



# **UCEA Convention 2009**

## ***Learning for Leading: Reflecting On Innovative Practices and Partnerships***

*November 19-22, 2009*

*Anaheim Marriott*

*Anaheim California*



**University Council for Educational Administration**  
**The University of Texas at Austin**  
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**Conference Hashtag: [#ucea09](https://twitter.com/ucea09)**

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*Program Designed by Christopher A. Ruggeri, UCEA Events Manager*



*Anaheim Marriott  
Anaheim, California*

# UCEA PRESIDENTIAL WELCOME

Welcome to Anaheim and to the 23rd Annual Convention of UCEA!

The conference theme for this year is ***Leading for Learning: Reflecting on Innovative Practices and Partnerships***. Acknowledging that the cultural demands for increased accountability and standards have oftentimes led to the establishment of prescriptive educational policies and practices, the planners for this conference challenge all members of the UCEA community to explore alternatives of leading that would move us beyond a focus on increased achievement scores to include “the artistry of teaching and leading.” In this challenge, we are not called to lessen our demands for high academic achievement; rather, we are encouraged to seek ways to imagine new policies, practices, and partnerships that would integrate the equally important demands for high academic achievement, equity, and social justice.



I wish to congratulate the members of the program committee – Alan Shoho, Mariela Rodríguez, and Bob Johnson – for their resolve in daring the UCEA membership to interrogate the current practices of education and leadership that continue to produce social inequalities throughout the world. I also wish to thank Michelle D. Young, Christopher Ruggeri, and all the staff of UCEA for their unrelenting commitment to ensuring a successful conference.

In addition to offering an exciting array of papers, symposia, conversations, posters, point/counterpoint sessions, innovative sessions, and international community building sessions, the Program Committee have invited several distinguished keynote speakers. It is my great honor to welcome Kevin Kumashiro, who will present the Texas A & M Social Justice Lecture; W. James Popham, who will deliver the Pennsylvania State Mitstifer Lecture; and David Berliner, who will present the Brock Prize Lecture.

I hope that you find this conference to be intellectually stimulating and professionally rewarding. Thanks to all of you who worked so hard to submit and review proposals.

***James W. Koschoreck, 2008 – 2009 UCEA President  
University of Cincinnati***

# UCEA EXECUTIVE DIRECTOR WELCOME



A warm welcome to Anaheim, California and the University Council for Educational Administration's 2009 Annual Convention!

The UCEA President Elect, Alan Shoho (The University of Texas-San Antonio) and his Convention Planning Committee, consisting of Bob Johnson (University of Utah), Mariela Rodriguez (The University of Texas-San Antonio), and Christopher Ruggeri (UCEA), have planned a meeting that focuses on ***Leading for Learning: Reflecting on Innovative Practices and Partnerships***. This theme, acknowledges the critical role of leadership preparation programs in responding to the call for more effective school and school system leaders as well as the importance of working with a broad range of partners to provide schools and districts with the absolute best prepared leaders possible.

UCEA is committed to improving the preparation and professional development of educational leaders and has provided an important forum in the past for the dissemination of research and ideas on the reform of educational leadership programs. UCEA Convention 2009 will focus on these core functions of the organization. If universities are to continue in their role of leadership preparation, we must intensify our efforts to create meaningful, field-based, research-rich learning experiences that prepare professionals for increasingly challenging school contexts.

In addition to the general sessions, governance meetings, conference workshops and more than 130 concurrent sessions, the planning committee has set aside time for convention participants to network and share best practices. The change of format to include substantive workshops on Sunday morning further enhances the opportunities available through this important annual UCEA meeting. The UCEA Annual Convention promises to be an excellent opportunity to meet with colleagues, to make new connections, and to share a common commitment to preparing effective school and school system leaders.

I wish to thank the 2009 Convention Planners for a job well done and to extend special gratitude to our sponsors and our colleagues across the state of California for their substantive contributions to the 2009 convention.

I am certain all of you will find the UCEA Annual Convention to be professionally rewarding.

*Sincerely,*

***Michelle D. Young***  
***UCEA Executive Director***

# UCEA PARTNER WELCOME

Dear Colleagues:

On behalf of The Wallace Foundation, I want to congratulate the University Council for Educational Administration for bringing together such an impressive group of practitioners and experts in the field of leadership preparation. It has been our great pleasure to partner with UCEA both on this conference and on other work over the past year. We have great respect for UCEA its members and celebrate your work.



After nearly 10 years dedicated to strengthening education leadership, Wallace and its partners have witnessed significant advances in our understanding of what constitutes effective leadership policies, practices and programs. At virtually every step of the way, high-quality leadership preparation programs play a crucial role in the success of these efforts.

Today, every state has either adopted or adapted revised leadership standards that reflect the latest evidence on instructional leadership and bring more consistency to leadership policy. Promising new research points to the benefits of states and districts building more coordinated leadership systems. Universities are beginning to redesign leadership training programs, many working with their states and local districts to better train principals and support them in their critical first years – all with the aim of improving student achievement. It's also been exciting to see leadership gain traction at the federal level as a high-leverage mechanism to strengthening instruction in schools.

But there is also much work to be done. The demands on our school leaders continue to increase even as resources grow tighter and the debates about how best to educate our children continue. As policymakers and education leaders increasingly embrace the notion that there are no good schools without good leaders, it is important to remember that good leaders are the result of high-quality preparation. Through its collaboration with partners such as UCEA, The Wallace Foundation is working to share research findings and latest lessons from the field in ways that are designed to help you continue to improve the way you prepare our future education leaders.

When you get home from this conference and have a moment to reflect on all that you learned, we invite you to visit our Knowledge Center at [www.wallacefoundation.org](http://www.wallacefoundation.org) and review the rich resources available for free. You'll find a wealth of publications, as well as video resources, that have been created with you in mind.

For now, thank you again for your contributions to education and please enjoy the conference.

*Sincerely,*

**Lucas Held**  
**Director of Communications**  
**The Wallace Foundation**

## 2009 EVENTS AT A GLANCE

### *Wednesday, November 18*

Plenum Session: 1:00 - 6:00 p.m.

### *Thursday, November 19*

Plenum Session: 7:00 - 11:30 a.m.

Registration: 8:00 a.m. - 5:00 p.m.

Pre-Session 1: 8:30 - 12:30 a.m.

Pre-Session 2: 8:30 - 11:30 a.m.

**Opening Session: UCEA Awards Luncheon (Registration Required): 12:30 - 2:00 p.m.**

Session 1: 2:10 - 3:30 p.m.

Session 2: 3:40 - 5:00 p.m.

**General Session 1:**

**Texas A&M Social Justice Lecture: Dr. Kevin Kumashiro: 5:15-7:15 p.m.**

**Past Presidents' Reception: 7:15 - 9:15 p.m.**

### *Friday, November 20*

Session 4 (SIG Meetings): 7:00 - 8:00 a.m.

Registration: 8:00 a.m. - 5:00 p.m.

Session 5: 8:10 - 9:30 a.m.

Session 6: 9:40 - 11:00 a.m.

**General Session 2:**

**UCEA Presidential Address: Dr. James W. Koschoreck: 11:10 a.m. - 12:30 p.m.**

Session 8: 1:00 - 2:20 p.m.

Session 9: 2:30 - 3:40 p.m.

Session 10: 3:50 - 5:00 p.m.

Session 11: 5:10 - 6:20 p.m.

**General Session 3 and UCEA Annual Banquet  
(Registration Required)**

**Featured UCEA Banquet Speaker: Dr. David Berliner: 6:30 - 10:00 p.m.**

### *Saturday, November 21*

Session 13 (SIG Meetings): 7:00 - 8:00 a.m.

Registration: 8:00 a.m. - 5:00 p.m.

Session 14: 8:10 - 9:30 a.m.

Session 15: 9:40 - 11:00 a.m.

**General Session 4:**

**Pennsylvania State University Mitstifer Lecture: Dr. W. James Popham: 11:10 a.m. - 12:30 p.m.**

Session 17: 1:00 - 2:20 p.m.

Session 18: 2:30 - 3:40 p.m.

Session 19: 3:50 - 5:00 p.m.

Session 20: 5:10 - 6:20 p.m.

**Leadership Summit: 6:30 - 9:00 p.m.**

### *Sunday, November 22*

Session 21 (Board Meetings and Various Workshops): 8:00 a.m. - 12:00 p.m.

