the school environment and multiple facets of teacher mental health.

**From One Mind to Many: How and When Does Shared Decision-Making Go Wrong in Schools?** Yinying Wang, Georgia State University

This study uncovers how and under what conditions school leaders’ shared decision-making could go wrong. Drawing on multidisciplinary literature, this study identified four issues: (a) amplifying, instead of mitigating, individual decision makers’ biases; (b) increasing decision makers’ confidence, instead of quality, in their decisions; (c) creating group polarization; and (d) diffusing responsibility, creating an environment that is vulnerable to unethical behavior. This study calls for attention to the limitations of shared decision-making.

**Digital Discussant:**
Curtis Brewer, University of Texas at San Antonio

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**101. Latinas Leading: Re/claiming Space and Cultura in Educational Leadership Research and Practice**

Conversations on Critical Issues: Synchronous (Live)
3:30 to 4:15 pm EST

This Critical Conversation brings together a diverse panel of educational leadership scholars and practitioners from across the country whose research focuses on Latina administrators. The panelists will engage session participants in a plática/dialogue to explore how Latinas are successfully re/claiming their space and cultura within educational leadership practice, while identifying means of addressing prevalent barriers Latina administrators face that might lead them to question their sense of belonging in our field.

**Participants:**
- Fabiola Bagula, San Diego County Office of Education
- Rebeca Burciaga, San José State University
- Mónica Byrne-Jiménez, Michigan State University
- Christina D. Diaz, University of Texas at San Antonio
- Anne Marie FitzGerald, University of Prince Edward Island
- Maria L. Gabriel
- Wellinthon Garcia, Elmont Union Free School District
- Elizabeth Gil, Fordham University
- Sandra Harris, Lamar University
- Tatiana Joseph, University of Wisconsin–Milwaukee
- Sylvia Méndez-Morse, Texas Tech University
- Tatiana Morales Owens, Lamar University
- Sandra Quiñones, Duquesne University
- Sonia Rodriguez, National University
- Ana Tavares, Boston Public Schools

**Digital Discussant:**
Melissa Ann Martinez, Texas State University

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**102. Critical Legal Issues of the Year: A Review and Critique**

Conversations on Critical Issues: Synchronous (Live)
3:30 to 4:15 pm EST

Critical legal issues relating to education have been debated and decided within this past year. This panel will review cases and legal dilemmas that have been issues in public schools. The panel will be interactive with the audience and will create discussion on important implications for school administrators, attorneys, professors, and policymakers. Various issues pertaining to marginalized students and employees will be examined, analyzed, and critiqued.

**Participants:**
- Suzanne E. Eckes, Indiana University
Martha McCarthy, Loyola Marymount University
Tiffany Sharnay Puckett, Northern Illinois University

Digital Discussants:
David Hoa Khoa Nguyen, Indiana University-Purdue University Indianapolis
Elena Silverman, Indiana University-Purdue University Indianapolis

103. Teacher Leadership: Connecting Voice, Agency, and Well-Being
Synchronous (Live) Research/Inquiry Presentation
3:30 to 4:15 pm EST
Participants:

An Administrator Perspective: Does Teacher Leadership Enhance Equitable Leadership Practice in Schools? Tiffany M. Squires, Pennsylvania State University; Hansol Woo, Pennsylvania State University
Using distributed leadership as a lens, this study describes how administrators conceptualize and implement teacher leadership (TL), as it enhances equity in schools. Research is limited to explain how administrators view utility of TL, therefore, these perspectives are essential to understanding how schools implement TL. Findings indicate that TL enhanced equitable decision-making, democratic problem solving, and relationships/interactions in schools. The research has implications for enhancing leadership practice that is racially, ethnically, culturally, and linguistically diverse.

“Tearing Down the Wall”: Making Sense of Teacher Leaders as Instructional Coaches and Evaluators. Meghan Comstock, University of Pennsylvania; Jason Margolis, Duquesne University
Using a sensemaking lens, we conducted a qualitative case study of one district’s effort to integrate coaching and formal evaluation in their teacher leadership policy. Drawing on interview and observation data, we found that when granted autonomy, principals drew on varied sources for making sense of and enacting this policy, and the messages they conveyed through school leadership norms deeply influenced how teachers and teacher leaders enacted and experienced the integration.

Understanding the Relationship Between Teacher Leadership and Teacher Well-Being: Toward a New Conceptual Model. Sebrina Doyle, Pennsylvania State University; Deborah Schussler, Pennsylvania State University; Trang Pham, Pennsylvania State University; Logan Rutten, Pennsylvania State University; Jana Jaffa, Pennsylvania State University
Teacher leadership as a multifaceted construct that varies based on the types of practices, the level of influence, and the level of formality. Well-being or flourishing is equally broad, often encompassing emotional, psychological, physical, and social aspects. Review of the literature suggests teacher leadership differentially affects well-being dimensions with some improvements (e.g., feelings of meaning and purpose) and some challenges (e.g., peer relationships). Suggestions will be offered on how to support teacher leaders.

“We’ve Been Forgotten”: Firsthand Perspectives on Teacher Leaders and Teacher Leadership in Urban Schools. Wesley Henry, California State University, Monterey Bay; James L. Olive, University of Dayton; Bryan A. VanGronigen, University of Delaware; Meredith Lea Wronowski, University of Dayton
This mixed-methods study examined teacher perceptions of teacher leadership, the types of work teacher leaders should engage in and the boundaries of that work, and barriers to teacher leadership. Using survey and interview data from approximately 125 teachers in a large urban school district, we found that teachers function in many domains of work and are eager for pathways to leverage their expertise. We close by discussing implications for district- and school-level leaders.

Digital Discussant:
Jill Bradley-Levin, Ball State University

104. Building Principal Capacity for Personal, Professional, and Organizational Improvement
Synchronous (Live) Research/Inquiry Presentation
3:30 to 4:15 pm EST
Participants:
Exploring Principal Communities of Practice and School Improvement. Dana L. Bickmore, University of Nevada, Las Vegas; Miguel Gonzales, University of Nevada, Las Vegas; Maria Banda Roberts, University of Nevada, Las Vegas

This study describes a case study of a pilot project in which novice and experienced principals met regularly for 14 months to support each other's identification of a problem of practice followed by development and implementation of a school improvement plan to address this issue. What were the participants' perceptions of this PD process? Findings indicated participants perceived the process provided authentic learning, resulted in individual and school benefits, yet needed some adjustments.

Leading Research Use in Schools: Principals’ Capacity and Contributions. Elizabeth Farley-Ripple, University of Delaware

Principals have a significant role in the implementation of evidence-use demands of accountability policy, yet the literature is thin on what that role entails and how that maps onto broader leadership frameworks. Using a national survey of 2,500 educators, we examine principals’ capacity and contributions to organizational capacity for research use. Findings suggest ways to strengthen principals’ leadership and articulate a broad set of roles principals can take on to address capacity in their schools.

Supporting Rural Principals Through Connection: An Early Assessment of Elgin Children’s Foundation’s Principal Support Program. Tommy Wells, Bellarmine University; Madeline Chimka; Sukhdeep Kaur

This mixed methods study investigated early outcomes of the Elgin Children's Foundation's Principal Support Program. This program, established in 2017, offers professional development for rural principals in Kentucky, Tennessee, and Virginia in the form of training, networking, coaching, and learning plans. Interview data suggest that principals benefit from the program in terms of changes in mindsets and practices, yet survey data indicate that principals may struggle with implementation or push-back from school-based staff.

Unplanned Principal Meetings: Distributed Sensegiving Encounters. Gopal Midha, University of Virginia

The life of a school principal comprises unplanned meetings which research suggests comprise as much as 60% of their day, accomplish urgent administrative and instructional tasks, and shape staff members’ professional knowledge. Yet, unplanned principal meetings (UPMs) remain largely overlooked in literature. Hence, this paper draws upon findings from an empirical study of UPMs of two school principals to show how coming home to UPMs enriches our understanding of what school leaders do and how.

Digital Discusssant:
Margaret Terry Orr, Fordham University

105. Learning From Crisis: Creative Leadership and Learning in Challenging Times
Synchronous (Live) Research/Inquiry Presentation
3:30 to 4:15 pm EST
Participants:

Accomplishing System Reforms by Minding the Details: Developing Understandings for Coordinating Practice. Lok-Sze Wong, Arizona State University

System reforms require educators to work in ways they were not trained, specifically, coordinating their individual practices to more equitably serve children. Deep change in practice requires shifting mental maps driving practice. This longitudinal, multicase, multilevel, mixed methods study found that educators’ increased understandings and enactments of coordinated practice were supported by learning opportunities that focused on the system reform, were embedded in daily practice, required joint deliberations, required systemwide membership, occurred on site, and were ongoing.

Creative Social Justice School Leadership to Rebuild Home. Jenny Susan Tripses, Bradley University; Milda Damkuviien, Siauliai University; Jurate Valuckien, Siauliai University

The 2020 global pandemic has changed life in ways that were unimaginable a few months ago by laying bare systemic inequities in education, health care, living conditions. This paper analyzes two identified social justice school leaders using ISLDN research protocols, who experienced another seismic cultural shift when the Soviet Union collapsed in 1990. The paper intends to share insights...
into their journeys for those who prepare future social justice educators in the current pandemic.

**District Leadership Spending Responses to a Financial Crisis.** Jeremy Anderson, Pennsylvania State University; Andrew Pendola, Auburn University

This explanatory mixed methods study combines a quantitative and qualitative analysis of two Texas school districts’ budget reductions during the Great Recession. This analysis uses historical budgetary evidence to help to better understand how school leadership reapportioned school-level budgets during a significant economic shock. We conclude that school districts did reallocate major expenditure categories differently during the recession and that decisions to reallocate varied widely between different local economic and policy contexts.

**Learning From Black Youth Activists to Cultivate Justice-Driven Educational Leadership.** Camille M. Wilson, University of Michigan; Naomi Mae Wilson, University of Michigan; Jeremy Dewan Horne, University of Texas at Austin

Drawing from an ethnographic case study of Black youth activists, we highlight the educative value of youths’ perspectives, experiences, and organizing. Data reveal Black youths’ understandings of systemic inequity, and we suggest how their knowledge and inquiry-based activism around issues like school closure and funding can boost adult educational leaders’ critical consciousness and improve their antiracist practice. We conceptualize the youth’s critical civic praxis as an important form of transformative leadership that challenges neoliberalism.

**Digital Discussant:** Angel Miles Nash, Chapman University

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**106. Authentic Cross-Institutional Preparation Program Partnerships**

Conversations on Critical Issues: Synchronous (Live)

4:15 to 5:00 pm EST

In this Critical Conversation, panelists share the story of coconstructing a three-way partnership between a statewide agency, a high school district, and a public university. The partnership resulted in an innovative leadership preparation program featuring an executive model that was codesigned and cotaught by university faculty and district cabinet members, included job-embedded continuous improvement work grounded in a shared districtwide problem of practice, and included subsidized candidate tuition by a state agency and private foundation.

Participants:
- Jennifer Goldstein, California State University, Fullerton
- Nell Scharff Panero, Hunter College, CUNY

**Digital Discussant:** Maritza Lozano, California State University, Fullerton

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**107. Building Capacity of Principal Candidates Through School–Community Partnership Projects**

Conversations on Critical Issues: Synchronous (Live)

4:15 to 5:00 pm EST

This symposium will share the success of a principal preparation program at a university in the southeastern U.S. Principal candidates complete six Service Leadership Projects engaging with schools and communities through their coursework, in addition to the 1,000-hour internship requirement. In this symposium, principal candidates will share a selection of their projects through digital stories and engage in reflective conversations with participants about their learning with the community and growth in leadership practices.

Participants:
- Spring in 2 Reading. Randall Meisenhelder, East Carolina University
  - My MSA SLP at an elementary school in rural, eastern North Carolina was the implementation of a program I called “Spring in 2 Reading” to try to increase student achievement by partnering with local volunteers. I collaborated with the school administration, teachers, and community members in this SLP.
Community Conversations. Amanda Rae Bailey, East Carolina University  
My MSA SLP project was with a K-8 school in rural, eastern North Carolina. Reviewing survey data and engaging in dialogue with teachers, administrators and families, it became obvious that there was a lack of connection between the community and school. My SLP project focus was hosting a Community-School Conversation.

Meeting Teachers Where They Are: PD Edition. Meredith Pinckney, East Carolina University  
During Fall 2019 I engaged in an SLP at a high school in an urban area of North Carolina. Reviewing survey data and having conversations with various stakeholder groups, it was evident that teachers saw a need for more professional development opportunities. Teachers have numerous responsibilities that occur at different times throughout the work day and after the school day is done. To meet the needs of teachers, online professional development modules were created after researching applicable literature (Powell & Bodur, 2019).

Mustang Mentors. Julian Jimmie Carter, East Carolina University  
My SLP was with a middle school in eastern North Carolina that serves over 800 students. I reviewed the following data to familiarize myself with the school: school improvement plan, Positive Behavior Supports and Interventions (PBIS) plan, demographics, discipline, attendance and the teacher working conditions survey. I also met with the administrative team, teachers and students to hear their voices. The stakeholder groups determined the best focus for my project would be to support students by developing a mentoring program.