# UCEA COMMITTEES AND STAFF

## THE 2008-2009 UCEA EXECUTIVE COMMITTEE

**James W. Koschoreck, President**

University of Cincinnati

**Kathleen M. Brown**

University of North Carolina-Chapel Hill

**Alan R. Shoho, President-Elect**

University of Texas at San Antonio

**Autumn Tooms**

Kent State University

**Stephen L. Jacobson, Past President**

University at Buffalo/SUNY

**Colleen Larson**

New York University

**Michael Dantley**

Miami University of Ohio

**Cindy Reed**

Auburn University

**Andrea K. Rorrer**

University of Utah

*Ex-officio:*

**Michelle D. Young**

UCEA

**James J. Scheurich**

Texas A & M University

## 2009 Convention Committee

Alan R. Shoho, Convention Chair, University of Texas at San Antonio

Bob Johnson, Program Co-Chair, University of Utah

Mariela Rodriguez, Program Co-Chair, University of Texas at San Antonio

Michelle D. Young, Executive Director, UCEA

Christopher A. Ruggeri, Events Manager, UCEA

## UCEA Staff

Michelle D. Young, Executive Director

Julian Vasquez Heilig, Associate Director, Program Centers

Gerardo Lopez, Associate Director, Publications

Scott McLeod, Associate Director, Communications

Bruce Barnett, Associate Director, International Affairs

Edwin R. Sharpe, Senior Advisor

Lisa C. Wright, Financial Director

Christopher A. Ruggeri, Events Manager

Bradley W. Carpenter, Graduate Research Assistant

Pei-Ling Lee, Graduate Research Assistant

Marilyn Springel, Graduate Research Assistant

Suyun Kim, Special Projects

Daniel Spikes, Special Projects

# UCEA PLENARY SESSION REPRESENTATIVES

*UCEA 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 activities in which UCEA is involved.*

Michele Acker-Hocevar, Washington State University  
Thomas Alsbury, North Carolina State University  
Pamela Ann Angelle, University of Tennessee-Knoxville  
Terry A. Astuto, New York University  
Linda Behar-Horenstein, University of Florida  
Lars G. Björk, University of Kentucky  
Larry Boggess, Miami University  
Allison Borden, University of New Mexico  
Christa Boske, Kent State University  
Carroll Bronson, Cardinal Stritch University  
Jeffrey S. Brooks, University of Missouri-Columbia  
C. Cryss Brunner, University of Minnesota  
Miles T. Bryant, University of Nebraska-Lincoln  
Betty Burks, San Antonio Independent School District  
Eric Camburn, University of Wisconsin-Madison  
Gerald Cattaro, Fordham University  
Thomas G. Chenoweth, Portland State University  
Arnold Danzig, Arizona State University  
Michael F. DiPaola, College of William and Mary  
Daniel Duke, University of Virginia  
Suzanne Eckes, Indiana University-Bloomington  
Fenwick English, University of North Carolina-Chapel Hill  
Susan C. Faircloth, Pennsylvania State University  
William Frick, University of Oklahoma  
Dianne Gardner, Illinois State University  
Gene Geisert, St. John's University  
Rick Ginsberg, University of Kansas  
Shana Goldwyn, University of Cincinnati  
Mark A. Gooden, University of Texas at Austin  
Steven Jay Gross, Temple University  
Pamela Hallam, Brigham Young University  
James E. Henderson, Duquesne University  
L. Robert Hendricks, University of Arizona  
Patricia E. Holland, University of Houston  
Liz Hollingworth, University of Iowa  
William Kyle Ingle, Bowling Green State University  
Beverly Irby, Sam Houston State University  
John Keedy, University of Louisville  
Lisa Kensler, Auburn University  
Robert Knoepfel, Clemson University  
Bernita Krumm, Oklahoma State University  
Edward Liu, Rutgers University  
Jerry Lowe, University of Texas-Pan American  
Felix Maringe, University of Southampton

Hanne B. Mawhinney, University of Maryland  
Anysia Mayer, University of Connecticut  
Sara McAndrew, Northside Independent School District  
Carlos McCray, Georgia State University  
Philip McCullum, University of Oregon  
Sandra McKinley, University of Toledo  
Scott McLeod, Iowa State University  
Teresa Miller, Kansas State University  
Meredith Mountford, Florida Atlantic University  
Sarah Nelson, Texas State University-San Marcos  
Youngmei Ni, University of Utah  
Terry Orr, Bank Street College  
Azadeh Osanloo, New Mexico State University  
Michael Owens, Wayne State University  
April Peters, University of Georgia  
Donald J. Peurach, Michigan State University  
A. William Place, University of Dayton  
Margaret Plecki, University of Washington  
Thomas M. Ramming, University at Buffalo/SUNY  
William T. Rebore, Saint Louis University  
Latish Reed, University of Wisconsin-Milwaukee  
Rick Reitzug, University of North Carolina at Greensboro  
L. Nan Restine, Texas Woman's University  
Mariela Rodriguez, University of Texas-San Antonio  
Edith Rusch, University of Nevada, Las Vegas  
Stacey Rutledge, Florida State University  
Whitney Sherman, Virginia Commonwealth University  
Carolyn M. Shields, University of Illinois  
at Urbana-Champaign  
Jill Sperandio, Lehigh University  
Nancy Staub, University of Toledo  
Howard Stevenson, University of Lincoln  
Scott R. Sweetland, Ohio State University  
Wai Ming Frank Tam, The Chinese University of Hong Kong  
C. John Tarter, University of Alabama  
Eustace Thompson, Hofstra University  
Charlene Trovato, University of Pittsburgh  
Linda Vogel, University of Northern Colorado  
Teresa Wasonga Northern Illinois University  
Gwendolyn Webb-Johnson, Texas A&M University  
Roger W. Wiemers, Tennessee State University  
Noelle Witherspoon, Louisiana State University

***Deans, Department Chairs, and Faculty from doctoral degree granting non-UCEA member universities interested in pursuing membership are invited to contact:***

***Michelle D. Young, UCEA Executive Director  
1 University Station D5400, Austin, TX 78712  
Ph. 512-475-8592***





# UCEA CONVENTION THEME

The 2009 Convention theme, *Leading for Learning: Reflecting on Innovative Practices and Partnerships*, acknowledges the interdependent relationship of leadership and learning for both academics and practitioners in creating innovative leadership practices and partnerships needed for the 21st century schools. Due to the high pressure to demonstrate improvements in student achievement, leadership practices have increasingly resorted to conservative and prescriptive approaches focused more on increasing student achievement scores and less on the artistry of teaching and leading. This call for proposals encourages proposals that focus on “out of the box” approaches in preparing future school leaders to push the envelope of leadership practice. This includes, but isn’t limited to successful university and school district partnerships, and practices and innovations that may have failed in their initial attempts yet through which valuable lessons were learned. Using the words of John Maxwell, we must learn to “fail forward” if we are going to innovate the field with viable practices for educating the youth of tomorrow.

In this spirit, we invite all members of the UCEA community (1) to share their research and scholarly perspectives on this theme, (2) to offer innovative ways to think about how research and theory can inform leadership practice at national, state, and local levels, and 3) to discuss insightful ways in which educational leadership can enhance academic excellence, equity and social justice in P-20 educational contexts. We offer the following guiding questions to stimulate the thinking of participants for the 2009 annual conference:

- What does the relationship between leading and learning mean for educational learners?
- How can a focus on leading for learning inform and challenge our thinking about current educational leadership practices and what needs to change?
- How do educational leaders affect student learning?
- How can leaders be more strategic in linking leadership decisions and practices with student learning?
- How can educational leaders make student learning the priority of leadership?
- What does it mean to be an educational leader who is an instructional leader?
- What obstacles prevent educational leaders from becoming instructional leaders?
- Has the catch-phrase “instructional leadership” lost its authenticity?
- How can educational leaders create and nurture a culture of learning in an organization?
- How can we train educational leaders to be more effective leaders of learning organizations?
- What implications do a leading for learning perspective have for education policy at various levels of governance, i.e., school, district, and state levels?
- What and how can educational leaders learn from leadership and organizational failure/mistakes?
- How can educational leaders learn to deal with and persist through organizational failure/mistakes?
- What discourages innovative practices in schools?
- What defines innovative leadership practices and principal preparation programs?
- What are some creative ways principal preparation programs are teaching prospective school leaders to embrace the cycle of leadership and learning?
- What will happen to university preparation programs if they fail to innovate and advance leadership practices?
- How can university preparation programs partner with school districts to better prepare future leaders?
- How is the preparation of educational leaders enhanced through P-20 partnerships?
- How are long-term P-20 educational leadership partnerships established and maintained?



# CONVENTION SESSION HIGHLIGHTS

## **THURSDAY, NOVEMBER 19**

### **• Pre-Session 2, Grand Ballroom, Salon J:**

*Enhancing the Capacity of School Leaders to Ensure that Racially and Ethnically Diverse Students Succeed*

### **• Off-Site Pre-Session (Pre-Registration Required):**

*Visit to Prize Winning Urban Schools*

### **• Opening Session, Grand Ballroom, Salon E:**

*UCEA Awards Luncheon*

### **• 1.13, Grand Ballroom, Salon G:**

*P-20 Conversation*

### **• 2.9, Grand Ballroom, Salon D:**

*College of Education Deans' Talk About Educational Leadership Preparation*

## **FRIDAY, NOVEMBER 20**

### **• 4.6 and 5.6, Grand Ballroom, Salons G & H:**

*International Scholars' Breakfast and Discussion*

### **• 6.6, Grand Ballroom, Salons G & H:**

*Wallace Foundation Strand Session I: Assessing Leadership Effectiveness for Preparation Program Improvement*

### **• 8.1, Orange County Ballroom, Salon 1:**

*Principal Credentialing, Success and Career Paths*

### **• 9.13, Platinum Ballroom, Salon 1:**

*Hosting UCEA Headquarters: An Informational Conversation with Executive Committee and Past Presidents*

### **• 10.10, Grand Ballroom, Salon D:**

*The Learning Leader: Leading 21st-Century Schools for Effective Data Use*

### **• 11.12, Platinum Ballroom, Salon 1:**

*Educational Leadership Programs: From Distinction to Extinction?*

## **SATURDAY, NOVEMBER 21**

### **• 14.6, Grand Ballroom, Salons G & H:**

*Wallace Foundation Strand Session II: Leadership for Learning Improvement in Urban Schools*

### **• 15.6, Grand Ballroom, Salons G & H:**

*International Community Building Session: BELMAS UCEA International Scholars' Symposium: Establishing an International Scholar Community for Comparative Research in Educational Leadership and Management*

### **• 15.12, Platinum Ballroom, Salon 1:**

*Meaningful Interpretations of Professional Standards in Preparation Programs: Faculty Strategies for Using New ISLLC and ELCC Standards in Accreditation*

### **• 18.6, Grand Ballroom, Salons G & H:**

*Developing The Next Generation of Urban Leaders*

### **• 19.12, Platinum Ballroom, Salon 1:**

*Information Session on Membership in UCEA*

### **• Special Session, Grand Ballroom, Salon E:**

*California Education Leadership Summit: Ensuring Strong Leadership for Our Public Schools*

## **SUNDAY, NOVEMBER 22**

### **• 21.3, Orange County Ballroom, Salon 2:**

*UCEA-Wallace Foundation Workshop I: How District-University Partnerships Influence Leadership Preparation Programs*

### **• 21.8, Orange County Ballroom, Salon 2:**

*UCEA-Wallace Foundation Workshop II: Preparing Leaders to Support School-wide Student Achievement*



# GRADUATE STUDENT SESSIONS

The purpose of the UCEA Graduate Student Sessions are to bring graduate students together during the convention. All graduate students are welcome; no special registration for these sessions is required.

Sessions will feature practical tips, expert advice, useful examples, and handouts. Students are encouraged to introduce themselves and interact with faculty members throughout the convention.

## **THURSDAY, NOVEMBER 19**

• 1.10, Grand Ballroom, Salon C:

*Graduate Student Symposium #1: Graduate Student Orientation*

• 2.8, Grand Ballroom, Salon C:

*Graduate Student Symposium #2: Graduate Student Job Search Workshop*

## **FRIDAY, NOVEMBER 20**

• 5.12, Platinum Ballroom, Salon 2:

*AERA Division A & Division L Graduate Student Breakfast*

• 6.13, Platinum Ballroom, Salon 2:

*Graduate Students of Color Mentoring Session*

• 10.14, Platinum Ballroom, Salon 7:

*An Evening with the Scholars*

## **SATURDAY, NOVEMBER 21**

• 17.6, Grand Ballroom, Salons G & H:

*Graduate Student Symposium #3: Transitioning from Student to Professor*

• 18.13, Platinum Ballroom, Salon 7

*Graduate Student Workshop: The Dissertation and Beyond*

# UCEA PROGRAM CENTER SESSIONS

## **THURSDAY, NOVEMBER 19**

• Pre-Session 2, Grand Ballroom, Salon J:

*Enhancing the Capacity of School Leaders to Ensure that Racially and Ethnically Diverse Students Succeed*

Sponsored by the UCEA Center for Educational Leadership and Social Justice

## **SATURDAY, NOVEMBER 21**

• 15.13, Platinum Ballroom, Salon 2:

*Re-Examining Social Responsibility as a Component of Ethical School Leadership*

Sponsored by the UCEA Center for the Study of Leadership and Ethics,

• 18.4, Orange County Ballroom, Salon 4:

*Add Women & Stir: Gender Issues in Educational Leadership Departments*

Sponsored by UCEA Center for the Study of Academic Leadership

• 19.5, Grand Ballroom, Salons G & H:

*Introduction Session on the UCEA Joint Center for the Study of the Superintendency and District Governance*

Sponsored by the UCEA Joint Center for the Study of the Superintendency and District Governance



# **ABOUT THE UCEA CONVENTION 2009**

## ***HOW TO USE THIS PROGRAM***

The 2009 Convention Program provides brief listings of all presentations, registration information, hotel information, and general information regarding the University Council for Educational Administration. Each session is listed with a title, a room assignment, presentation time and the list of presenters. UCEA has developed an accompanying website for the convention program. Changes to the program can be found on the UCEA website at [www.ucea.org](http://www.ucea.org) under Convention. We have also provided you with a room layout of the hotel, found at the back of the program.

## ***REGISTRATION***

If you have not registered for the convention, we urge you to do so as soon as you arrive at the hotel. UCEA Registration is found as you enter the Anaheim Marriott Meeting Space (lobby level) in the Ballroom Foyer, available Thursday through Saturday of the Convention, 8 a.m.-5 p.m.

## ***NAMETAGS***

Nametags are required for all sessions and events. You will receive your nametag once you register.

## ***DISPLAY OF ANNOUNCEMENTS***

A table in the Exhibit area has been made available for you to display announcements, reports, and other publications from your institution.

## ***BUSINESS CENTER***

The Anaheim Marriott has a FedEx Kinko's located on the lobby level near the Convention Center and next door to Starbucks. Pricing includes B/W Copies: 8.5x11 or 8.5x14, .20 cents, Color Copies: 18.5x1 or 8.5x14, \$1.11 each at 500 Copies, PC Usage: .40 cents per minute, Laptop Usage: .20 cents per min, B/W Prints: 59 cents each, Color Prints: \$1.99 each. Operating hours are Monday-Friday 7:00 a.m.-10:00 p.m., Saturday-Sunday 9:00 a.m.-5:00 p.m. For more info, call 407-827-3361.

## ***EXHIBITS***

UCEA is proud to host its book and educational resource exhibitors at this year's convention. Exhibits can be found in Ballroom Foyer during the Convention, Thursday, 12 p.m.-5:00 p.m, Friday and Saturday of the Convention, 8 a.m.-5 p.m.

## ***SPONSORSHIP OF UCEA EVENTS***

If you are interested in hosting a future conference or sponsoring an event, please contact UCEA Headquarters at 512-475-8592. Please contact Michelle D. Young, Executive Director, for arrangements. Hosting and event sponsorships are excellent ways to increase the visibility of your institution while



# ABOUT THE UCEA CONVENTION 2009

## PRE- & POST- SESSION WORKSHOPS

The 2009 UCEA Convention will host a number of workshops outside of the main program. Presessions are intensive workshops involving 3-4 hours of engaged activities that occur Thursday morning. Post-session workshops are shorter in duration and take place early Sunday morning (registration required). If you are interested in presenting a workshop next year, please contact UCEA headquarters.

## SESSION ON MEMBERSHIP IN UCEA

As we enter our 50th year, UCEA continues to serve as the field's leading professional organization and maintains an international reputation as a consortium of the most prestigious universities with doctoral programs in educational leadership. UCEA's mission is to advance the preparation and practice of educational leaders for the benefit of all children and schools, and membership in UCEA is a marker of program quality. During Session 19.12, current and former Executive Committee members and President-Elect Alan Shoho will provide information and answer questions about membership in UCEA. Convention participants interested in learning more about UCEA and UCEA membership are invited to attend this UCEA session.

## GENERAL SESSIONS

General Sessions will begin Thursday evening with the Texas A&M University Social Justice Lecturer Dr. Kevin Kumashiro, who will give an address entitled, *The Seduction of Common Sense: How the Right has Framed the Debate on America's Schools*. Friday morning, Dr. James W. Koschoreck will give the UCEA Presidential Address, *Scholar Activism: The Politicization of a Profession or the Professionalization of Politics?* Saturday morning's Pennsylvania State University Mittlefer Lecturer Dr. W. James Popham will speak on *Assessment Literacy: A Bona Fide "Magic Bullet" for Education*.

## THE UCEA ANNUAL BANQUET

This year's UCEA Banquet will be held on Friday evening from 6:30-10:30 p.m. in the Grand Ballroom, Salon F. Dr. David Berliner will deliver the Brock Prize Lecture, *Why School Administrators Need An Understanding Of Curriculum And The Guts To Fight For One That Makes Sense*. Price of the banquet includes a book signing and reception (cash bar), keynote speaker, dinner/dessert, and entertainment. Please purchase tickets early as seating is limited!

*UCEA's 2010 Convention will be at the Sheraton New Orleans, New Orleans, Louisiana, October 25-31, 2010  
2009 Distinctive Achievement Award Winner presented by Association Conventions & Facilities Magazine.*

[www.sheratonneworleans.com](http://www.sheratonneworleans.com)

*If you are interested in becoming a host institution or sponsor future conventions, please contact our office at  
(512) 475-8592 or e-mail us at [ucea@austin.utexas.edu](mailto:ucea@austin.utexas.edu)*

# 2009 PROPOSAL REVIEWERS

Jacob Lyle Adams  
 Louise C. Adler  
 Vonzell A. Agosto  
 Daniel S. Alemu  
 James G. Allen  
 Brad Allison  
 Thomas Alsbury  
 Judy Alston  
 Lois Andre-Bechely  
 Roma B. Angel  
 Pamela Angelle  
 Rima Aranha  
 Doug Archbald  
 Angie Astorga  
 Linda Atkinson  
 Dustin A. Bailey  
 Moise Baptiste  
 Bruce Barnett  
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 S. David Brazier  
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 Felecia M. Briscoe  
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*These individuals contributed generously to the success of this program  
 by carefully reviewing proposals for various convention sessions.*

*The Convention Committee & UCEA staff express sincere appreciation for their efforts!*

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- They are outstanding advisors and mentors of students as evidenced by mentoring students in research projects that address the needs of K-12 educational systems. They play a key role in the advancement of students into leadership positions in PK-12 systems. In summary, they promote and support the academic, career goals, and placement of students into educational administration programs.
- They have taken a leadership role in their academic unit, as administrators and/or leaders in educational endeavors. They have gained a regional and national reputation, as an educational leader and innovator. They have accomplished this through participation in regional and national activities as well as in publications in appropriate journals that have impacted the practice of educational leadership/administration in PK-12 systems.
- They have provided outstanding leadership in promoting and supporting diversity in faculty, students, staff, programs, and curriculum in the field of educational leadership/administration.