Digital Discussants:  
Karen Diane Jones, East Carolina University  
Travis Lewis, East Carolina University

108. Preparing Antiracist Leaders in the Time of COVID-19  
Conversations on Critical Issues: Synchronous (Live)  
4:15 to 5:00 pm EST  
We offer a conversation with a panel of leadership preparation program faculty from across the nation who will discuss their practice innovations and policy engagement in the wake of COVID-19 and the pandemic of racist policies that pervade our educational system. This presentation has implications for policy and practice. It offers examples of practices put into place by highly respected leadership preparation institutions whose programs are committed to deeper learning, antiracism, and equity.

Participants:  
Anthony Conelli, Bank Street College  
Shelby A. Cosner, University of Illinois at Chicago  
Annamarie Francois, University of California, Los Angeles  
Martinette Venable Horner, University of North Carolina at Chapel Hill  
Scott McLeod, University of Colorado Denver  
Ann O’Doherty, University of Washington  
Nancy Parachini, University of California, Los Angeles  
Jennifer Robinson, Montclair State University  
Chris Scott, University of North Carolina at Chapel Hill

Digital Discussants:  
Jessica Charles, Bank Street College  
Rebecca Cheung, University of California, Berkeley  
Maria E. Hyle, Learning Policy Institute

109. Opening Reception in Honor of UCEA Past Presidents  
Special Session  
5:00 to 6:00 pm EST  
See call-out box
OPENING RECEPTION IN HONOR OF UCEA PAST PRESIDENTS

UCEA Executive Director Mónica Byrne-Jiménez and Immediate Past President Gerardo López welcome all UCEA participants to the Convention Opening Reception and extend a special welcome to those faculty from new UCEA member institutions. The Convention Opening Reception was established in honor of the contributions made to the field and the UCEA consortium by UCEA’s past presidents. See the end of the program for a list of UCEA past presidents.

Session 109 Tuesday Nov. 17 5:00–6:00 pm EST
110. How Administrators Can Support the Needs of Black Male Preservice Teachers
Conversations on Critical Issues: Synchronous (Live)
11:15 am to 12:00 pm EST
Nationally, Black males comprise less than 2% of public school teachers. The startlingly figure is not sustainable in a diverse society. For this reason, we will (a) examine the barriers Black male preservice teachers encounter; (b) highlight the steps school administrators in urban, rural and, suburban schools should take to create healthy ecosystems for Black male preservice teachers; and (c) provide recommendations. The participants will include three Black male former educators.
Participants:
   Ramon Goings, Loyola University Maryland
   Reginald D. Wilkerson, Clemson University
Digital Discussant:
   Larry J. Walker, University of Central Florida

111. “The Time Is Now”: (Re)examining and (Re)imagining the Intersection of Undocumented Students and Educational Leadership
Conversations on Critical Issues: Synchronous (Live)
11:15 am to 12:00 pm EST
This Critical Conversation responds to the pressing need to interrogate how PK-12 educational leaders, are responding to the intersections of immigration and education in policy, practice, and standards. This session is designed to build an interdisciplinary bridge between legal, sociological, anthropological, and educational administration theory, policy, and practice as pertinent to supporting undocumented students. Participants will leave with a more holistic picture of sociopolitical, socioemotional, and racial considerations that frame lived experiences of undocumented students.
Participants:
   Erica Fernández, Miami University
   Gerardo R. López, Michigan State University
   Alonso Rafael Reyna Rivarola, University of Utah
Digital Discussant:
   Liliana E. Castrellón, Duquesne University

112. (Un)Making Difference: Principal Responses to Entrenched Inequitable Systems
Synchronous (Live) Research/Inquiry Presentation
11:15 am to 12:00 pm EST
Participants:
Examining One Principal’s Impact on a School’s Culture and Out-of-School Suspension. Ify N. Ogwumike, University of Houston; Virginia Snodgrass Rangel, University of Houston; Detra DeVerne Johnson, University of Houston
   This study sought to explain how principals can help decrease the use of out-of-school suspension (OSS) and close the racial discipline gap. This study was guided by transformational leadership theory and comprised a qualitative case study of a principal in a suburban school district. Data derive from in-depth interviews and historical data. The principal’s transformational actions, together with support from the district, helped to improve the school’s culture and decreased the use of OSS.
Principals Conceptualization of Equity and Detracking. Shannon Holder, University of Connecticut
This qualitative study uses critical race theory to interrogate principals’ understanding of equity in relation to the detracking policy they are implementing at their high school. The purpose is to uncover if equity is driving detracking efforts and whether and how principals’ conceptualizations of equity have a hand in detracking implementation. Findings from this study will help to uncover if different iterations of detracking embrace equity and access for students of Color.

The Social Construction of Discipline and Technology in Schools. Katrina Borowiec, Boston College; Vincent Cho, Boston College

School discipline policies and technologies used to monitor students’ behavior can be viewed as socially constructed by educators within the context of their environment and through the lens of their own biases. Drawing upon theories of technology practices as socially constructed and Irby’s (2014) model of school discipline systems as nets of social control, this study employs cross-case analysis to understand how 34 educators across three schools enact school discipline using electronic behavioral management systems.

“This Isn’t Who We Are”: An Analysis of School Leaders’ Responses to Racial Violence. James Bridgeforth, University of Southern California

One of the most fundamental responsibilities of a school leader is to ensure the safety of the students under their care. However, what happens when that sense of safety is stripped away due to incidents of overt racial violence? Using critical race theory in concert with an institutional theory of organizational communication, this study explores the ways that K-12 school leaders respond to these incidents through a critical discourse analysis of their public statements.

Digital Discussant:
James Wright, San Diego State University

113. Leadership and the Effects of Teacher Perceptions
Synchronous (Live) Research/Inquiry Presentation
11:15 am to 12:00 pm EST
Participants:

This project explores the relationships between leadership practices, teacher professional practices, and teachers’ classroom practices using the Teacher and Learning International Survey (TALIS) 2013 U.S. data. The preliminary results from a multilevel path model indicated that both distributed leadership and instructional leadership have indirect effects on teacher’s classroom practices that were mediated by the teacher’s professional practices teacher. Study results provide evidence of how leadership practices influence teacher’s classroom practices through teacher’s professional practices.

Factors That Hinder and Facilitate Student Success in Rural High Schools. William A. Bergeron, University of Alabama; Yvette Bynum, University of Alabama; Brenda Mendiola, University of Alabama; Ellen H. Reames, Auburn University; Frankie Santos Laanan, University of Alabama

This study investigated high-performing, high-poverty, and high-minority rural high schools in Alabama. We examined the perceptions of stakeholders of what fostered student success, and what differences existed in the stakeholder perceptions of these factors in the three types of rural schools. This study differs from most on the topic of overcoming the achievement gap in its focus on the perceptions of stakeholders and not the programs, policies, curriculum, and leadership styles.

Impacts of Gender Congruence Between Teachers and Principals on Teachers’ Labor Market Outcomes. Peter Trabert Goff, University of Wisconsin–Madison; Mineok Yang, University of Wisconsin–Madison

We know little about the impacts of gender congruence between teachers and principals on teachers’ labor market outcomes. Using the theory of representative bureaucracy that supervisors are representative of their employees with shared values and aptitudes based on demographic similarities, we examined how the gender congruence affects teachers’ job-seeking, turnover, application pattern, and hiring outcome. We combined statewide job application/vacancy information with administrative staffing data and employed a logistic regression model.
Teacher Evaluation and Supervision in Complex Spaces. Noelle A. Paufler, Clemson University; Kelley King, University of North Texas

This multiple case study examined the implementation and impact of a new teacher evaluation system and its role in social learning systems. We surveyed, interviewed, and conducted focus groups with clinical teachers, clinical supervisors, and the field director of one educator preparation program. We found that communication was highly valued and pivotal for social learning and that perceptions of the ability for the evaluation system to capture the complexities of a classroom were mixed.

Digital Discussant:
Rachel Roegman, University of Illinois at Urbana-Champaign

114. Constructing Improvement: Invention and Adaptation in School Leadership

Synchronous (Live) Research/Inquiry Presentation
11:15 am to 12:00 pm EST
Virtual Convention: Synchronous Research Presentation Room #3

Participants:
Yachay Ayni: (Re)building Epistemological Homes Through Grounding the Schooling Process in Community Knowledge. Joseph Levitan, McGill University; Kayla M. Johnson, University of Kentucky; Natalia Incio Serra, McGill University

We present findings from a pilot project designed to build culturally grounded curriculum through collaborative inquiry with Indigenous students and elders in the Peruvian Andes. We work with three public schools in three Indigenous communities to reimagine learning content and pedagogy through a culturally grounded paradigm, and align it with the competency-based standards of the Ministry of Education to ensure that students are learning community knowledge, as well as working towards a diploma.

Designing for Equity: Adaptive Change Through Continuous Improvement. Erin Anderson, University of Denver; Naichen Zhao, University of Denver

The paper seeks to understand how schools can solve urgent, complex problems of practice. This case study of eight schools in one district who participated in a professional learning program applies organizational learning theory to understand how the continuous improvement helped schools to determine adaptive problems and solution, create systemic approaches to improvement, shift mental models, and learn through iteration. By addressing the opportunity gap, these schools prioritized marginalized students and improved learning outcomes.

Leading Together: The Use of Design Thinking to Jumpstart School Improvement Efforts. Michael Saylor, Delaware Department of Education; Lauren P. Bailes, University of Delaware; Bryan A. VanGroningen, University of Delaware

This mixed-methods study explored a yearlong professional development workshop on design thinking. Attention was given to participant reflections on implementation and the influence of the process on participant mindset and practice. Findings highlight the importance of design thinking’s action orientation, the benefits of empathy interviews, and the significance of team leader management and coaching skills. While participants expressed positive opinions, questions remain about the degree of innovation that design thinking can stimulate in schools and districts.

Reinventing Home: How Middle School Leaders Conceptualize STEM in the Context of Structured Program Implementation. Tryna H. Knox, Southern Methodist University; Elizabeth Adams, Southern Methodist University; Leanne Ketterlin Geller, Southern Methodist University

The purpose of this research was to examine how middle school leaders conceptualize STEM education program implementation and more fully understand how their leadership practices are enacted within their situational context of an intensive structured STEM education program, the STEM Academy. The STEM Academy, a 4-year project launched in 2016, was designed to promote STEM interests by developing teachers and leaders through intensive summer academies and providing coaching support throughout the school years.

Digital Discussant:
John Beuhring Nash, University of Kentucky
115. Exploring the Problem Space of Equity-Based Leadership Preparation

Conversations on Critical Issues: Synchronous (Live)
12:15 to 1:00 pm EST
Virtual Convention: Brown Bag Room #1

This proposed critical conversation addresses the following: How can leadership preparation programs (LPPs) create more authentic spaces for equity-based learning/engagement? While LPPs encourage equity mindedness in their students, we argue there are fundamental challenges that span beyond the boundaries of the classroom. An exploration of these barriers helps us to name the root causes that undermine thoughtful equity-minded efforts. We use the heuristic of the “problem space” to discuss these challenges to equity-based leadership preparation.

Participants:
  Shannon Calderone, Washington State University
  Maritza Lozano, California State University, Fullerton
  Melissa Ann Martinez, Texas State University

Digital Discussant:
  Amy Serafini, Auburn University

116. Enhancing Culturally Responsive Practice in a District

Conversations on Critical Issues: Synchronous (Live)
12:15 to 1:00 pm EST
Virtual Convention: Brown Bag Room #2

This conversation will examine how educators understand and implement culturally responsive practice (CRP). Gay (2018) pointed to the consistent levels of student achievement over time for various racial and ethnic groups but wide variation of individual performances within groups. Confronting these inequities requires a coordinated, thorough approach to organizational learning that alters the institutional and individual dispositions and practices. We present five integrated studies from a district about educators’ understanding and enactment of CRPs.

Participants:
  Daniel Anderson, Boston College
  James Greenwood, Boston College
  Sarah Lynn McLaughlin, Boston College
  Jason Medeiros
  Tina Rogers, Boston College

Digital Discussant:
  Muhammad Khalifa, University of Minnesota

117. Critical Conversation: Rural Superintendents as Equity Change Agents

Conversations on Critical Issues: Synchronous (Live)
12:15 to 1:00 pm EST
Virtual Convention: Brown Bag Room #3

This Critical Conversation will bring together scholars from across the country who research rural districts and prepare rural district leaders. The conversation will be structured around McHenry-Sorber and Budge’s (2018) conception of critical place-conscious leadership as a means for addressing equity within heterogeneous rural communities. The goal of the session is to move forward the development of a research agenda and preparation practices in critical place-conscious leadership and the role of superintendents in creating equity.