They 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.

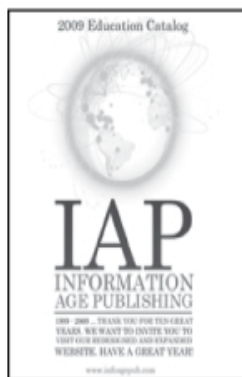
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Many of the College's international activities are supported by the endowed Gerald H. Read Center for International & Intercultural Education. The Center engages students, faculty and staff by hosting international conferences, lecture series programs and international scholars. For example, the Center hosted scholars from countries such as Indonesia, Venezuela, Senegal, Algeria, and Bangladesh during the Spring 2009 semester.

For more information about the College of EHHS, visit [ehhs.kent.edu](http://ehhs.kent.edu).



KSU students learn about natural resource conservation in Uganda, Africa.

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## **The University of North Carolina at Greensboro**

### **School of Education**

### **Educational Leadership & Cultural Foundations Department**

The **University of North Carolina at Greensboro (UNCG)** is a proud new member of the **University Council of Educational Administration (UCEA)** academic family, having obtained full institutional membership after a synergistic site visit by the UCEA Executive Board reviewers. As a public institution in North Carolina more than a century old, UNCG is

- a top-tier university that has preserved its student-centered focus
- known for groundbreaking research, community service, caring faculty, and high-quality education
- committed to educating the whole individual to become a full participant in a democratic society

The **UNCG School of Education** is accredited by the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education (NCATE). The School of Education prepares undergraduates and graduates to become successful educational practitioners, leaders, and researchers. It offers programs in educational leadership, cultural foundations, curriculum and instruction, higher education, educational research, counseling, library studies, special education, and professions in deafness.

Educational leadership programs are housed in the **Educational Leadership and Cultural Foundations Department (ELC)**. ELC offers the master's, EdS, EdD, and PhD degrees, in addition to a Post-masters Certificate Program in school administration. The ELC Department

- is heavily organized around cohort programs delivered within school districts
- offers a curriculum that is continually changed to meet the needs of schools and communities
- prepares educators to work in high poverty, urban areas
- is a leader in recruiting, retaining, and graduating a diverse student body

Faculty members in the ELC Department are *Silvia Bettez, Kathleen Casey, Larry Coble, Camille Wilson Cooper, C.P. Gause, Glenn Hudak, Carl Lashley, Carol Mullen, Craig Peck, Ulrich (Rick) Reitzug, Svi Shapiro, Leila Villaverde, and Misti Williams.*

Scholarly activity in ELC focuses on educational and social justice topics. These include urban schooling, mentoring leadership, democratic accountability, school improvement, and democracy. New scholarly books are *Leadership and Building Professional Learning Communities; Feminist Theories and Education: A Primer; Integration Matters: Navigating Identity, Culture and Resistance, and Education and Hope in Troubled Times.*

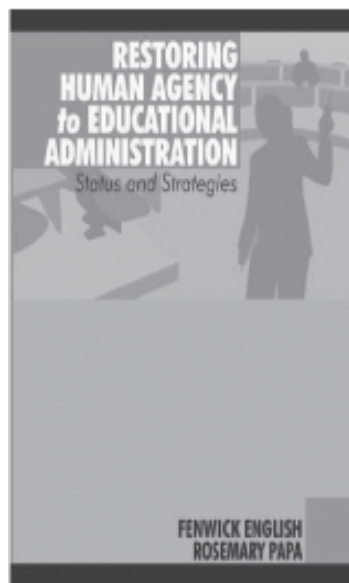
To learn more about UNCG, the School of Education, and the ELC Department, go to [www.uncg.edu/elc](http://www.uncg.edu/elc). For more information about ELC's initiatives and programs, contact Carol Mullen, Department Chair and Professor, at [camullen@uncg.edu](mailto:camullen@uncg.edu) or (336) 334-9865 (or 3490). Rick Reitzug serves as the UCEA Plenum Representative ([ureitzu@uncg.edu](mailto:ureitzu@uncg.edu)). Dale Schunk is the School of Education's Dean who proactively sponsored membership in UCEA.

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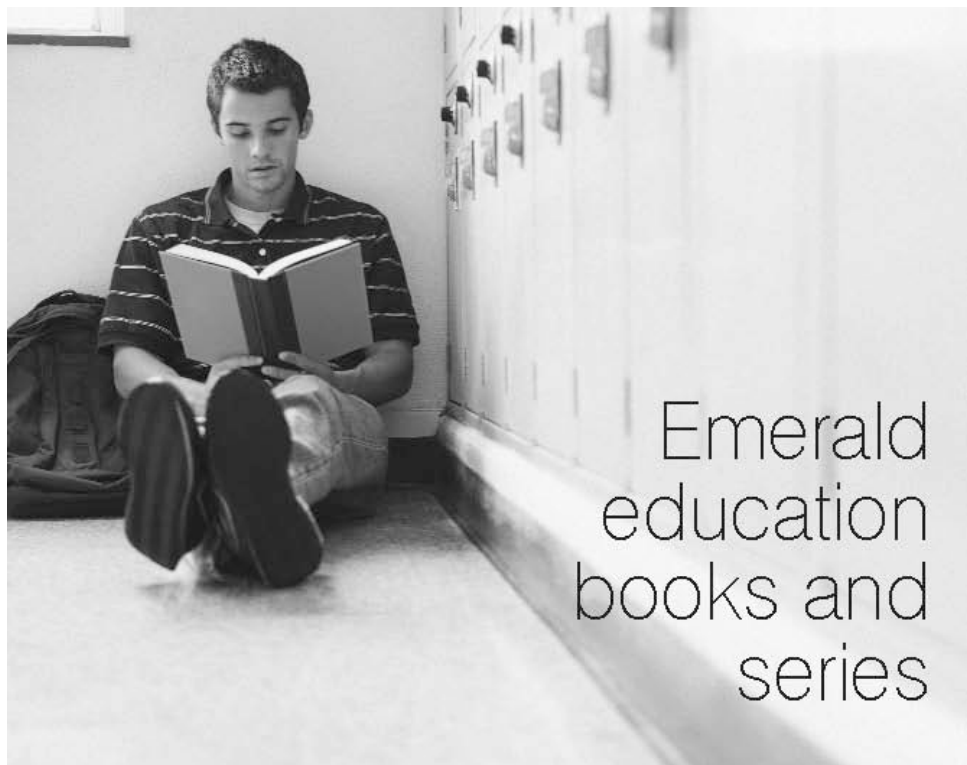
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The mission of the Educational Leadership program is to prepare P-12 school administrators and scholars to be successful in a variety of educational settings. Through high admissions standards, rigorous coursework, and diverse field experiences, the LSU Educational Leadership program prepares highly competent, caring leaders and scholars in the field of P-12 education.

The LSU College of Education offers programs in educational leadership in the following areas:

- MEd in Administration
- PhD in Educational Leadership, Research, and Counseling with a specialization in Educational Administration

For more information about our college and programs, visit our Web site at [www.lsu.edu/coe/ETPP/ed\\_leadership/ed\\_leadership.html](http://www.lsu.edu/coe/ETPP/ed_leadership/ed_leadership.html).



The College of Education is committed to advancing the quality of education by preparing professional practitioners and leaders for improving education in all settings and by advancing research and scholarship. The College of Education houses the Department of Educational Theory, Policy, and Practice and the Department of Kinesiology, in addition to our K-12 University Laboratory School.

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## ***UCEA Interview Series***

The UCEA Interview Series is a new resource for stakeholders in educational leadership and policy, including practitioners, professors, graduate students and policy makers.

Beginning in August 2009, UCEA has begun interviewing educational researchers, practitioners, policy makers, and opinion leaders concerning current issues, policies and problems of practice.

Among the series topics featured in the fall of 2009 were:

- The Link Between Leadership and Student Learning
- Critical Differences Between the EdD and PhD in Education
- Turnaround Principals
- Using Leadership Evaluation to Inform Preparation Program Improvement
- Insider Information for Graduate Students

Our intent in developing this series includes: 1) improving research utilization, 2) drawing attention to critical issues, and 3) providing UCEA Members and the field with additional high quality resources.

Each Interview lasts between 30 minutes and an hour. The interviews are streamed and listeners can phone in or post questions on our interview site. Information regarding calling in and posting questions is available on the Blogcast website, <http://www.blogtalkradio.com/UCEA>.

Past interviews are archived on the UCEA interview series site.

## ***Join Us On Twitter***

UCEA would like to invite everyone to follow us on Twitter, in order to receive the most up-to-date information. UCEA's 'tweets' delivers the most current information regarding UCEA events to its subscribers. Following us allows you to participate in the UCEA network, to advance professional discussion of educational issues, and to increase awareness of common education issues.

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# IN MEMORIAM

**UCEA would like to acknowledge the work and celebrate the lives of the following colleagues who we lost this past year.**

## **Dr. Lenoar Foster**



### **Session 10.13**

This session will honor the work and contributions of Dr. Lenoar Foster who was serving as interim dean of the Washington State University College of Education at the time of his passing. Prior to that he served as associate dean of the WSU College of Education and in that role his duties included stimulating, coordinating, reviewing and tracking research proposals and awards for faculty and graduate students. Foster spearheaded several new and innovative academic initiatives within the WSU College of Education, while acting as a mentor to numerous junior faculty members and graduate students. He also supervised staff in the Office of Graduate Studies and reviewed curriculum changes for graduate programs. Dr. Foster's areas of research included school principals, school reform/restructuring, socio-cultural influences in schools, higher education, and historically black colleges and universities. In doing his work, he drew from historical sources to disaggregate those qualities and strategies employed by African American school administrators and teacher leaders that served as clarion calls for achievement and positive engagement by African American students. Dr. Foster believed these same qualities and strategies should be exemplars of the types of leadership styles employed by administrators and teacher leaders who work in schools populated by large numbers of African American students today.

## **Dr. Judy Nichols Mitchell**

Dr. Judy Nichols Mitchell was Washington State University's longest-serving dean and a prominent leader on both state and national education issues. As dean, she oversaw the Department of Teaching & Learning, and Department of Educational Leadership & Counseling Psychology on all four WSU campuses. Under Mitchell's leadership, a number of undergraduate and graduate programs in the College of Education grew in prominence, including statewide doctoral programs in educational leadership, teacher leadership and community college leadership. Mitchell's academic research focused on reading comprehension issues, but after becoming dean, she wrote frequently on university administrative and career issues. From 2005-2007 she served as the president of the Council of Academic Deans from Research Education Institutions. From 2004-2006 she was president of the Washington Association of Colleges for Teacher Education. She was also a regular presenter to national conferences on administrative issues. She was writing a book, *Seasons of a Dean's Life*, with colleagues from the University of Iowa, Texas A&M Corpus Christi and the University of San Francisco. When named to the deanship at WSU in 1998, Mitchell was serving as interim executive director of the Center for Excellence in Education at Northern Arizona University. At that time, she was on leave from a tenured faculty position she had held at the University of Arizona since 1976. While at the University of Arizona, she chaired the University Commission on the Status of Women and served as a faculty associate in the provost's office, where she coordinated the university's first professional development program for department chairs.



## **Dr. Ronald Takaki**



### **Session 20.6**

Dr. Ronald T. Takaki was slated to deliver the Texas A&M Social Justice Lecture at this year's conference. Known as one of the most prolific scholars who helped pioneer the field of ethnic studies and wrote animated histories about Blacks, Asians, Latinos, and other marginalized Americans during four decades on the University of California (UC) Berkeley faculty, Takaki was the author and editor of more than 20 books, including *Iron Cages: Race and Culture in 19th Century America* (1979), *Strangers From a Different Shore: A History of Asian Americans* (1989), *A Different Mirror: A History of Multicultural America* (1993), and *Double Victory: A Multicultural History of America in World War II* (2000). Takaki taught UCLA's first African American history class. He wound up at Berkeley in 1972 where he established UC Berkeley's Ph.D. program in ethnic studies, the first of its kind in the nation and taught the courses there for 28 years, often turning students away for lack of seats.



# CONVENTION SESSIONS AND MEETINGS

Sessions of Note To Practioners will be listed with the following icon:

**Practioners**

**Plenum Meeting, Wednesday, 1:00 p.m. - 6:00 p.m and Thursday, 7:00 a.m. - 11:30 a.m.**

**Grand Ballroom, Salon F**

*Annual Meeting of the UCEA Plenary Session Representatives (PSR)*

**Pre-Session 1, Thursday, 8:00 a.m. - 12:00 p.m.**

**Grand Ballroom, Salon A**

*UCEA/LTEL-SIG Taskforce on Evaluating Educational Leadership Preparation Meeting*

*CLOSED SESSION: Planning and Data Analysis Session*

Co-Organizers: Margaret Terry Orr, Bank Street College; Karen Jackson and Andrea Rorrer, University of Utah

Taskforce Working Members: Arnold Danzig, Arizona State University; Judy Alston, Ashland University; Cynthia Reed, Auburn

University; Julie Edmister, University of Southern Indiana; Jenny Tripses, Bradley University; George J. Petersen, California Polytechnic State University; Jane Clark Lindle, Clemson University; Ruth Silverberg, College of Staten Island, Virginia Roach, George Washington University; Karen Osterman, Eustace Thompson, Monica Byrne-Jimenez, Hofstra University; Martha McCarthy, Indiana University; Sandra Harris, Lamar University; Margaret Barber, Lehigh University; Robert L. Watson, Missouri State University; Karen Sanzo Crum, Old Dominion University; Brenda Roberts, Pittsburg State University; Gini Doolittle, Rowan University; Stephen L. Jacobson, SUNY-Buffalo; Julia Ballenger, Stephen F. Austin State University; Danna M. Beaty, Tarleton State University; JoAnn Barbour, Texas Women University; Susan Korach, University of Denver; Joy Phillips, Eastern Carolina University; Donald Hackmann, University of Illinois-Urbana-Champaign; Liz Hollingworth, University of Iowa; Bruce Baker, Rutgers University; Tricia Browne-Ferrigno and Justin Bathon, University of Kentucky; Brendan D. Maxcy, University of Missouri; Jennifer Friend, University of Missouri-Kansas City; Miles Bryant, University of Nebraska; Edith A. Rusch, University of Nevada-Las Vegas; Allison M. Borden, University of New Mexico; Michael Johaneck, University of Pennsylvania; Bill Black, University of South Florida; Michelle D. Young, UCEA; Ed Fuller, University of Texas-Austin; Pamela D. Tucker, University of Virginia; Whitney H. Sherman, Virginia Commonwealth University; Nancy Sanders, Washington State University; Kathleen Topolka Jorissen, Western Carolina State University

This closed session will enable taskforce members to work in small groups to follow up on research design issues, including: a) qualitative and case study research on leadership preparation; b) surveying teachers on leadership preparation program graduates' effectiveness; and c) networking federal USDoe School Leadership Program grantees on evaluation research measures, methods and strategies. During the last 30-45 minutes, the group will share updates on UCEA and LTEL-SIG support of evaluation research and other related taskforce issues. *Attendance by invitation only.*

**Pre-Session 2: Thursday, 8:30 - 11:30 a.m.**

**Grand Ballroom, Salon J**

*Enhancing the Capacity of School Leaders to Ensure that Racially and Ethnically Diverse Students Succeed*

Organizers: James E. Henderson and Rick McCown, Duquesne University; Bill Hawley, Southern Poverty Law Center

Sponsored by the UCEA Center for Educational Leadership and Social Justice, this workshop invites participants to examine and shape instructional resources available to UCEA members from the *Teaching Diverse Students Initiative* of the Southern Poverty Law Center. Through this examination, participants will interrogate their working assumptions of the relationships between and among social justice, equity, and effective teaching, and educational leadership.

Thursday, 7:30-12:30, 12:30-2:00 p.m.

**Off-Site Pre-Session: Thursday, 7:45 a.m. - 12:30 p.m. (Pre-Registration Required)**

*Visit to Prize Winning Urban Schools*

Organizers: Charles L. Slater, California State University, Long Beach; Bruce Barnett and Alan Shoho, University of Texas at San Antonio

Attendees that have pre-registered will have the opportunity to visit two Long Beach Schools: Roosevelt Elementary School and Hill Classical Middle School. For a record-tying fifth time, the Long Beach Unified School District was named among the top five school systems in the nation by The Eli and Edythe Broad Foundation. Among the reasons for Long Beach's selection was that, in 2008, its African-American, Hispanic and low-income students achieved higher average proficiency rates than their counterparts statewide in reading and math at all grade levels: elementary, middle and high school. Between 2005 and 2008, Long Beach narrowed achievement gaps between its Hispanic students and the state's white students in math at all grade levels, as well as in middle and high school reading. Moreover, between 2006 and 2008, Long Beach increased both the participation rate and the average score for Hispanic students taking the SAT.

**Opening Session: UCEA Awards Luncheon**

**Thursday, 12:30-2:00 p.m.**

Grand Ballroom, Salon E

**\* Pre-Registration and Ticket required for entry.**

Welcome and Introductions:

Kathleen Brown, University of North Carolina-Chapel Hill

This year's Convention will officially begin with the UCEA Awards Luncheon. Winners of the Jack A. Culbertson Award, Roald F. Campbell Lifetime Achievement Award, Master Professor Award, Jay D. Scribner Mentoring Award, William J. Davis Award, and Paula Silver Case Award winners will be announced. The Awards Luncheon will also honor the contribution of several individuals in recognition of their service to the field. Awards will be presented in the following order (left to right).