Participants:
  Betty Bagley, Clemson University
  Kristina Astrid Hesbol, University of Denver
  Renee Hyde, University of Nebraska-Lincoln
  Daniella Hall Sutherland, Clemson University
118. Mujeres Guerrilleras: Madres, Comadres, & (M)Othering
Conversations on Critical Issues: Synchronous (Live)
1:15 to 2:00 pm EST
Sixth in a series of muxerista-focused critical conversations, this session helps Latina scholars create and hold a sacred space. In an effort to be respond to current uprisings in the Black community, this session hopes to help Latinas reflect on anti-Blackness in our communities. This plática explores the multiple meanings of motherhood and comadringo and how these can support our Black hermanas in the academy.
Participants:
Rebeca Burciaga, San José State University
Erica Fernández, Miami University
Soribel Genao, Queens College, CUNY
Rosa Rivera-McCutchen, Lehman College, CUNY
Digital Discussant:
Mónica Byrne-Jiménez, Michigan State University

119. The Color, Canvas, and Complexity of Change: The Promise of Antiracist Educational Leadership
Conversations on Critical Issues: Synchronous (Live)
1:15 to 2:00 pm EST
This Critical Conversation focuses on understanding the dynamic responsibilities of leadership preparation and educational leaders with regard to crisis management in addressing the systemic needs of Black and Brown children and families during the COVID pandemic. We engage in discussion around the social constructs of race as color, the canvas as the context, and the complexity of advocacy and activism to reimagine and reinnovate antiracist educational leadership.
Digital Discussants:
Dessynie Edwards, Texas A&M University
Karen Ramlackhan, University of South Florida

120. Who Decides? Power, Disability, and Educational Administration
Conversations on Critical Issues: Synchronous (Live)
1:15 to 2:00 pm EST
Over the past 25 years, educational leadership has developed research that engages issues of social justice, equity, and diversity. This UCEA Critical Conversation will consider how the role of the school leader and school leadership preparation impacts special education. This perspective adds to the literature on disability and the connections among disability studies and education administration; it also provides direction for future practice, publication, curriculum revision in educational leadership, and service to the profession.
Participants:
Irma Laura Almager, Texas Tech University
Amy Jean Applebaum
Joshua Bornstein, Fairleigh Dickinson University
Michelle L. Damiani
Christine Hancock
Mariel O’Brien, Rutgers University
Angela Cherie Passero
Cora True-Frost
121. Leadership Counterstories: Interrogating the Intersections of Race and Gender in the Principal’s Office

Synchronous (Live) Research/Inquiry Presentation
1:15 to 2:00 pm EST

Participants:

A Composite Counternarrative of Black Men Educational Leaders in Urban Schools. Angel Miles Nash, Chapman University; Osly J. Flores, University of Illinois at Urbana-Champaign

While research informs the need to increase the number of Black men educators across K-12 urban institutions (Gooden, 2005), their practices are less explored. The importance of the ethic of care is evidenced in literature (NPBEA, 2015), however, operationalization of caring by Black men is underresearched. The purpose of this research is to investigate how Black men school leaders lead through caring using the Black Masculine Caring (Bass, 2019) framework and composite counternarrative.

Ethnic Educational Leaders as Beacons of Culturally Responsive Leadership: Lessons for Mainstream School Leaders. Bodunrin Banwo, University of Minnesota

This research explores the leadership perspectives of eight K-12 African-centered school leaders and a public-facing political and educational project grounded in the politics of Black Nationalism and Pan Africanism. The research examines how African-centered leaders, through a systematic examination called an “Organizational Inquiry,” operationalize African history and conceptions of Black “ways of being” into a unique, healthy, socialization process for Black children.

“I’m Their Only…” Interrogating Critical Whiteness in Social Justice Leadership in an Urban Elementary Context. Courtney Camille Mauldin, Michigan State University; Taeyeon Kim, University of Nebraska–Lincoln

This paper offers conscious discourse on the ways that social justice leadership and critical Whiteness work in tandem to foster a more critical and race conscious leadership in K-12 schools. Here, we examine social justice leadership through the case of a White female school leader, Mrs. Dee, and her leadership orientations and practices in an urban elementary school context.

Digital Discussant:
Yanira Oliveras-Ortiz, University of Texas at Tyler

122. Markets and Marginalization: Competition Meets Critical Policy Analysis

Synchronous (Live) Research/Inquiry Presentation
1:15 to 2:00 pm EST

Virtual Convention: Synchronous Research Presentation Room #2

Participants:

A Policy Regimes Analysis of Abbeville: Examining the Influence of Neoliberalism on Educational Opportunity. David G. Martinez, University of South Carolina; Henry Tran, University of South Carolina

Abbeville v. South Carolina had the potential to remedy school funding disparity across South Carolina. The Supreme Court, however, overturned plaintiff judgments, valuing evidence provided by the legislature. Our study examines Abbeville using a policy regimes framework and uses in-depth interview to understand how leadership voices were silenced during the proceedings. Our findings indicate the legislature held the judicial system inert and passed deficient policy in its attempt to institutionalize school funding disparity through law.

In Competition: Balancing Market Pressures and School Identity. Emily Germain, Michigan State
University; Chris Torres, Michigan State University

Through five case study sites in the highly unregulated and competitive environment in Michigan, this study examines how school leaders in dramatically differing contexts—geographic, demographic, financial, school type—respond to competition. Further, we explore how those competition-driven strategic decisions influence internal organizational legitimacy, culture, and identity. Our findings show that schools have an uneasy relationship with the market environment and craft different narratives to help rationalize past policies and chart new paths forward.

*Increasing Saturation and Segregation of Education Privatization in the United States.* Frank Adamson, California State University, Sacramento; Meredith Galloway, California State University, Sacramento

This study expands our definition of education privatization, examines its prevalence in the U.S. and analyzes concurrent student marginalization and segregation. We find education privatization increasing and unevenly dispersed, with charter schools concentrated primarily in urban areas. Analyzing six U.S. districts with higher saturation levels of charter schools reveals that segregation remains across all schools, but that instead of mitigation, student selection by charter school appears to exacerbate it, specifically for special education students.

*Performance is Not Enough: The Effects of School Choice Competition on an Underserved Neighborhood Public School.* Bryan J Duarte, Miami University

Guided by critical policy analysis and critiques of neoliberalism, this study draws on ethnographic data to represent a public neighborhood school principal’s response to pressure from school choice market competition. The findings reveal that the principal leveraged the school’s recent favorable performance data and dual language program to attract students and mitigate the costs of declining enrollment.

Digital Discussant:
Amanda U. Potterton, University of Kentucky

123. Sister Circles: Black Women Scholars Centering Mentorship Networks to Secure Success
Conversations on Critical Issues: Synchronous (Live)
2:15 to 3:00 pm EST

In response to the 2020 UCEA Convention call to “consider how we might best belong together in meaningful and replenishing ways,” the two-fold purpose of this critical conversation is to offer participants the opportunity to meet in a safe place, and strategically cultivate and tap into the collective power of mentoring networks of Black women. Facilitators will explore research and practices of successful mentoring relationship and guide attendees through the development of personalized mentor maps.

Participants:
Angel Miles Nash, Chapman University
Marsha E. Modeste, Pennsylvania State University
Jada Phelps-Moultrie, Michigan State University
Lolita Tabron, University of Denver

Digital Discussant:
Nakia M. Gray-Nicolas, Queens College, CUNY

124. Examining How Assistant Principals Contribute to Schools, Get Evaluated, and Work With Principals
Conversations on Critical Issues: Synchronous (Live)
2:15 to 3:00 pm EST

The assistant principalship is often portrayed as a stepping stone, but assistant principals may have their own contributions and roles within schools. This panel brings together a practicing administrator and three researchers to examine how assistant principals contribute to schools, are evaluated, and work with principals. The research and experiences brought together in this panel demonstrate the potential for the assistant principalship for development, student outcomes, and resistance.
125. Preparing Principals to be Community-Based, Culturally Responsive Leaders

Synchronous (Live) Research/Inquiry Presentation
2:15 to 3:00 pm EST
Participants:

Coaching to Enhance Leader Preparation and Practice. Karen R. Seashore, University of Minnesota; Dana L. Mitra, Pennsylvania State University; Megan Tschannen-Moran, College of William and Mary; Ellie E. Drago-Severson, Teachers College, Columbia University

Coaching can support K-12 and university faculty and leaders to manage complexity and uncertainty better. In this Ignite session, we highlight fundamentals of four different—yet interrelated—promising approaches to coaching. Each aligns with UCEA's 2020 Convention theme by seeking to strengthen a sense of belonging and build capacity for graduate students, university faculty, and educational leaders.

Community-Based Leadership in a Remote Belizean Village. Yanira Oliveras-Ortiz, University of Texas at Tyler; Wes Hickey, The University of Texas at Tyler

Through this case study, the researchers aimed to gain a deep understanding of the challenges and roles of Belizean principals in remote villages in Belize. Rural communities must prepare students for national exams while preparing students to thrive in communities with limited resources, in which most residents live as subsistence farmers. Given the remote location of many villages, school principals in the rainforest of Belize play a critical role as leaders in the communities.

Culturally Proficient Leadership: Equipping Leaders to Serve Refugee and Immigrant Students. Corinne Brion, University of Dayton

This study aims to understand (a) how leaders support refugee and immigrant students in suburban settings and (b) the barriers and obstacles educational leaders encounter in serving refugee and immigrant students. This longitudinal study was significant before COVID-19 and is particularly salient now because COVID-19 has strained the schools’ ability to serve refugee and immigrant students. With the upcoming decrease of funding, these students likely will be further disenfranchised.

Knowing Their World: Decolonizing Educational Spaces Through Culturally Responsive School Leadership. Nimo M. Abdi, University of Minnesota; Stefanie Marshall, University of Minnesota; Muhammad Khalifa, University of Minnesota

This case study examines how the leadership practices of a Black immigrant woman informs the literature and understandings of culturally responsive school leadership (CRSL). We demonstrate how an immigrant teacher led her school’s CRSL by exemplifying two practices: (a) student-centered practice with decolonial orientations and (b) operationalization of familial forms of care as a strategy of repair. This teacher’s CRSL practices contributed to the humanization of Black immigrant students in school.

Digital Discussant:
Juan Manuel Niño, University of Texas at San Antonio

126. Power and Positionality in the Quest for Equity and Justice

Synchronous (Live) Research/Inquiry Presentation
2:15 to 3:00 pm EST
Participants:

Disrupting Racism in Schools: Study of a Racial Justice Program in an Urban Elementary School. Adriana Villavicencio, University of California, Irvine

Although research documenting the effects of racism in schools is extensive, the recent global spotlight on police violence against Black men and women has raised the urgency of disrupting
racism (and anti-Blackness, in particular) in schools. This qualitative case study explores the
enactment and influence of a yearlong racial justice program in one urban elementary school,
painting a rich picture of both the promise and limitations of programs designed to address racism in
schools.

*Power & Positionality: Intersections of Race & Gender in the Era of the Equity Director.* Ann M. Ishimaru,
University of Washington; Decoteau J. Irby, University of Illinois at Chicago; Terrance Green, University
of Texas at Austin

In this emergent “era” of both heightened anti-Black racism and aspirations of equity in systems
leadership, the arrival of the equity director may be a marker of a transition in district efforts to
eradicate educational injustices. This study examined how the positionalities—particularly in terms
of race and gender—of 13 equity directors from across the country informed their district equity
leadership to transform educational systems to address the marginalization of minoritized P-12
students.

*Superintendent Leadership in Times of Rising Hate: The Case of Sociopolitical Crisis in Charlottesville.*
Sara Epperly, Old Dominion University; Jay Scribner, Old Dominion University

Using crisis management/leadership and complexity theory, this longitudinal study examined
immediate and evolving responses by the Charlottesville Schools superintendent with regard to the
2017 White supremacists demonstration and its subsequent impact.

*Whiteness and the Loss of Justice: A Case Study in Being White and Being Good.* Rodney S. Whiteman,
University of Wisconsin–Milwaukee

This paper is investigates how Whiteness can blot out the possibilities of educational equity and
social justice. The setting is a small private school espousing social, economic, and environmental
values. The data for this paper come from an instance during which educators discuss how to respond
to a racial epithet scrawled on a bathroom wall. The data are analyzed through Applebaum's White
complicity framework and reveals ways in which Whiteness can preclude social justice values.

Digital Discussant:
Tracey Benson, University of North Carolina at Charlotte

127. Race, Equity, and Education Policy: Implications for School Leaders
Synchronous (Live) Research/Inquiry Presentation
2:15 to 3:00 pm EST
Participants:

*Review of International Research on School Leadership for Social Justice, Equity and Diversity.* Khalid
Arar, Texas State University; Sedat Gumus, Aarhus University, Denmark; Izhar Oplatka, Tel Aviv
University

The issue of social justice (SJ) leadership has become one of the central topics in educational
leadership research the last two decades. Despite this, no comprehensive review of SJ leadership
research has been conducted. By using bibliographic data from Scopus database and employing
various bibliometric analyses, this paper presents a systematic review of SJ leadership research to
trace its development and characteristics within a broad perspective.

*The (Un)Just City: San Antonio, Texas and Geographically Situating the Struggle for Educational
Opportunity.* Curtis Brewer, University of Texas at San Antonio; Sarah Diem, University of Missouri;
Elisha Reynolds; Sarah Walters, University of Missouri

The purpose of this conceptual paper is to articulate the need for a critical geographic perspective to
understand the opportunity for a quality education across U.S. cities. Through a study of a single city,
we show that judicial, political, and educational forces work through and constitute the geography of
opportunity of the city. If educational leaders are going to advocate for quality education, then they
must critically understand the geography in which students make their homes.