UCEA Distinguished Service Award

Diana Pounder, University of Central Arkansas

Introduced by Linda Skrla, Texas A&M University

The William J. Davis Award

Announced by Linda Skrla, Texas A&M University

The Paula Silver Case Award

Catherine A. Lugg, Rutgers University

Autumn K. Tooms, Kent State University

Introduced by Gerardo R. López, Indiana University

The Jack A. Culbertson Award

Sara L. Dexter, University of Virginia

Introduced by Pamela Tucker, University of Virginia

The Jay D. Scribner Mentoring Award

Paul Bredeson, University of Wisconsin-Madison

Introduced by Brad Kose, University of Illinois

Linda C. Tillman, University of North Carolina-Chapel Hill

Introduced by Mark Gooden, University of Texas at Austin

The Master Professor Award

Joan Poliner Shapiro, Temple University

Introduced by Steven Jay Gross, Temple University

The Roald F. Campbell Lifetime Achievement Award

Karen Seashore Louis, University of Minnesota

Introduced by C. Cryss Brunner, University of Minnesota

LTEL SIG Award for Outstanding Faculty Service

Martha McCarthy, Indiana University

Introduced by Tricia Browne-Ferrigno, University of Kentucky

**SESSION 8.14:**

*Sage Advice on Building a Research Agenda:*

*Reflections from the 2009 Jack A. Culbertson and Jay D. Scribner Mentoring Award Winners*

**SESSION 19.14:**

*Reflecting on a Lifetime of Achievements:*

*A Conversation with the 2009 Roald F. Campbell Lifetime Achievement and Master Professor Award Winners*

**Session 1, Thursday, 2:10-3:30 p.m.****1.1, Orange County Ballroom, Salon 1**

Symposium: *African American Perspectives on Leadership in Schools: Building a Culture of Empowerment*

Participants: Michael Dantley, Miami University; Bruce Jones, University of South Florida; Paul Pitre and Paula Groves Price Washington State University; Jean Madsen, Texas A&M University; James Earl Davis, Temple University; Jonathan Lightfoot, Hofstra University

The terms school administration and school leadership are often used interchangeably. Contemporary frameworks of school administration and leadership focus on the various administrative/leadership styles; administrative/leadership functions; alternative perspectives on school administration/leadership, such as spirituality; leadership for social justice; and diversity in educational administration/leadership. While some of these frameworks are inclusive of the perspectives of African American school leaders, much of the theoretical and empirical literature on school leadership has failed to consider the unique history, leadership, constructs, and present day circumstances that contribute to effective leadership in schools where students of color enjoy academic engagement and achievement. Using this as a guide the intent of this session is to provide 1) an overview of the foundational perspectives on African American leadership in schools; 2) applied practices of African American leaders in schools; 3) leadership and policy for building a culture of empowerment.

**1.2, Orange County Ballroom, Salon 2**

Paper Session: *Educational Leadership Standards: Impact on Principals and Leadership Preparation Programs*

Chair/Discussant: Edith A. Rusch, University of Nevada, Las Vegas



*How Are Principals Living their Professional Standards? A Study of Principals' Practices*

Matthew Militello, Bonnie C. Fusarelli, Thomas Alsbury, and Thomas P. Warren, North Carolina State University

This study examined school principals' enactment of the state's innovative school leadership standards. Results indicate that these principals fell into three categories: (a) Distributing/Empowering Leadership, (b) Challengers of the Status Quo, and (c) Visionaries. Results have implications regarding how leadership standards are lived out in daily practice. Standards have focused on revising "what" school principal standards do, but understanding "how" principals enact these standards is of equal importance.

*Tackling Florida Educational Leadership Standards*

William R. Black and Zorka Karanxha, University of South Florida

The paper presents findings from a textual analysis of 110 graduate students' critiques of the content and assumptions underpinning Florida standards intended to drive program reform through state approval processes. Also, the paper describes the authors' critical pedagogical approach and reflections on their attempts to move students beyond the technical functionalist assumptions embedded in the FELE standards. Implications for the field are also discussed.

*Mandated State Standards in Educational Leadership: Can't Live With Them, Can't Get State Program Approval Without Them!*

Meredith L. Mountford and Patricia Maslin-Ostrowski, Florida Atlantic University; Michele Acker-Hocevar, Washington State University

This paper reports findings from a study which surveyed all educational leadership faculty in a southeastern state regarding the impact of a new state law mandating the implementation of 132 state developed competencies and skills into the curriculum and programming of all public and private departments of educational leadership. The 132 skills and competencies were developed with only minimal input from university faculty from across the state. Failure to revise curriculum to include these skills and competencies would result in the loss of state program approval and therefore the loss of ability to grant administrative licensure to program completers. The survey was sent to all educational leadership faculty while as they worked to make major revisions required by the new law and coincidentally, during a time period when universities across the state were undergoing the deepest budget cuts in history. Faculty were allowed only six months to complete the revisions and submit their revised program to the state for continued program approval and licensure rights.

Thursday, 2:10-3:30 p.m.

### 1.3, Orange County Ballroom, Salon 3

Paper Session: *Community Relations I: Challenges to Community Building*

Chair/Discussant: Lois Andre-Bechely, California State University-Los Angeles



#### *Connecting with Parents: Principals' and Teachers' Leadership in Establishing Social Networks*

Carolyn L. Wanat, University of Iowa

This study describes strategies of principals and teachers who establish social networks with parents that encourage involvement in children's educational experiences. Social network theory, especially structural holes and weak ties, serves as the theoretical framework. In interviews, seven principals and 15 teachers described personal philosophies and efforts to encourage parent participation. Principals and teachers who encouraged involvement established dense networks and established communication channels with parents.

#### *Examining the Formal and Informal Education Networks of Homeless Parents: Implications for Leaders*

Peter Miller, University of Wisconsin-Madison

The purpose of this study is to learn more about the makeup of homeless parents' relational networks and how these networks influence their capacities to help their children succeed in school. Informed by Lin's (1999) network theory of social capital, I examine the heterogeneity, range, and organizational attachment of sheltered homeless parents' relational networks in a large city in the eastern United States.

#### *The Eye of the Storm and Mississippi Gulf Coast Education: The Role of Community*

Sylvia Martinez, Shelmon Brown, Glenda Carne, Mike Lamphere, Dena Samuels, and John M. Weathers, University of Colorado - Colorado Springs

The purpose of this study was to explore how Hurricane Katrina affected the educational system of the Mississippi Gulf Coast and how district administrators and the broader community responded to this crisis. Through interviews, superintendents of the coastal and adjacent counties on the Gulf Coast shared their stories of rebuilding and reopening schools in the aftermath of Hurricane Katrina. Through the constant comparative method of content analysis, two themes emerged: community building and community pride and resiliency.

#### *Investing in Collaborative Partnerships to Support Student Success: The Leadership Lessons of Sustaining School-Linked Family Services*

Gloria M. Rodriguez and Irina Okhremtchouk, University of California, Davis

Paper presents results of a study of four school-linked family support service centers that were initiated under the California Healthy Start Program. We examine how the staff conceptualize "sustainability" and engage in practices that represent investments in student success. Analysis utilizes Rodriguez's "critical community strengths" framework to examine how leaders invest in student strengths to address their needs.

### 1.4, Orange County Ballroom, Salon 4

Paper Session: *Critical Issues and Aspects of Principal Leadership*

Chair/Discussant: Bradford Allison- California State University, Los Angeles



#### *The Role of Ethical Checking in Courageous School Leadership*

Frederick C. Buskey and Eric Pitts, Western Carolina University

This paper explores the theoretical construct of proactive artistic insubordination. The paper defines proactive action and compares it to more traditional concepts of reactive action. The authors argue that principal licensure programs should prepare people to engage in proactive leadership regardless of position. Additionally, the authors explore a process of ethical checking to inform action based on the process outlined by Martin Luther King Jr. (1963).

*A Comparative Analysis of School Principals' Leadership Styles and School Impact in the USA and Kuwait*

Alexander W. Wiseman, Lehigh University; Eissa Alsafran, Kuwait University; David S. Brown, The University of Tulsa

This study focuses on the indirect relationship between school principals' leadership style and school impact in the USA and Kuwait, where the school environment is the intermediate factor. An additional objective is to investigate the influence of culture on principals' leadership style. Internationally comparative data from Kuwait and the USA are used to empirically investigate the relationship. Descriptive statistics and ANOVA were used in the statistical analysis of this study. The principal leadership style is found to be very different between Kuwait and the USA. Kuwaiti school principals are authoritative in their leadership style, while their USA counterparts tend to be integrative. Interestingly, although Kuwaiti school principals are authoritative, data indicate a cooperative school environment.

### 1.5, Grand Ballroom, Salons A & B

Symposium: *Strategic Leadership in Broad Prize Winning School Districts*

Session Organizer: Charles L. Slater, California State University Long Beach

Participants: Erica S. Lepping, The Broad Foundation, California; Christopher Steinhauser, Long Beach Unified School District (CA); Laura Schwaum, Superintendent, Garden Grove Unified School District (CA); Ledyard McFadden, School Works, Massachusetts; Dr. Sara McAndrews, Northside Independent School District (TX); Dr. Wanda Bamberg, Aldine Independent School District (TX)

This symposium will bring together recent winners of the Broad Prize for Urban Education to address the question: how can leaders be more strategic in linking leadership decisions and practices with student learning? Presentations of superintendents will shed light on important urban issues. Even with declining resources, these districts are raising student achievement. Their efforts have national implications.

### 1.6, Grand Ballroom, Salon D

Paper Session: *Vision, Innovation, Change and Ethics: Reflections on Key Aspects of Leadership*

Chair/Discussant: Anthony H. Normore, California State University-Dominguez Hills

*Looking at Leadership Change in Urban Schools from a Dynamic Perspective*

Nicole D. Sanders, Central Connecticut State University

This mixed-methods case study explored leadership behaviors of urban school principals that develop capacity-building for teaching and learning that supported the school improvement plans of one school district in Connecticut. The study found that principals engaged in behaviors that facilitate first-order changes necessary for capacity-building. It was also found that hierarchical accountability systems influence the second-order changes necessary for capacity-building.

*Ethical Challenges in Educational Leadership*

Rosita Lopez, Northern Illinois University

Educational leaders often face challenges in promoting moral practices affecting the communities they serve. Many are taught to be driven by categorical imperatives, such as to do the right thing right, each and every time, especially when no one is watching. Timing is important; and in considering strategies to do the right thing, we must also consider doing the right things right, at the right time. Not a small task.

*Leading for Innovative Practice: Melding Theories of Organizational Change, Adult Learning, and Conditions of Learning*

Philip Mirci, University of Redlands; LaVern Burmeister, California State University, San Bernardino; Phyllis Hensley, California State Polytechnic University, Pomona

The education system inherited from the Industrial Era is based on a type of thinking known as linear causality and arises from positivism. Fullan (2005) challenged the reductionistic thinking of linear causality and questioned whether current leaders were capable of becoming what he called systems-thinkers-in-action. This paper furthers innovative practice by examining leadership from multiple perspectives including theories of adult learning, facilitation of organizational change, and creation of the conditions of learning.

Thursday, 2:10-3:30 p.m.

*Developing Visionary Leaders: A Qualitative Investigation of Principals' Views*

Janene W. Hemmen, Stacey Edmonson, and John R Slate, Sam Houston State University

In this study, we interviewed 12 practicing principals who graduated from ELCC-recognized or ELCC-denied building level programs regarding their views toward developing visionary leaders. Our focus was on their perceptions regarding the experiences needed to develop visionary leaders in ELCC-recognized and denied Texas university principal preparation programs. The interview questions concentrated on opportunities provided to develop visionary leaders during the coursework as well as the internship of the principal preparation programs. Eight metathemes emerged: activities, professors, discussions, involvement, cooperating administrator, on-the-job training, guest speakers, and entire coursework. Recommendations for principal preparation programs as well as implications of our findings are discussed.

*Lidèchip ki devlope apati de konfli (Leadership birth from conflict): Rethinking "Leadership" Theory and Praxis*

Moise Baptiste, Miami University

The concept of leadership is complex and dynamic because how it is executed is based on the context in which it is used. Traditional leadership models operate under the false pretense that the interests of the organizations will benefit the whole. I will attempt to construct a leadership theory that assumes social conflict theory rather than systems theory and seeks to identify the characteristics of leadership as found in marginalized communities.

### 1.7, Platinum Ballroom, Salon 1

Symposium: *Diverse Voices, Multiple Challenges: Perspectives on, and Implications for, Leadership Across the Educational Life Cycle*

Organizer: Vikas John, State University of New York at Buffalo; Chair/Discussant: Yoshiko Nozaki, State University of New York at Buffalo

Participants: Maria Lew, Godfrey Telli, Yuri Nakajima, and Vikas John, State University of New York at Buffalo

This symposium looks at challenges for leadership in contexts of urban education, higher education, career services and educational technology. The studies incorporated in this panel look at specific sites of intervention in the educational life of a student and are largely focused on permanent and temporary migrant populations. Evidence from these studies provides important insights and implications for a range of leaders at different points in P-20 educational life cycles.

### 1.8, Platinum Ballroom, Salon 4

Symposium: *Investigating School Leaders' Expertise Using Interactive Methodologies*

Organizer: Jason Taylor Huff, Vanderbilt University; Chair/Discussants: Ellen Goldring, Vanderbilt University; Gina Schuyler Ikemoto, RAND Corporation

Participants: Michael A. Copland and Dina Blum, University of Washington; Pamela D. Tucker & Sara L. Dexter, University of Virginia

This symposium includes three papers from three studies that use interactive methodologies to investigate different domains of educational leadership expertise. These investigations use responses to case studies, problem-based scenarios, and live performance assessments to evaluate different leaders' expertise. The purposes of this symposium are to explore: 1. Efforts to define different domains of school leadership expertise; 2. The use of interactive methodologies to study school leadership expertise; 3. Mixing qualitative and quantitative data analysis techniques to study school leadership expertise"

### 1.9, Grand Ballroom, Salon K

Paper Session: *Teachers, Teaching, and Teacher Professionalism*

Chair/Discussant: Kathleen Cohn, San Diego State University



*Just-in-Time Pedagogy: Teachers' Perspectives Related to Response to Intervention*

Kathleen Ann Wilcox, Spring Arbor University; Elizabeth Murakami Ramalho, University of Texas at San Antonio

The purpose of this study is to describe issues related to Response to Intervention (RTI) within Michigan and Texas schools from the perspectives of teachers. Data included surveys, interviews and a focus group. Findings reveal that schools are slow in adopting and limited in their communication. Teachers expressed minimal preparation and did not present enough knowledge to reinforce their adoption. Further investigation will reveal implications for principals as literacy leaders.

*Using Teacher Walkthroughs to Improve Instruction: A Leadership and School Capacity Building Collaborative*

Kathleen Topolka Jorissen, Western Carolina University; Ann Sundstrom Allen, Western Carolina University

This mixed methods study investigated the effects of teacher learning walks in three elementary schools. Developed as part of a university/school partnership, teacher walkthroughs were adapted from the practice of principal walkthroughs, as a means of fostering collaboration, collective learning, and improving practice and student achievement in schools in western North Carolina. Specifically, this study explored principal and teacher perceptions of the effects of teacher walkthroughs over a period of one to two years. Findings indicate individual, organizational, and student effects of this professional growth program.

*Teacher Professionalism in the Era of Accountability*

Suyun Kim, The University of Texas at Austin

Researchers have demonstrated how the standardized reform and accountability movement has negatively influenced educational leadership practices to lead student learning. Regarding this issue, few studies have looked at the impact of the accountability system on Korean education. The purpose of this paper is to explore how the instructional leadership and the leadership culture are eroded by a test-based accountability in Korea, and to provide implications for Korean accountability policy.

*Teacher Perceptions of the Impact of a Standards-Based Evaluation Process on Their Teaching Performance*

Gary Schumacher, University of Houston-Clear Lake

The purpose of this study was to determine teacher perceptions of the impact on instructional practice when participating in a complex, standards-based performance evaluation system. The study used expectancy theory to investigate teacher perceptions. Did they believe they could enhance their practice to the identified standards? Did they believe positive outcomes would result from trying to meet program standards? To what extent did they value the outcomes?

**1.10, Grand Ballroom, Salon C***Symposium: Graduate Student Symposium #1: Graduate Student Orientation*

Organizers: Scott McLeod, Iowa State University; Gerardo R. López, Indiana University; Mariela Rodriguez, University of Texas at San Antonio; Richard J. Reddick, University of Texas at Austin

The purpose of this session to provide an overview of the structure of UCEA, preview the graduate student sessions at this year's conference, describe the various opportunities for graduate student involvement in UCEA, describe procedures for presenting at UCEA conferences, and to provide an opportunity for peer networking. Graduate students who are new to UCEA are encouraged to attend.

**1.11, Platinum Ballroom, Salon 2***Symposium: Early Career Mentoring Seminar*

Organizer: Alan Shoho, University of Texas at San Antonio

Participants: Bruce Barnett, University of Texas, San Antonio; Ernestine K. Enomoto, University of Hawaii; Mark A. Gooden, University of Texas, Austin; Gerardo Lopez, Indiana University; Rodney Ogawa, University of California, Santa Cruz; Autumn Tooms, Kent State University

While much in the leadership literature advocates the value of a mentor and a mentoring relationship; very little is offered in terms of specific considerations related to the road to tenure and promotion within academe. This session is focused on allowing participants new to academe and successful senior professors to consider two questions that speak to the heart of building a trajectory of scholarship on the road to tenure and promotion. Participants will also be given the opportunity to consider specific questions and challenges together in small groups, along with individual discussions.

Thursday, 2:10-3:30 p.m.

### 1.12, UCEA Registration Foyer

Poster Session: *Carnegie Project on the Education Doctorate Poster Session*

Organizers: Jill A. Perry and David Imig, University of Maryland

Participants: Valerie A. Storey, Lynn University; Kristin Rezzetano, Connie Moss, and Rick McCown, Duquesne University; Gail Furman, Washington State University; Tricia Browne-Ferrigno, University of Kentucky; Suzanne Painter, Arizona State University; Casey Cobb, Morgaen Donaldson, Marlon James, Richard W. Lemons, and Anyisia Peni Mayer, University of Connecticut; Steven D. Busch, University of Houston; Edward Liu, Rutgers University, Charol Shakeshaft, Virginia Commonwealth University; Sharon Brown-Welty, California State University-Fresno

The Carnegie Project on the Education Doctorate poster session will display the accomplishments of several member institutions that have undergone a critical examination of the doctorate in education (EdD). Each institution will demonstrate the redesign and transformation of their doctoral programs for the advanced preparation of school leaders.