*Understanding the Politics of Race, Equity, and Neoliberalism in Everyday Leadership.* Sarah Diem,
University of Missouri; Anjalé Welton, University of Wisconsin–Madison; Shannon Paige Clark,
University of Illinois at Chicago; Sarah Walters, University of Missouri

In a time of growing inequality and racial division, our K-12 schools are in need of antiracist
educational leaders who can face political uncertainty, pushback, and resistance to change that will undoubtedly occur when they advance racial equity and justice in their district/school communities. In this paper, we discuss a theoretical framework that explains how the current sociopolitical context exacerbates a racialized market-oriented state in urban educational systems and its impact on school leaders’ practice.

“We Want You to Feel Like You’ve Been Heard”: Racial Dynamics of Changing School Attendance Zones. Erin Atwood, Texas Christian University; Paige Tooley, Texas Christian University; Cara Jones, Texas Christian University

This research explores a “critical race moment” central to understanding a lack of race consciousness in changes to school attendance boundaries. We use critical race theory and critical policy analysis to examine the public concerns and ultimate passage of rezoning changes at a district school board meeting. Using differing meanings of equity terminology, conceptualization of “good schools,” and a hierarchy of knowledge based on power were important themes from this exchange.

Digital Discussant:
Davis Clement, Michigan State University

128. General Session V: Mitstifer Lecture: Eduardo Bonilla-Silva

Special Session
3:00 to 3:45 pm EST
Virtual Convention: General Session Room
See call-out box

GENERAL SESSION V: MITSTIFER LECTURE
Eduardo Bonilla-Silva

What Makes Systemic Racism Systemic?

The annual Mitstifer Lecture is the most prestigious lecture in the field of educational administration. It honors the late Dr. Robert Mitstifer and his wife, Dr. Dorothy I. Mitstifer, from the College of Education at Pennsylvania State University. Dr. Eduardo Bonilla-Silva is Distinguished Professor of Sociology at Duke University. He is trained in class analysis, political sociology, and sociology of development (globalization). However, his work in the last 20 years has been on race. He has published on racial theory, race and methodology, colorblind racism, the idea that race stratification in the U.S. is becoming Latin America-like, racial grammar, race and human rights, and race and citizenship. He contends that racism is fundamentally about “racial domination,” and hence, racism is a collective and structural phenomenon in society.

Session 128  Wednesday Nov. 18  3:00–3:45 pm EST  General Session

128a. Jackson Scholars Network Recognition Ceremony

Special Session
3:45 to 4:45 pm EST
Participants
Lisa Bass, North Carolina State University
Mónica Byrne-Jiménez, Michigan State University
Liliana Castrellón, Duquesne University
Michael Dantley, Miami University
Gerardo R. López, Michigan State University
Hollie Mackey, North Dakota State University
129. **Space, Place, and Geospatial Thinking to Inform Educational Research, Policy, and Practice**
Conversations on Critical Issues: Synchronous (Live)
11:15 am to 12:00 pm EST
This session brings together leading scholars who consider issues of geography in educational research and will discuss the implications this conversation has for school leaders and policymakers. We bring together these scholars to understand where the state of the field is regarding spatial topics, where the field needs to go, and how policymakers and leaders can use spatial understandings when making decisions.
Participants:
- Erin Atwood, Texas Christian University
- Alisha Butler, University of Maryland
- Yusuf Canbolat
- Charisse Gulosino, University of Memphis
- Jin Lee, University of Louisiana at Lafayette
- Beth Rous, University of Kentucky
- Sarah Winchell Lenhoff, Wayne State University
Digital Discussants:
- Sajjid J. Budhwani, University of Denver
- Bryan A. Mann, University of Kansas

129a. **COVID and the Job Market**
Graduate Student Programming
11:00 am to 12:30 pm EST
With the unprecedented disruptions from COVID-19, navigating the job market has become more difficult for students who are completing their degrees. Please join us in this session with faculty members, recent graduates, and individuals who have chosen research positions outside of academia to discuss both advice for navigating the job market and how the pandemic will shape the job market in the near future.
Link: [https://ncsu.zoom.us/j/94230458639?pwd=S1ZOWW9NWDUxVHBHTXdmZFBuWEcvQT09](https://ncsu.zoom.us/j/94230458639?pwd=S1ZOWW9NWDUxVHBHTXdmZFBuWEcvQT09)
Meeting ID: 942 3045 8639 Passcode: 054575
Participants:
- Amber Banks, Bill and Melinda Gates Foundation
- Stephanie Forman, University of Washington
- Chris Torres, Michigan State University
- Wejia Wang, Colgate University
- Sheneka Williams, Michigan State University
Digital Discusant:
- David DeMatthews, University of Texas at Austin

130. **Competition and School Choice: Implications for Educational Leadership, Equity, and Ethics**
Conversations on Critical Issues: Synchronous (Live)
11:15 am to 12:00 pm EST
This symposium examines how school leaders and families understand school competition to varying degrees in a range of spaces including Washington DC, the Bronx, Arizona, and El Paso. In considering
issues of enrollment and competition, these papers examine the role principals and district leaders play related to equity as well as ethics in leadership. This symposium draws on diverse theories including Black critical theory, critical race space analysis, market theory, and literature on school-community partnerships.

Participants:
Benjamin Creed, Northern Illinois University
David DeMatthews, University of Texas at Austin
Catherine DiMartino, St. John’s University
Huriya Jabbar, University of Texas at Austin
DeMarcus A. Jenkins, University of Arizona
Bryan A. Mann, University of Kansas
Michael R. Scott, University of Texas at Austin
Alexa Sorden, St. John’s University

Digital Discussant:
Stephen Kotok, St. John’s University

131. Generational Mentoring Among Groups of Education Leaders: The Redefinition Phase in Times of Crises
Conversations on Critical Issues: Synchronous (Live)
11:15 am to 12:00 pm EST
This Critical Conversation explores generational mentoring among education leaders and probes mentorship’s redefinition phase in times of crisis. Twelve emerging and seasoned academics, diverse members of a peer mentoring group, will dialogue about their search for meaningful ways to re/build relationships in ways that creatively and constructively adapt to social distancing. Transforming current unprecedented challenges into research products is a goal. Anyone searching for ideas about how to redefine a mentoring relationship should find value.

Participants:
Emily Boyles, Virginia Tech
Gerald FitzHugh II, Seton Hall University
Donald G. Hackmann, Iowa State University
Cindy Carter Klimaitis, Virginia Tech
Joel R. Malin, Miami University
Ann O’Doherty, University of Washington
Lavetta S. Ross, Freehold Regional High School District
Shena Sanchez, University of California, Los Angeles
Christopher Tienken, Seton Hall University
Christie Vanderhook, Seton Hall University
Angelica WyKeshia Witcher, Virginia Tech

Digital Discussant:
Carol A. Mullen, Virginia Tech

132. Relational Perspectives on Leadership for School Change
Synchronous (Live) Research/Inquiry Presentation
11:15 am to 12:00 pm EST
Participants:
Small-Scale Reform or Shifting Systems? A District’s Effort to Build and Support an Innovative School.
Jeanne Powers, Arizona State University; Lok-Sze Wong, Arizona State University
The purpose of this study is to share the efforts of central office leaders in a medium-sized school district in the southwest U.S. to pilot a prototype school-within-a school centered around a humanizing curriculum. This very small-scale pilot required central office leaders to adapt multiple aspects of the existing school system. We analyze the changes that central office leaders made to support their new school, and the challenges and affordances they encountered in making these
changes.

“The Only Thing We Share Is a Wall”: Denver School Leaders’ Perspectives on School Co-Location. Elizabeth Tetu Bohl, University of Colorado Boulder; Wagma Mommandi, University of Colorado Boulder; Katherine Schultz, University of Colorado Boulder

Co-location policies—two or more schools operating on one campus—have resulted in tension among various stakeholders in Denver Public Schools. Drawing on a framework that centers distrust and critical spatial theories, we use GIS to visualize patterns of school co-location. In addition, we use ethnographic interviews and document analysis to explore how school leaders understand and navigate this reform. We conclude that co-location policies constrain the ability of leaders to make decisions to promote student success.

The Complexities of Policy Alignment and Accountability in Two Metropolitan Districts. Elizabeth Leisy Stosich, Fordham University; Emily Hodge, Montclair State University

This study presents a multiple-site case study of how teachers, coaches, and school leaders in two metropolitan districts in two states—Florida and New York—responded to new standards, curriculum, assessments, and teacher evaluation policies. The New York district had higher levels of policy alignment than the Florida district during the time of the study; thus, this study illuminates relationships between alignment, accountability, and policy implementation during a time of significant policy change.

Leadership Needed for High-Functioning and Less Well-Functioning Professional Learning Community Teams. Robert Holland Voelkel, Jr., University of North Texas

Research suggests effective professional learning communities (PLCs) enhance teacher collaboration and student achievement. This study highlights differences in teacher behavior and teams’ perceptions of principal leadership in well- versus less well-functioning teams. Analysis of interviews of principals and team members showed teams differed in intensity of analysis of student work and the level of changes in instructional practices. These findings suggest the need for more active principal facilitation of PLCs to achieve full benefits.

Digital Discusant:
Joanne M. Marshall, Iowa State University

133. Schools as Social Networks: Relationships, Trust, and Decision-Making in Education
Synchronous (Live) Research/Inquiry Presentation
11:15 am to 12:00 pm EST
Participants:

Conceptualizing the Critical Path Linked by Teachers’ Trust. Jingping Sun, University of Alabama; Rong Zhang, University of Alabama

Based on meta-analysis of studies in the past 20 years, this paper conceptualizes the critical path tying school leadership to student achievement linked by teachers’ trust. This paper presents (a) the major approaches to the conceptualization and measuring of teachers’ trust, (b) trust positively impacting student learning, and (c) school leadership positively impacting teachers’ trust. This study adds to our understanding of the indirect influence of school leadership on student learning through trust.


Change initiatives allow schools and districts to reimagine themselves and often rely on robust organizational structures to support knowledge-sharing. Rural districts face constraints that hinder such structures, yet among educators there are likely to be strong personal ties. This mixed methods study uses social network analysis and qualitative methods to examine how the organizational structures in a rural district and the informal social relationships of educators served to support knowledge-building related to a recent initiative.

Leadership Using Social Network Theory: Leaders Gain Understanding of School Networks and Leverage System Capital. Deborah Shea, College of St. Rose

This research asks leaders to reconsider schools as systems and embrace the structure of their schools as an ecological one infused with webs of relationships and ways for resources and skills to be
shared. I argue that a social network analysis of the nature of teacher influence offers a framework for understanding how teacher interactions build social capital and support the diffusion of knowledge, and are responsible for the success of organizational change.

**Improvement in the Next Level of Work: Struggling for Collective Agency Among Educators Facing Adversity.** Elizabeth Arnett Zumpe, University of California, Berkeley

Reformers typically presume collective agency exists in struggling schools. However, in contexts of adversity, collective agency can be a struggle in “the next level of work,” when defensive tendencies interact with proactive efforts. Using participant observation with two work teams in one challenged middle school, this study finds that, amid overload and struggles to establish psychological safety, exert leadership, and find optimism, teams developed limited collective agency to tackle only narrow challenges and simple tasks.

Digital Discussant:
Vonzell Agosto, University of South Florida

**134. Good Intentions Are Not Enough: Destabilizing Oppressive and Essentializing Research Practices**

Conversations on Critical Issues: Synchronous (Live)
12:15 to 1:00 pm EST

Although research related to transformative approaches to leadership that emphasize equity, inclusion, excellence, and social justice is not new, it remains contested, and in some cases, problematic, as researchers fail to include a “critical analysis of colonialism and an understanding of Western scientific research as a mechanism of colonization” (Aveling, 2013). This interactive, international Critical Conversation raises questions and prompts reflection these and other questions related to conducting critical and appropriate or appropriating research.

Participants:
Chalena Beasley, Wayne State University
Mere Berryman, University of Waikato
Patricia Briscoe, Niagara University
David Lawrence, Antioch University
Hollie Mackey, North Dakota State University
Palwasha Marwat, University of Missouri

Digital Discussant:
Carolyn M. Shields, Wayne State University

**135. Planning for the Un/Expected: A Facilitated Workshop on Adapting Research in an Unpredictable Time**

Conversations on Critical Issues: Synchronous (Live)
12:15 to 1:00 pm EST

This session is a facilitated workshop for doctoral students and new scholars to develop strategic plan for un/expected research disruptions. Major events such as physical and mental health concerns, caretaking, and job transitions can drastically alter research plans. These challenges are now compounded by COVID-19, the perpetuation of violence against BIPOC, and economic instability. This workshop will include dialogue and development of an alternate “Plan B” for research during an unpredictable time.

Participants:
Rachel Lebron Biritz, Clemson University
Rachel Wagner, Clemson University
Jacquelyn Nicole Williams, Clemson University

Digital Discussant:
Daniella Hall, Clemson University
136. The “Why” Matters Most: Activist Artmaking to Transform School Communities to Promote Social Justice
Conversations on Critical Issues: Synchronous (Live)
12:15 to 1:00 pm EST
The purpose of this Critical Conversation is to explore approaches, challenges, and possibilities that have arisen over the last several years from existential crises and threats in promoting social-justice-oriented work in K-12 U.S. public schools. Specifically, this dialogue attends to the work conducted by five coauthors exploring the influence of social justice arts-based school–community partnerships to promote authentic collaborations among school community members to legitimize minoritized perspectives.
Participants:
  Leshun Collins, Orange County Schools, Ohio
  Lenard Jackson
  Walter Gershon, Kent State University
  Mariel Sallee, Ashtabula Area City Schools, Ohio
Digital Discussant:
  Christa Boske, Kent State University

137. Who Decides? Power, Disability, and Educational Administration: Narratives on Disability at Home, School, and Workplace
Conversations on Critical Issues: Synchronous (Live)
1:15 to 2:00 pm EST
This session will explore the meaning and importance of narratives to understand disability from the perspectives of individuals with disabilities including parents, siblings, and other family members. The session will explore these narratives as written by professors, graduate students, teachers, and administrators related to their personal and professional experiences. All participants are contributing authors to a new volume in the Research and Theory in Educational Administration series (IAP Press).
Participants:
  Joshua Bornstein, Farleigh Dickinson University
  J. P. B. Gerald, Hunter College, CUNY
  Holly Manaseri, University of Rochester
  Deanna Yadollahi, School of Professional Studies, CUNY
Digital Discussants:
  Arnold Danzig, San José State University/Arizona State University
  Catherine A. O’Brien, Gallaudet University

138. Lessons Learned From 10 Years of the Comprehensive Assessment of Leadership for Learning (CALL) Project
Conversations on Critical Issues: Synchronous (Live)
1:15 to 2:00 pm EST
The Comprehensive Assessment of Leadership for Learning (CALL) project aimed to transform how we measure and support school leadership. CALL has been used in 25 states by over 5,000 educators for school improvement; has been translated to support schools in other countries; and has been adapted to support English language learning, personalized learning, and district-level leadership. Our symposium will discuss lessons we have learned to measure and support school leadership in new ways with CALL.
Participants:
  Mark Blitz, University of Wisconsin–Madison
  Alex J. Bowers, Teachers College, Columbia University
  Margaret Freeman, Teachers College, Columbia University
  Carolyn Kelley, University of Wisconsin–Madison
  Marsha E. Modeste, Pennsylvania State University
139. Making Home Within and Across Digital, Demographic, and Geographic Boundaries

Synchronous (Live) Research/Inquiry Presentation
1:15 to 2:00 pm EST

Participants:

Finding Home in a Hopeless Place: Schools as Sites of Heteronormativity. Sarah Simi Cohen, University of Texas at Austin; Bryan J Duarte, Miami University; Jennifer Ross, University of Texas at Austin

We are interested in the home-making process of LGBTQ+ students, and how this process is thwarted due to the systemic cis-heteronormativity plaguing schooling institutions and their leaders. Using data collected from high school youth by the CDC, our findings indicate that schools inevitably uphold cis-heteronormative ideologies and practices, which threaten LGBTQ+ students’ feelings of home, evident in their self-reported feelings of sadness or hopelessness.

Narratives of School Rezoning: How Stories Shape Belonging, Leadership Decisions, and School Boundary Lines. Andrene Castro, Virginia Commonwealth University; Genevieve P. Siegel-Hawley, Virginia Commonwealth University; Kimberly Bridges; Sarah Haden; Shenita Williams

A key driver of school segregation are the boundaries, or school attendance zones, dividing students into schools within districts. This study examines the racial politics of belonging and exclusion using qualitative data with school leaders and community stakeholders from an urban district undergoing school rezoning. Findings offer school leaders deeper understanding of how racial and political narratives might enable or constrain school rezoning processes and outcomes.

Ongoing Change: A Content Analysis of Black Women Educators’ Creation of Home on Social Media. Melody Andrews, Howard University

Black women educators comprise a perpetually small share of the education workforce in the United States; however, little is done in schools to equitably support Black women educators in a way that is culturally sustaining. Utilizing Walker’s (1983) concept of womanism as a framework, this qualitative study examines how Black women educators support one another via social media as a means of culturally sustaining professional learning and a demonstration of various instructional leadership competencies.

Children of Movement, Children of Place: Place-Based Subjectivities in Black Families’ Search for Educational Opportunity. Dana Nickson, University of Washington

This paper examines how seven Black families’ perceptions of place shape their physical movement and school choice decision-making in Metropolitan Detroit. I discuss how despite families’ movement from Detroit, their connection and care for the city still oriented their decision-making on where to live, the school choices they made, and their search for social and cultural affiliations in a contested and stratified educational landscape.

Digital Discussant:
Terah Talei Venzant Chambers, Michigan State University

140. Leadership Influences on Diversity and Coherence

Synchronous (Live) Research/Inquiry Presentation
1:15 to 2:00 pm EST

Participants:

Calling for Leader Diversity: Longitudinal Predictors of Waning Trust Among Principals in an Urbanizing District. Lauren P. Bailes, University of Delaware; Jentre J. Olsen, Oklahoma State University

The career pathways of administrators and aspiring leaders are less well known than those of teachers. Likewise, questions continue to emerge about the ways in which schools and districts cultivate and sustain diversity in their leadership—with varying success. This paper contributes to a burgeoning literature that focuses specifically on career pathways of administrators. We specifically examine the ways in which diversity fosters trusting relationships between administrators and students.
Instructional Program Coherence and Teacher Intent to Leave. Ashlyn Fiegener, Oklahoma State University; Curt Adams, University of Oklahoma

This study explores instructional program coherence (IPC) as a school-level working condition that may be negatively related to teacher intent to leave. Hierarchical linear modeling was used to (a) test the relationship between IPC and intent to leave and (b) test psychological need satisfaction as a mediator in this relationship. Results indicate a significant negative relationship between IPC and teacher intent to leave as well as a mediating effect of teacher need satisfaction.

Novice Principal Working Conditions and Burnout in a Large Urban District. David DeMatthews, University of Texas at Austin; Pedro Reyes, University of Texas at Austin; Paul Carrola; Wesley L. Edwards, University of North Texas

School improvement efforts require consistent leadership, but principals in many low-performing, high-needs schools do not stay in their positions for very long. As a consequence, these schools tend to have inexperienced and relatively ineffective principals (Goldring & Taie, 2018). The purpose of this mixed-methods study is to examine novice principal burnout in one large urban school district in the southwestern U.S.

Digital Discussant:
Katherine Cumings Mansfield, University of North Carolina at Greensboro

141. New Alternatives for Leadership Adaptation and Social Emotional Learning

1:15 to 2:00 pm EST

Participants:

Factors That Influence the Emotional Aspects of Principals’ Work. Cameron Hauseman, University of Manitoba

Using data derived from 13 interviews with principals from 10 different school districts, this study identifies factors or conditions that influence the emotional aspects of contemporary principals’ work. The findings indicate several factors influence the emotional aspects of principals’ work, including advocating for students, navigating workload concerns and other system-based challenges, managing media attention, lacking employer support, working with angry or upset individuals, and navigating crises and tragedies.

Building Sustainable Systems for Social and Emotional Learning. Linda Kay Mayger, College of New Jersey; Krista E. Leh

This study documents findings from six school districts where school leaders engaged in systematic assessments of their social-emotional learning (SEL) implementation. The authors present a theoretical framework of the factors that facilitate sustainability of SEL initiatives in K-12 schools and use the framework to assess SEL implementation in 42 schools. They close with a discussion of the implications for implementing SEL initiatives and leading school and district change.

New Alternatives: Developing Constructive Adaptations to Principal Turnover. Andrew Pendola, Auburn University; John Appiah, Auburn University

The goal of this project is to develop local, low-cost, and targeted solutions to reduce principal turnover. To do so, this project identifies strategies to increase principal retention by identifying adaptive leverage points along the Exit-Voice-Loyalty-Neglect (EVLN) framework. We define the set choices principals evaluate when dissatisfied and identify corresponding district and campus level interventions. We identify 11 indicators of dissatisfaction and discuss interventions to reframe them in a constructive manner.

School Leaders’ Framing of Social Emotional Learning for Racial Equity. Stephanie Forman, University of Washington; James Lamar Foster, University of Washington; Jessica G. Rigby, University of Washington

This paper investigates how leaders connect social-emotional learning (SEL) with antiracist practices. The study employs critical frame analysis and draws on qualitative data from three schools within one district. We found that leaders framed antiracism work as similar to familiar SEL practices to encourage teachers’ implementation and framed SEL as a tool to mitigate White teachers’ defensiveness during discussions of race. These leaders’ novel approach suggests a race-conscious
vision of SEL leadership.

Digital Discussant:
   Martin Scanlan, Boston College

141a Grad School in Stages
Graduate Student Programming
1:30 to 3:00 pm EST
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 ongoing dialogue with faculty and advanced graduate students about what a stage model of navigating graduate school might look like in educational research.

Link: https://ncsu.zoom.us/j/94230458639?pwd=S1ZOWW9NIWUxVHBHTXdmZFBuWECvQT09
Meeting ID: 942 3045 8639    Passcode: 054575
Participants:
   Julia Mahfouz, University of Colorado Denver
   David G. Martinez, University of South Carolina
   Mariama Nagbe, University of Texas at Austin
   Yinying Wang, Georgia State University

Digital Discussant:
   Matthew Stier, University of Iowa

142. Emancipatory Educational Leadership: Towards a Decolonial Framework of EdD and School Leadership Preparation Programs
Conversations on Critical Issues: Synchronous (Live)
2:15 to 3:00 pm EST
The pervasiveness of coloniality normalizes White supremacy and capitalism in education. Despite coloniality’s pervasiveness, however, decoloniality exists in simultaneity. Educational leaders who work as PRAXISioners towards decoloniality aim to critically improve their conditions while demanding human dignity. The PRAXISioners in this symposium draw from emancipatory approaches including critical race and decolonizing research paradigms to investigate how decolonial paradigms, structures, pedagogies, testimonios problematize and create fissures in traditional Educational Leadership EdD/MA programs.

Digital Discussants:
   Rebeca Burciaga, San José State University
   Pedro Enrique Nava, Mills College
   G. T. Reyes, California State University, East Bay

143. How Global Surveys of School Leadership Inform Research, Theory, and Practice: Analyzing the OECD TALIS
Conversations on Critical Issues: Synchronous (Live)
2:15 to 3:00 pm EST
Education leadership research is a global endeavor with recent surveys, such as the Teaching and Learning International Survey (TALIS) by the Organisation for Economic Co-operation and Development (OECD), providing responses from hundreds of thousands of teachers across thousands of schools and principals in almost 50 countries with a wide range of questions. This symposium brings together researchers across multiple studies to discuss recent research and engage the audience in discussion of research and analysis issues.
Participants:
Secondary Data Analysis With International Data in Educational Leadership and Policy Studies. Angela Urick, Baylor University

This section of the symposium provides an overview of secondary data analysis and identifies several of the most prominent data sets used in education policy and leadership research. Existing, generalizable data allow researchers to address pressing national and systemic issues in educational leadership and policy. These common data sets provide an opportunity for comparison and replication of findings across studies. As a first example of existing secondary data in TALIS, a study of TALIS 2008 will highlight common, available leadership measures in this international dataset. As a second example of existing secondary data in TIMSS, a study of TIMSS 2011 will demonstrate how to connect leadership measures to broader school and social context variables.

TALIS 2018: Intertheme Analysis With Principal and Teacher Data. Heather E. Price, Marian University

TALIS is the foremost international survey of teachers conducted by the Organisation for Economic Cooperation and Development (OECD). Conducted every 5–6 years, and in sequence with the Programme for International Student Assessment (PISA), TALIS provides a generalizable and comparable look across schools—teachers and principals—across the globe. This paper will highlight the new items in TALIS 2018 as well as the themes linked between survey panels of 2013 and 2018.

The Evidence of Distributed Leadership Practices Using the 2013 TALIS Data. Yan Liu, Central Connecticut State University

IEA, OECD, and UNESCO, along with other international institutions, have designed and implemented numerous worldwide studies, with the interests to identify commonalities and compare educational policy, process, and outcome across national boundaries. TALIS is unique by its particular emphases on school leader and teachers’ perspectives regarding school climate, school leadership, teaching belief, and attitudes, etc. This current study was interested in the practical aspects of distributed leadership across cultural clusters, by incorporating the theoretical framework from Spillane, who articulated distributed leadership involves dynamic processes through synergistic interactions among leaders, subordinates, and situations.


Globally, in considering effective school leadership practices, many countries are working to advance the ideas of instructional leadership and leadership for learning at the policy and practice level. Yet, little is known as to how teachers and leaders align (or not) in their perceptions of practices of leadership for learning in their schools, and how these potentially different types of school leadership climates cluster by country. Leveraging the survey items on the recent TALIS 2018 from the OECD that align to the theory of leadership for learning, this study examines the extent to which there is one or more than one significantly different type of school based on the alignment, or misalignment of how teachers and leaders perceive leadership for learning taking place in their schools—a congruency-typology model.

Facilitators:
Alex J. Bowers, Teachers College, Columbia University

144. Knowledge Constructs: Who/What Belongs in Educational Leadership?
Synchronous (Live) Research/Inquiry Presentation
2:15 to 3:00 pm EST
Participants:
Concepts of Belonging Through Interdisciplinary Lenses. Linsay DeMartino, Illinois State University; Lisa Fetman, University of Arizona; Tamela Ciara Thomas, Kennesaw State University; Sumaya Frick

Our symposium situates interdisciplinary concepts of belonging relative to our contexts, our diverse nations, ethnicities, and identities, and these relationships within educational leadership. We seek to address meaningful and replenishing ways as we critically examine and re/build our academic, institutional, and personal homes. With these offerings, we hope to expand the previous research in educational leadership to include work grounded in interdisciplinary knowledge to further concepts of belonging to fit diverse contexts and populations.
Navigating the In-Between: Defining the Third Space for Educational Leadership Programs. James Allen Zoll, University of North Georgia; Catherine Rosa, University of North Georgia; Sheri Carmel Hardee, University of North Georgia

Because the role of the principal has changed dramatically, preparation programs have adapted to better prepare these leaders. This study examines one program using surveys and interviews of completers. Results found that these leaders found themselves in an uncomfortable new area, what we deem the “in-between.” Using the theoretical framework of the third space, this qualitative study found three areas defining this space: sense of self, transition of thinking, and complexity of the third space.

Physical Body, Material Artifacts: Reconstituting Educational Leadership. Gopal Midha, University of Virginia

Educational leaders lead through their physical bodies and make sense of their work through material artifacts in everyday practice. Yet, accounts of educational leadership construct “bodyless” leaders and rarely mention material objects. Based on ethnographic observations of a female school principal and a female central office leader, this paper shows that educational leadership is gendered and describes how bodily performances and material artifacts may serve to exercise pressure and authority.

A Critical—But Hopeful—Appraisal of Two Decades of Theory Development in Educational Leadership. Yinying Wang, Georgia State University

This study aims to review and critique the theory development in educational leadership from 1999–2019. Theories used to theoretically frame empirical studies published in four leading educational leadership journals (EAQ, JEA, EMAL, and JSL) were identified. A theory co-occurrence network analysis was conducted to identify dominant theories in educational leadership research. Over the last two decades, 483 theories were used to frame empirical studies theoretically. Two recommendations were provided to promote theory development.

145. State and District Prerogatives in Evaluating and Supporting Schools

Synchronous (Live) Research/Inquiry Presentation

Participants:

Examining Changing State Principal Evaluation Regulations in Response to the Every Student Succeeds Act (ESSA). Kathleen Provinzano, Drexel University; Linda Kay Mayger, College of New Jersey

Under ESSA, states and districts are given flexibility to redesign how they evaluate their principals. Using Auerbach’s (2012) Leadership for Partnerships Continuum, this in-depth analysis of changes to state principal evaluation policies following the enactment of ESSA revealed that despite being afforded more autonomy in evaluation policy and practice, most states do not include any meaningful measure of family and community engagement. Instead, states remain hyperfocused on indicators of instructional leadership and student achievement.

Helping Every Student Succeed? State Education Agency Roles and Responsibilities for Improving Underperforming Schools. Bryan A. VanGronigen, University of Delaware; Coby Meyers, University of Virginia; W. Christopher Brandt

This study investigated how state education agencies (SEAs) articulated their roles and responsibilities with respect to improving underperforming schools. Findings suggest that many SEAs practiced incrementalism with their ESSA plans, and, despite an open policy window, we saw relatively little evidence of innovation in SEAs’ approaches for improving underperforming schools. Implications address how SEAs—even if they lack the capacity—still occupy powerful positions to amplify the voices and needs of underperforming districts and schools.

State Coordinators’ Implementation of State Standards: Balancing the Logics of Bureaucracy and Democracy. Emily Hodge, Montclair State University; Serena Jean Salloum, Ball State University; Susanna Benko, Ball State University

This paper examines the perspectives of state educational agency English language arts (ELA)
coordinators through in-depth interviews (N = 18). We describe how two institutional logics active in the organizational environment—bureaucracy and democracy—represented a core tension in state ELA coordinators’ efforts to support teachers. Coordinators tried to enact the state’s reform agenda and the norms of a bureaucratic organization, while encouraging democratic teacher participation and leaving curricular decisions to the local level.

Developmentally Evaluating District Attendance Policies From an Ecological Perspective. Sarah Winchell Lenhoff, Wayne State University; Jeremy Lee Singer, Wayne State University

Drawing on Bronfenbrenner’s ecological systems theory, this paper offers a model for developmental evaluation that situates the reform efforts of schools and districts in their social and material context. With Detroit attendance reforms as an exemplar case, we demonstrate how researchers can support policymakers and practitioners in assessing the success of reform initiatives by considering how they address out-of-school factors alongside organizational improvement.

Digital Discussant:
Jessica G. Rigby, University of Washington

146. Current Issues in Higher Education: DACA, Distance Learning, and Doctoral Student Support

Synchronous (Live) Research/Inquiry Presentation
2:15 to 3:00 pm EST

Participants:


This Ignite session will spark creative dialogue about ways to support and retain Black/African American students in the academy. According to data from the National Center of Education Statistics, Black/African American faculty are underrepresented, which in turn affects the preparation of future Black/African American educational leaders. To situate this dialogue, this Ignite presentation will review a collaborative project within a preparation program for educational leadership that intended to create a support network for Black/African American doctoral students.

Inclusivity of DACAmented Students at Flagship HEIs. Raquel Muñiz, Boston College; Natalie A. Borg, Boston College

This study examined the institutional policies at 50 flagship institutions to determine how inclusive the policies at the institutions were of DACAmented students. Using problem-latent content analysis, we found five types of inclusivity across the policies: legally mandated inclusivity, passively inclusive, outwardly inclusive, structurally inclusive, and systemically inclusive. Most institutions had policies that were outwardly inclusive or structurally inclusive. However, only seven adopted systemically inclusive policies. We describe the implications.

Student Trust in Higher Education Institutions: Leadership & Equity Insights for the Next Pandemic. Shannon Calderone, Washington State University; Kevin Fosnacht, Indiana University

We examine institutional trust perceptions among college/university students before and after COVID-19 campus closures. Using a special NSSE set of trust items, we measured changes in students’ trust in key campus actors: faculty, advisors, and campus leadership. Our interests included an examination of trust-level differences across student subgroups and the impact of these shifts in sentiment on their relationship with their campus and their sense of belonging. We offer recommendations for institutional leaders.

Transforming a Qualitative Educational Leadership Study to a Virtual Format. J. Kessa Roberts, Southern Methodist University; Alexandra E. Pavlakis, Southern Methodist University; Meredith Richards, Southern Methodist University

COVID-19 has necessitated innovation in many aspects of our lives; scholarship on educational leadership is no exception. We examine the process of converting all aspects of a traditional qualitative educational leadership study to a virtual format, from researcher positionality to sampling and recruitment to data collection. We profile the challenges we faced as well as the methodological choices we made in response. Our work has timely implications for both researchers and practitioners.
of educational leadership.

Digital Discussant:
Michael P. O’Malley, Texas State University

147. General Session VI: UCEA Presidential Address
UCEA Annual Convention
Special Session
3:00 to 4:00 pm EST
See call-out box

**GENERAL SESSION VI: UCEA PRESIDENTIAL ADDRESS**
Gerardo R. López

The Lies We Tell Ourselves: UCEA and the Politics of Memory

This year's convention theme, Re/Building Home: Coloniality, Belonging, and Educational Leadership, asks us to critically examine the knowledges, truths, epistemologies, and discourses that we've taken up as a field. The theme employs the notion of "home" as a window or framework to examine the various ways in which colonial discourses penetrate and inscribe themselves into our most intimate and trusted spaces. Because UCEA is an academic place and scholarly "home" for many of us, it is both prudent and necessary to critically examine the ways in which our intellectual home might be a space where violence, distrust, fear, intimidation, and suspicion flourishes. This presidential session probes into the history of UCEA to unearth the stock stories and deep stories we've come to believe about UCEA in particular and our field as a whole, including the role that social memory plays in perpetuating these stock stories. Gerardo R. López is a professor in the Michigan State University Department of Educational Administration.

Session 147    Thursday Nov. 19    3:00–4:00 pm EST

Postconvention Work Sessions and Workshops
10:00 am to 12:00 pm EST

ISLDN research team members will meet to discuss future directions and operating procedures. Teams from around the world will (a) refine research designs for projects dealing with leadership for high-need schools and social justice leadership, (b) examine potential funding sources to support research projects, (c) establish plans for reporting findings at future professional conferences, and (d) determine outlets for publishing research findings.

Digital Discussants:
- Pamela A. Angelle, University of Tennessee at Knoxville
- Bruce Barnett, University of Texas at San Antonio
- Jami Royal Berry, University of Georgia
- Ian Potter, BELMAS

148a. Publishing in UCEA Journals

Postconvention Work Sessions and Workshops
11:15 am to 12:00 pm EST

UCEA publishes three journals: Educational Administration Quarterly, Journal of Research on Leadership Education, and Journal of Cases in Educational Leadership. In this session, representatives of the editorial teams and the UCEA associate director of publications will talk about publishing in the UCEA journals, and there will be substantive open discussion on attendees’ questions. This session is suited for scholars at all career stages, including early career and graduate student scholars. You are welcome to attend the whole session or come and go as a drop-in session as your schedule permits.

UCEA invites you to a scheduled Zoom meeting; use the following link and passcode 411290:
https://us02web.zoom.us/j/84441676930?pwd=bU1hV3JsWFdzVDZ1Z0pOckhlcEVDZz09

Digital Discussants:
- Catherine Horn, University of Houston
- Michael P. O’Malley, Texas State University
- April Peters-Hawkins, University of Houston

149a. UCEA Center for the International Study of School Leadership Presents a Critical Conversation

Postconvention Work Sessions and Workshops
12:00 to 2:00 pm EST

This session highlights emerging research conducted under the International School Leadership Development Network (ISLDN) umbrella and focuses on the work of leaders in high-needs schools and leadership for social justice during a time of COVID-19. As this is the network’s 10th anniversary, it is especially appropriate to offer a session marking this milestone in the ISLDN narrative while simultaneously highlighting the ever-changing contexts of national and international schools in response to global factors.

Participants:

Yes-and”: Improvisational Leadership During COVID-19. Gopal Midha, University of Virginia
Scoping the Role of Middle Leaders and Social Justice Leadership in Scottish Secondary Schools. Christine Forde, University of Glasgow; Deirdre Torrance, University of Glasgow; Margery McMahon, University of Glasgow; Alison Mitchell, Glasgow City Council
Creative Social Justice School Leadership to Rebuild Home. Jenny Tripses, Bradley University

Whole-School CLP Education: What Challenges to and Opportunities for Young People’s Development can Be Identified in Senior Secondary Education. Elson Szeto, The Education University of Hong Kong

Leading With Grit and Grace During Unprecedented Times: A Superintendent’s Perspective. Baron Davis, University of South Carolina; Suzy Hardie, University of South Carolina

Learning-Centered Leadership in International Schools: The Practice, Development and Social Impact of Principalship in England and Qatar. Nidal Al Haj Sleiman, UCL Institute of Education

Measuring the Barriers and Supports for Socially Just Leadership. Lee Flood, University of Tennessee at Knoxville; Pamela A. Angelle, University of Tennessee at Knoxville

Leading a Learning Community—A Multilayered Approach. Lawrence George Drysdale, University of Melbourne, Australia; Helen Goode, University of Melbourne, Australia; David Mark Gurr, University of Melbourne, Australia; Christopher Reed, Mother Teresa Catholic Primary School, Australia; Paul Sedunary, Good Samaritan Catholic Primary School, Australia

149b. UCEA CASTLE: Making Sense of Technology Leadership During the 2020 Pandemic
Postconvention Work Sessions and Workshops

12:00 to 2:00 pm EST

In this CASTLE session, we will focus on how building-level school leaders harnessed technology to implement, sustain, and push forward innovative, deeper learning practices during the COVID-19 pandemic. We will highlight the various ways that technology has spurred (and stalled) innovation during these trying times.

Participants:
- Sara Dexter, University of Virginia
- Scott McLeod, University of Colorado Denver
- Nicholas J. Sauers, Georgia State University

Digital Discussant:
- Jayson W. Richardson, University of Denver

149c. UCEA Center for Educational Leadership and Social Justice: Virtual Community Learning Exchanges
Postconvention Work Sessions and Workshops

12:00 to 2:00 pm EST

In this session, the UCEA Center for Educational Leadership and Social Justice (CELSJ) discusses a recent community engagement project. Using Community Leadership Exchange (CLE) methodology, this session shares how educational stakeholders interrogate hard work/perseverance and individualism as components of merit narratives used to sustain the American Dream and define success in schools. We share how educational stakeholders work to recast their stories to shift from hyper-individualized merit narratives to collective narratives of success and achievement.

Participants:
- Rachel Ayieko, Duquesne University
- Shondricka Burrell, Duquesne University
- Liliana E. Castrellón, Duquesne University
- Amy Olson, Duquesne University
- Nicholas J. Sauers, Georgia State University

Digital Discussant:
- Gretchen Givens Generett, Duquesne University

150. UCEA Session on Promotion and Tenure
Postconvention Work Sessions and Workshops

12:00 to 2:00 pm EST

see call-out box
POSTCONVENTION WORKSHOP: PROMOTION & TENURE

If you are looking for insight into successfully weathering changes to the professoriate and navigating the retention, promotion, and tenure (RPT) process during these unprecedented times, join a panel of RPT experts for an interactive discussion and workshop on seeking tenure and/or promotion. The panelists are a group of recognized leaders in the field who are also administrators in higher education and can offer advice to some of the most challenging questions or concerns raised by the participants. All questions will be handled confidentially to ensure anonymity. In addition to sharing insight and advice for successfully navigating the RPT process, participants will learn about a new UCEA Mentorship Project organized by retired UCEA professors. A group of distinguished retirees (aka: Retirees in Action) along with other exemplary faculty are generously offering their support on a yearlong basis to nontenured faculty. Included in this mentoring project will be junior faculty who will serve as peer coaches willing to share documents from their files/dossiers as well as what they have learned during their tenure and promotion experience.

Participants:
- Martha McCarthy, Loyola Marymount University
- Paula Myrick Short, University of Houston
- Pedro Reyes, University of Texas at Austin
- Anthony Rolle, University of Rhode Island

Digital Discussants:
- Bruce Barnett, University of Texas at San Antonio
- Paul Goldman, Washington State University
- Maria Luisa Gonzalez, University of Texas at El Paso
- Michelle D. Young, Loyola Marymount University

Session 150  Friday  12:00–2:00 pm EST  Room #3

151. Researcher Development Program Symposium
Postconvention Work Sessions and Workshops
3:00 to 5:00 pm EST

Cosponsored by the UCEA Graduate Student Council and the American Educational Research Association (AERA) Leadership for School Improvement Special Interest Group (SIG), the Researcher Development Program (RDP) is an initiative where graduate students work with faculty mentors from across different institutions on collaborative research projects. This virtual session is an opportunity for the 2019–2020 RDP cohort of mentors and mentees to present the research projects they developed together over the last year.

Participants:
- Briana Bostic, Johns Hopkins University
- Sarah Simi Cohen, University of Texas at Austin
- Ann Marie Cotman, Texas State University
- Bryan J Duarte, Miami University
- Ibrahim Duyar, Arkansas State University
- Ying Hu, East China Normal University
- Lebon T. James III, University of Texas at Austin.
Dong Jin Kim, Washington State University
Kathleen King, North Central College
Jase K. Kugiya, University of Texas at Austin
Julia Mahfouz, University of Colorado, Denver
Katherine Merriweather, University of Kansas
Annastasia Oraegbunem, Liberty University
Andrew Pendola, Auburn University
Jennifer Ross, University of Texas at Austin
Rebecca Thessin, The George Washington University

Digital Discussants:
Jennifer Clayton, George Washington University
James Lamar Foster, University of Washington
Franklin J. Gause, University of South Carolina
Stephen Kotok, St. John’s University
Parker Morse Andreoli, Clemson University
Mariama Nagbe, University of Texas at Austin
Alison Wilson, South Dakota State University
**Full Members**
Arizona State University
Auburn University
Bowling Green State University
Brigham Young University
California State University, Sacramento
Chinese University of Hong Kong
Clemson University
College of William & Mary
Duquesne University
Florida Atlantic University
Florida State University
Fordham University
Georgia State University
Hofstra University
Howard University
Illinois State University
Indiana University
Indiana University–Purdue University Indianapolis
Iowa State University
Kansas State University
Lehigh University
Louisiana State University
Loyola Marymount University
Miami University of Ohio
Michigan State University
New Mexico State University
New York University
North Carolina State University
Northern Illinois University
Ohio State University
Oklahoma State University
Pennsylvania State University
Rutgers University
Sam Houston State University
San Diego State University
St. John’s University
St. Louis University
Temple University
Tennessee State University
Texas A&M University
Texas State University
University at Buffalo, SUNY
University of Alabama
University of Arizona
University of Arkansas
University of Connecticut
University of Dayton
University of Florida
University of Georgia
University of Houston
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of Iowa
University of Kansas
University of Kentucky
University of Louisville
University of Maryland
University of Minnesota
University of Missouri–Columbia
University of Nebraska–Lincoln
University of New Mexico
University of North Carolina at Chapel Hill
University of North Carolina at Greensboro
University of North Texas
University of Northern Colorado
University of Oklahoma
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of San Diego
University of South Carolina
University of South Florida
University of Tennesse–Knoxville
University of Texas at Austin
University of Texas at El Paso
University of Texas at San Antonio
University of Texas Rio Grande Valley
University of Toledo
University of Utah
University of Virginia
University of Washington
University of Wisconsin–Madison
University of Wisconsin–Milwaukee
Vanderbilt University
Virginia Commonwealth University
Virginia Tech
Washington State University
Wayne State University
Western Carolina University

**Associate Members**
Bank Street College
Boston College
Chapman University
East Carolina University
George Mason University
Kennesaw State University
Old Dominion University
Portland State University
Purdue University
Rowan University
Southern Methodist University
Stephen F. Austin State University
Teachers College, Columbia University
University of Delaware
University of Denver
University of Michigan
University of North Carolina at Charlotte
University of Texas at Tyler
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<td>Gerardo López</td>
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**Exemplary Educational Leadership Preparation Program (EELPP) Award**

To celebrate exemplary programs and encourage their development, UCEA has established an Award for Exemplary Educational Leadership Preparation. This award complements UCEA's core mission to advance the preparation and practice of educational leaders for the benefit of all children and schools.

- **2013** University of Illinois at Chicago, EdD in Urban Education Leadership; University of Texas at San Antonio, Urban School Leaders Collaborative
- **2014** University of Denver Ritchie Program for School Leaders & Executive Leadership for Successful Schools; North Carolina State University Northeast Leadership Academy
- **2016** University of Washington Leadership for Learning Program
- **2019** University of Washington Danforth Educational Leadership Program

**The Roald F. Campbell Lifetime Achievement Award**

The Roald F. Campbell Award was established in 1992 to recognize senior professors in educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. The award is made at the discretion of the UCEA Executive Committee.

- **1992** Daniel E. Griffiths, New York University
- **1993** Jack A. Culbertson, Ohio State University
- **1994** David L. Clark, University of North Carolina at Chapel Hill
- **1995** Richard A. Schmuck, University of Oregon
- **1996** Edwin M. Bridges, Stanford University
- **1997** Donald J. Willower, Pennsylvania State University
- **1998** Norman Boyan, University of California, Santa Barbara
- **2000** Luvern Cunningham, University of Akron
- **2001** Barbara L. Jackson, Fordham University
- **2002** William L. Boyd, Pennsylvania State University
- **2003** Wayne K. Hoy, The Ohio State University
- **2004** Martha McCarthy, Indiana University-Bloomington
- **2005** Flora Ida Ortiz, University of California, Riverside
- **2006** Jerry Starratt, Boston College
- **2007** Cecil Miskel, University of Michigan-Ann Arbor
- **2008** Catherine Marshall, University of North Carolina at Chapel Hill
- **2009** Karen Seashore Louis, University of Minnesota
- **2010** Rodney Ogawa, University of California, Santa Cruz
- **2011** Joseph Murphy, Vanderbilt University
- **2012** Kenneth Arthur Leithwood, University of Toronto
- **2013** Robert Crowson, Vanderbilt University
- **2014** Phillip Hallinger, Chulalongkorn University
- **2015** Gary M. Crow, Indiana University
- **2016** Ellen Goldring, Vanderbilt University
- **2017** Carolyn Muriel Shields, Wayne State University
- **2018** Pedro Reyes, University of Texas at Austin; Daniel L. Duke, University of Virginia
- **2019** Diana G. Pounder, University of Utah
- **2020** Kofi Lomotey, Western Carolina University
The Jack A. Culbertson Award

The Jack A. Culbertson Award was established in 1982 to recognize unique contributions of outstanding junior professors and to honor Jack A. Culbertson, who inspired many young professors during his tenure as UCEA Executive Director.

1983 Patrick B. Forsyth, Oklahoma State University
1984 L. Dean Webb, Arizona State University
1985 Jeri Nowakowski, Northern Illinois University
1986 Joseph Murphy, University of Illinois
1987 Walter H. Gmelch, Washington State University
1988 Charol Shakeshaft, Hofstra University
1989 Carol A. Veir, University of Texas at Austin
1990 Paul V. Breeden, Pennsylvania State University
1991 Kent D. Peterson, University of Wisconsin–Madison
1992 Ann W. Hart, University of Utah
1993 Paula M. Short, Pennsylvania State University
1994 Stephen L. Jacobson, University at Buffalo, SUNY
1995 Neil Theobald, Indiana University
1996 Frances C. Fowler, Miami University of Ohio
1997 Patsy E. Johnson, University of Kentucky
1998 C. Cryss Brynner, University of Wisconsin–Madison
1999 Carolyn Kelley, University of Wisconsin–Madison
2000 Jeffrey Maiden, University of Oklahoma
2001 Jay Paredes Scribner, University of Missouri–Columbia; Linda Skrla, Texas A&M University
2002 Julie Fisher Mead, University of Wisconsin–Madison; Roger D. Goddard, University of Michigan–Ann Arbor
2003 Cynthia Reed, Auburn University
2004 Gerardo López, Indiana University–Bloomington
2006 Andrea Rorrer, University of Utah
2007 Suzanne E. Eckes, Indiana University–Bloomington; Meredith Honig, University of Washington
2008 Thomas Alsbury, North Carolina State University; Jeffrey Wayman, University of Texas at Austin
2009 Sara L. Dexter, University of Virginia
2010 Brendan Maxcy, Indiana University
2011 Julian Heilig, University of Texas at Austin
2012 Alex Bowers, University of Texas at San Antonio
2013 Morgan L. Donaldson, University of Connecticut
2014 Hollie J. Mackey, University of Oklahoma
2015 Anjalé D. Welton, University of Illinois at Urbana-Champaign
2016 Ann M. Ishimaru, University of Washington
2017 David E. DeMatthews, University of Texas at El Paso
2018 Chad R. Lochmiller, Indiana University
2019 Lolita Tabron, University of Denver
2020 Miriam Ezzani, Texas Christian University

The Master Professor Award

The UCEA Master Professor Award is made to a faculty member whose record is so distinguished that the UCEA must recognize this individual in a significant and timely manner. The attributes for choosing UCEA Master Professors include professors who have a sustained record as an outstanding teacher, as attested to by students and faculty peers. They have exhibited educational innovation in the classroom and the extension of educational opportunities to an ever-wider group of students in educational leadership/administration programs; are considered to be outstanding advisors and mentors of students as evidenced by mentoring students in research projects that address the needs of K-12 educational systems; and have taken a leadership role in their academic unit, as administrators or
leaders in educational endeavors. They have gained a regional and national reputation as educational leaders and innovators; have provided outstanding leadership in promoting and supporting diversity in faculty, students, staff, programs, and curriculum in the field of educational leadership; and have provided outstanding public service through participation in public or private agencies, or both bodies that contribute to PK-16 partnerships and to improving the quality of PK-16 education throughout state, national, or international arenas.

2005  Sally Zepeda, University of Georgia
2006  James Scheurich, Texas A&M University
2007  Gary Crow, Florida State University; Colleen Capper, University of Wisconsin-Madison
2008  Paul Begley, Pennsylvania State University; Bruce G. Barnett, University of Texas at San Antonio
2009  Joan Poliner Shapiro, Temple University
2010  Nancy Evers, University of Cincinnati
2011  Diana Pounder, University of Central Arkansas
2012  María Luisa González, University of Texas at El Paso
2013  Paula Short, University of Houston
2014  Steven Jay Gross, Temple University
2015  Gail C. Furman, Washington State University-Spokane
2016  Michael Dantley, Miami University
2017  Margaret Grogan, Chapman University
2018  Shelby Cosner, University of Illinois at Chicago
2019  Karen L. Sanzo, Old Dominion University
2020  Stephen L. Jacobson, University at Buffalo, SUNY Andrea Rorrer, University of Utah

The Jay D. Scribner Mentoring Award

The Jay D. Scribner Mentoring Award honors educational leadership faculty who have made a substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important role(s) mentors play in supporting and advising junior faculty. This award is named after Jay D. Scribner, whose prolific career spans over four decades and who has mentored a host of doctoral students into the profession while advising and supporting countless junior professors. Of note is Jay D. Scribner’s unique ability to reach across racial, class, and gender differences, nurturing scholars from underrepresented backgrounds into a largely homogeneous profession.

2006  Jay D. Scribner, University of Texas at Austin
2007  Leonard Burrello, Indiana University
2008  Bruce Cooper, Fordham University
2009  Paul Bredeson, University of Wisconsin-Madison; Linda C. Tillman, University of North Carolina at Chapel Hill
2010  Martha N. Ovando, University of Texas at Austin
2011  Frances K. Kochan, Auburn University
2012  James Joseph Scheurich, Texas A&M University
2013  Ed Fuller, Pennsylvania State University
2014  Catherine A. Lugg, Rutgers University
2015  Betty Malen, University of Maryland
2016  Carol A. Mullen, Virginia Tech University
2017  Mark Anthony Gooden, Teachers College, Columbia University
2018  Encarnación Garza, University of Texas at San Antonio
2019  Allison Borden, University of New Mexico
2020  Michelle D. Young, Loyola Marymount University
Hanne Mawhinney Distinguished Service Award

On occasion, UCEA’s leadership has found it appropriate to honor UCEA faculty for their outstanding service to the organization and the field. Ensuring the viability of the field and the UCEA consortium depends upon the generous donation of time and expertise like winners of the UCEA Hanne Mawhinney Distinguished Service Award.

2010 Diana G. Pounder, University of Central Arkansas
2011 Gerardo R. López, University of Utah; Hanne Mawhinney, University of Maryland; Edith Rusch, University of Nevada-Las Vegas
2012 Linda Skrla, University of the Pacific; Scott McLeod, University of Kentucky
2013 Bruce Barnett, University of Texas at San Antonio; Cristobal Rodriguez, Howard University
2014 Julian Vasquez Heilig, California State University, Sacramento
2015 Michele Acker-Hocevar, Washington State University-Spokane; Patricia F. First, Clemson University; Gail C. Furman, Washington State University-Spokane; Liz Hollingworth, University of Iowa
2016 Pamela D. Tucker, University of Virginia
2017 Casey D. Cobb, University of Connecticut; Patrick B. Forsyth, University of Oklahoma
2018 Sharon D. Kruse, Washington State University; Gordon Gates, Washington State University; Stephen L. Jacobson, University at Buffalo, SUNY
2019 Sara Dexter, University of Virginia

Edwin M. Bridges Award for Contributions to the Preparation and Development of School Leaders

The Edwin M. Bridges Award is given by UCEA annually for original, outstanding work in research or development that contributes to our knowledge and understanding of how best to prepare and support future generations of educational leaders. Contributions can be in any of several forms, including the design and evaluation of an innovative approach to leadership preparation; development of a research-based tool for use in leadership education; a conceptual or empirical research paper (publication or dissertation) that illuminates important issues; or a long-term, high-impact program of research and development in this area. The award recognizes contributions to preservice preparation as well as continuing professional development aimed at school leaders broadly defined, and the locus can be in universities or in the field. Contributions are judged on the extent to which the quality and originality of the effort suggest the potential to create a lasting impact on research and/or practice in this domain.

2010 Edwin M. Bridges, Stanford University
2011 Martha McCarthy, Indiana University
2013 Perry Zirkel, Lehigh University
2014 Joseph F. Murphy, Vanderbilt University
2015 Margaret Terry Orr, Bank Street College; Allan Walker, Hong Kong Institute of Education
2016 Diana G. Pounder, University of Utah
2017 Linda Skrla, University of the Pacific
2018 Michelle D. Young, University of Virginia
The Paula Silver Case Award

The Paula Silver Case Award was instituted by UCEA in 1999 to memorialize the life and work of Paula Silver, UCEA Associate Director and President-Elect, who made significant contributions to our program through excellence in scholarship, advocacy of women, and an inspired understanding of praxis. This award is given annually to the author(s) of the most outstanding case published during the last volume of UCEA's Journal of Cases in Educational Leadership.

1999  James S. Rinehart, University of Kentucky
2000  Karen Seashore, University of Minnesota, & BetsAnn Smith, Michigan State University
2001  Stephen H. Davis, University of the Pacific
2002  George White & Thomas Mayes, Lehigh University
2003  Sandra Lowrey & Sandra Harris, Stephen F. Austin State University
2004  Duane Covrig, Louis Trenta, & Sharon Kruse, University of Akron
2005  Donald Leech, Valdosta State University, & Lorraine Miller, Duval County Public Schools
2006  David Mayrowetz, University of Illinois at Chicago, & John Preston Price, Chicago Public Schools
2007  David Strader, University of Texas at Arlington
2008  Kerry S. Kearney & Judith K. Mathers, Oklahoma State University
2009  Catherine A. Lugg, Rutgers University, & Autumn K. Tooms, Kent State University
2010  Catherine A. Lugg, Rutgers University, & Candace Head-Dylla, Pennsylvania State University
2011  Donald Peurach & Gary E. Marx, Michigan State University
2012  Lisa Bass, Gregg Garn, & Lisa Monroe, University of Oklahoma
2013  Carol Karpinski, Farleigh Dickenson University
2014  Sally J. Zepeda, University of Georgia, & R. Stewart Mayers, Southeastern Oklahoma State University
2016  Dorothy Hines-Datiri, University of Kansas
2017  David S. Knight, Elena Izquierdo, & David E. DeMatthews, University of Texas at El Paso
2018  Jada Phelps Moultrie, Michigan State University; Paula Magee, Indiana University; & Samantha M. Paredes Scribner, Indiana University
2019  Jane A. Beese, Youngstown State University, & Jennifer L. Martin, University of Mount Union
2020  Karen Stansberry Beard & Stanley E. Gates, II, Ohio State University

JRLE Best Article Award

The Best Article Award was begun in 2014 by the Journal of Research on Leadership Education.

2014  Philip B. Robey, Loyola Marymount University, & Scott C. Bauer, George Mason University
2015  Chad R. Lochmiller, Indiana University
2016  Michael D. Steele, University of Wisconsin-Milwaukee; Kate R. Johnson, Brigham Young University; Samuel Otten, University of Missouri; Beth A. Herbel-Eisenmann, Michigan State University; & Cynthia L. Carver, Oakland University
2017  Alexandra E. Pavlakis, Southern Methodist University, & Carolyn Kelley, University of Wisconsin-Madison
2018  Melissa A. Martinez, Texas State University, & Anjalé D. Welton, University of Illinois at Urbana-Champaign
2019  Erica Fernández, Miami University, & Samantha M. Paredes Scribner, Indiana University-Purdue University Indianapolis
2020  Eliana Castro, Cierra Presberry, & Terah Venzant Chambers, Michigan State University
William J. Davis Award

The William J. Davis Award is given annually to the author(s) of the most outstanding article published in *Educational Administration Quarterly* (EAQ) during the preceding volume year. The article selection is made by a three-member panel chosen from the EAQ Editorial Board members who have not published in the volume being reviewed. The award was established in 1979 with contributions in honor of the late William J. Davis, former Associate Director of UCEA and Assistant Professor at the University of Wisconsin-Madison.

1980  Donald J. Willower, Pennsylvania State University
1981  Cecil G. Miskel, University of Utah; Jo Ann DeFrain, North Harris County College; & Kay Wilcox, Shawnee Mission Public Schools
1982  Robert A. Cooke, Institute for Social Research, & Denise M. Rousseau, University of Michigan
1983  Donald J. Willower, Pennsylvania State University
1984  Cecil Miskel, University of Utah; David McDonald, Pomona Public Schools; & Susan Bloom, Blue Valley Public Schools
1985  David L. Clark, Indiana University; Lindo Lotto, University of Illinois; & Terry Astuto, Kansas State University
1986  Tim L. Mazzoni, Jr., University of Minnesota, & Betty Malen, University of Utah
1987  David P. Crandall, NETWORK; Karen Seashore Louis, University of Minnesota; & Jeffrey W. Eiseman, University of Massachusetts-Amherst
1988  James G. Cibulka, University of Wisconsin-Milwaukee
1989  Joseph J. Blase, University of Georgia
1990  Mary Stager, University of Toronto, & Kenneth A. Leithwood, OISE
1991  Ronald H. Heck, University of Hawaii-Manoa; Terry J. Larsen, Alhambra School District; & George A. Marcoulides, California State University, Fullerton
1992  Robert J. Starratt, Fordham University
1993  Ulrich C. (Rick) Reitzug, University of Wisconsin, & Jennifer Elser Reeves, University of Central Florida
1994  Brian Rowan, University of Michigan; Stephen W. Raudenbush, Michigan State University; & Yuk Fai Cheong, Michigan State University
1995  Mark A. Smylie, University of Illinois at Chicago; Robert L. Crowson, Vanderbilt University; Victoria Chou, University of Illinois at Chicago; & Rebekah A. Levin, University of Illinois at Chicago
1996  Diana G. Pounder, University of Utah; Rodney T. Ogawa, University of California, Riverside; & E. Ann Adams, Granite School District
1997  William A. Firestone, Rutgers University
1998  Nona A. Prestine, Illinois State University, & Thomas L. McGreal, Illinois State University
1999  Gail Furman Brown, Washington State University
2000  Anthony Bryk, University of Chicago; Eric Camburn, University of Michigan; & Karen Seashore Louis, University of Minnesota
2001  BetsAnn Smith, Michigan State University
2002  Michelle D. Young, University of Missouri-Columbia/UCEA, & Scott McLeod, University of Minnesota
2003  Philip Young, University of California, Davis, & Julie A. Fox, Ohio SchoolNet Commission
2004  Susan Printy, Michigan State University, & Helen Marks, Ohio State University
2005  Marilyn Tallerico, Syracuse University, & Jackie Blount, Iowa State University
2006  Mengli Song, University of Michigan, & Cecil Miskel, University of Michigan
2007  Audrey Addi-Raccah, Tel-Aviv University
2008  Ronald H. Heck, University of Hawaii-Manoa
2009  Viviane M. J. Robinson, University of Auckland; Claire A. Lloyd, University of Illinois at Urbana-Champaign; & Kenneth J. Rowe, Australian Council for Educational Research
2010  Roger D. Goddard, Texas A&M University; Serena J. Salloum, University of Michigan; & Dan Berebitsky, University of Michigan
2011 Autumn K. Tooms, University of Tennessee–Knoxville; Catherine Lugg, Rutgers University; & Ira E. Bogotch, Florida Atlantic University
2012 Virginia Roach, George Washington University; L. Wes Smith, Early College High School; & James Boutin, District of Columbia Public Schools
2013 Rose M. Ylimaki, University of Arizona; David Arsen, Michigan State University; & Yongmei Ni, University of Utah
2014 Anya Peni Mayer, University of Connecticut; Morgaen L. Donaldson, University of Connecticut; Kimberly LeChasseur, University of Connecticut; Anjale D. Welton, University of Illinois at Urbana-Champaign; & Casey D. Cobb, University of Connecticut
2015 Gerardo R. López, Loyola University New Orleans, & Rebeca Burciaga, San José State University
2016 Terrance L. Green, University of Texas at Austin
2017 Christopher Day, University of Nottingham; Qing Gu, University of Nottingham; & Pam Sammons, University of Oxford
2018 David E. DeMatthews, University of Texas at El Paso; Roderick L. Carey, University of Delaware; Arturo Olivarez, University of Texas at El Paso; & Kevin Moussavi Saeedi, University of Texas at El Paso
2019 Melanie Bertrand, Arizona State University
2020 Carrie Sampson, Arizona State University

For details about UCEA Awards, see http://www.ucea.org/opportunities/about-awards/

Previous UCEA Conventions

1987 Omni Charlottesville Hotel, Charlottesville, VA
1988 Omni Netherland Plaza Hotel, Cincinnati, OH
1989 Red Lion's La Posada Resort, Scottsdale, AZ
1990 Pittsburgh Hilton and Towers, Pittsburgh, PA
1991 Omni Inner Harbor, Baltimore, MD
1992 Minneapolis Marriott City Center, Minneapolis, MN
1993 Houston Doubletree at Post Park, Houston, TX
1994 Philadelphia Doubletree, Philadelphia, PA
1995 Red Lion Hotel, Salt Lake City, UT
1996 The Galt House, Louisville, KY
1997 Orlando Marriott, Orlando, FL
1998 St. Louis Marriott, St. Louis, MO
1999 Hyatt Regency, Minneapolis, MN
2000 Albuquerque Hilton, Albuquerque, NM
2001 Omni Netherland Plaza Hotel, Cincinnati, OH
2002 Hilton Pittsburgh and Towers, Pittsburgh, PA
2003 Portland Hilton and Towers, Portland, OR
2004 Kansas City Marriott, Kansas City, MO
2005 Gaylord Opryland, Nashville, TN
2006 St. Anthony Wyndham, San Antonio, TX
2007 Hilton Alexandria Mark Center Hotel, Alexandria, VA
2008 Buena Vista Palace Hotel, Orlando, FL
2009 Anaheim Marriott, Anaheim, CA
2010 Sheraton New Orleans, New Orleans, LA
2011 Westin, Pittsburgh, PA
2012 Denver City Center, Denver, CO
2013 Hyatt Regency, Indianapolis, IN
2014 Washington Hilton, Washington, DC
2015 Manchester Grand Hyatt, San Diego, CA
2016 Detroit Marriott Renaissance Center, Detroit, MI
2017 Sheraton Denver Downtown, Denver, CO
2018 Marriott Marquis Houston, Houston, TX
2019 Hilton New Orleans Riverside, New Orleans, LA
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