### 1.13, Grand Ballroom, Salon G

Conversation/Dialogue: *P-20 Conversation*

Chair/Discussant: Ed Sharpe, University of Texas at Austin

Participants: David Monk, Pennsylvania State University; Rick Ginsberg and Susan Twombly, Kansas State University; Richard Schwab, University of Connecticut; Karen Symms Gallagher and Melora Sundt, University of Southern California; Lynn Rhodes and Connie Fulmer, University of Colorado-Denver; Nancy Brickhouse and Kathleen Minke, University of Delaware; Gene Sharratt and Joan Kingrey, Washington State University; Bradley W. Carpenter and Ann O'Doherty, University of Texas at Austin

During this session, Deans and Department Chairs from seven Colleges of Education and Educational Leadership departments discuss developing work within their organizations around P-20 Leadership. Participants will discuss the developmental process of projects, challenges they have dealt with, and strategies that have helped them be successful.

### 1.14, Grand Ballroom, Salon H

Special Session: *Sharing Our Findings To Date: UCEA/LTEL-SIG Taskforce on Evaluating Educational Leadership Preparation*

Chair: Margaret Terry Orr, Bank Street College

*State Data Systems for Evaluating and Improving Leadership Preparation Programs*

Nancy Sanders, Washington State University; Ed Fuller, University of Texas at Austin; Justin Bathon, University of Kentucky; Leslie Bussey, Southern Regional Education Board

Few states systematically gather and use state data and certification assessments to evaluate and improve preparation programs. Given what we know about the current variation across states and IHE programs in the types of data collected on graduates, what kinds of state data should be collected to improve programs? Members of this subgroup of the UCEA/LTEL-SIG Taskforce to Evaluate Educational Leadership Preparation Effectiveness will report on national data collection strategies and a proposed survey of states about kinds and uses of state data for evaluating and improving preparation programs. Questions include technical quality and content coverage of assessments and how feedback is provided to programs. Based on information from the report and survey, the presenters will propose standards or criteria for state data systems and feedback strategies to improve preparation programs.

*Collaborating for Continuous Improvement: Results from Missouri's Educational Administration Preparatory Programs' 2006-2008 Statewide Survey Initiatives*

Jennifer Friend and Shirley Marie McCarther, University of Missouri-Kansas City; Robert Watson, Missouri State University

Representatives from Missouri's 17 higher education institutions with school leadership preparatory programs meet on a monthly basis with Department of Education leaders as the Higher Education Evaluation Committee (HEEC) to collaboratively improve all programs to positively impact student performance in K-12 schools through the development of highly effective school leaders. This presentation shares the findings from two surveys conducted by the HEEC: (1) a comprehensive program component survey of the 17 educational administration preparatory programs in Missouri, and (2) the UCEA/LTEL-SIG Graduate Follow-up Survey. The presenters include a description of the multi-year processes for administration of the surveys, completion



of the quantitative and qualitative data analysis, and a summation of comparative findings across programs.

### *Evaluation of Doctoral Programs in Educational Administration*

Liz Hollingworth, University of Iowa; Karen Jackson, University of Utah; Virginia Doolittle, Rowan University; Allison Borden, University of New Mexico; Diana Pounder, University of Central Arkansas; Kaetlyn Lad, St. Mary's College of California; Pamela Salazar, University of Nevada Las Vegas

The traditional indicators used to evaluate doctoral programs in Educational Administration have included admissions data (e.g., GRE scores), completion rate (persistence), time to degree, and career outcomes. This subgroup of the UCEA/LTEL-SIG Taskforce to Evaluate Educational Leadership Preparation Effectiveness examined historic job analysis studies to better understand the types of roles for which programs are preparing doctoral candidates upon graduation. The focus of our work is on the evaluation of the Doctorate in Educational Leadership, with concentration on K-12 practitioners, including central office, as opposed to Higher Education (professor) preparation.

## **Session 2, Thursday, 3:40-5:00 p.m.**

### **2.1, Orange County Ballroom, Salon 1**

Paper Session: *Professional Development in the Principalship*

Chair/Discussant: Barbara Erwin, Indiana University Bloomington

#### *A Thematic Analysis of Carnegie Project Outcomes Data on the Professional Practice Doctorate*

Syraj Syed, University of Florida; Jill A. Perry and David Imig, University of Maryland

As contemporary issues such as standards-based accountability, economic instability, stakeholder diversity, and broadening institutional mission contexts evolve, they dictate the competencies that educational leaders must possess to adapt to changing practice. The purpose of this paper is to report on thematic consistencies identified among institutions participating in the Carnegie Project on the Education Doctorate with regard to the program structure of the professional practice doctorate and expectations for practitioner competencies.

#### *Building A Four-factor Hierarchical Structure For Explaining Vice-principals' Career Aspiration*

Paula Kwan and Allan Walker, The Chinese University of Hong Kong

A perceived shortfall in the number and quality of people applying for school principal positions internationally has driven research into the factors which influence interest in the position. Much of this interest has focused on the aspirations of vice-principals. The factors proposed by various authors can be categorised into four groups - role proliferation, school factors, demographic factors and motivational factors of aspirants. Most studies have focused on the link between principal shortages between one of another of these factors only rather than taking all of them into account. Therefore, our study at tempted to build a four-factor hierarchical model incorporating the four groups of factors together to explain the career aspiration of vice-principals (VPs).

#### *International Professional Development: Globalizing Leadership Capacity*

Linda C. Orozco, California State University, Fullerton

This paper highlights an international program for professional development of school leaders. The program places California school administrators in a foreign country (Thailand or Brazil) as part of a professional development and licensure program. This paper will review the program development process as well as the evaluation of the program by school leaders participating in this new innovation in international leadership development. An analysis of international leadership development within a framework of 'global leadership skills' will be presented.

#### *Failing Forward: Lessons of the Career Ladder System (Zhiji Zhi) for the Principal Professional Development in China*

Haiyan Qian, Fudan University (China); Allan Walker and Xiao Lei Li, The Chinese University of Hong Kong

This paper uses research findings to describe and analyze an ongoing personnel reform - a new professional ranking system

Thursday, 3:40-5:00 p.m.

of school principals - that has been introduced in Mainland China over the past decade. Drawing the data from the school principals, the paper examines why the reform has failed in its initial attempts and discusses the valuable lessons for the more strategic links between leadership practices and student learning in the future.

## 2.2, Orange County Ballroom, Salon 2

Paper Session: *School Finance: Revenues Issues, Costs, and Expenditures*

Chair/Discussant: Gloria M. Rodriguez, University of California, Davis



*Rose at Twenty: Reflections on Two Decades of Reform*

Robert C. Knoepfel, Clemson University; James S. Rinehart, Eastern Kentucky University; Monica Alyssa Wills, Clemson University

This study examined the equity of both the school finance system in Kentucky and student achievement scores twenty years after the landmark case *Rose vs. Council for Better Education*. Conclusions suggest that while progress has been made in the provision of equal resources to students, the process of education still requires adjustments so that educators can achieve the social justice goals inherent in education policy.

*A "Tale Of Two Cities": Comparing Resource Costs And Community Engagement In Two Levy Campaigns*

William Kyle Ingle, Paul Andrew Johnson, and Ruth Ann Petroff, Bowling Green State University

Drawing from budgets, state administrative data, and interviews with stakeholders from two similar districts, this study identified the major activities of school levy campaigns and their associated costs. One ran a campaign that heavily engaged community members (including students) with lower total resource costs and success at the polls. The other ran a "central office campaign" with higher resource costs and a levy that was not passed by the voters.

*Do Statewide Healthcare Plans That Include School Employees Control Costs?*

Thomas Davis, The University of Maryland

Healthcare costs for active and retired school employees are consuming a growing share of education budgets at the expense of salaries. States with a policy incentive to join a statewide health insurance program do not appear to control costs better than states without such a plan. But in states with a statewide plan, the districts that join the pool control costs better than those in the state that do not.

## 2.3, Orange County Ballroom, Salon 3

Paper Session: *Instructional and Curricular Policy: Leadership Challenges and Issues*

Chair/Discussant: Tricia Browne-Ferrigno, University of Kentucky



*I'm Too Sexy for Your Funds: The Federal Role in Sex Ed*

Scott W. Norman, Western International University / Florida State University

In this article, the author analyzes legislation and other policy documents to unpack how the abstinence-only versus comprehensive sex education debate has played out in federal policy. Tracing the evolution of federal involvement in sex education through content analysis of legislation, regulations, appropriations bills, and media coverage uncovers consistent federal preference for abstinence-only programming since Washington first became involved in the issue twenty-eight years ago.

*District Leaders and Private Partners: Bridging for Instructional Reform in Urban Schools*

Laurence B. Boggess, Miami University, Ohio

This study examined public-private partnerships for alternative, privatized teacher training in Chicago and Boston in 2007 and 2008. The partnerships were "mapped" to indicate how the actors structured and funded their relationship, legitimized the private partners, and addressed persistent problems of new teacher turnover, school performance, and student learning. Concepts of contractual and collaborative bridging are introduced and policy implications for future partnerships supported by

the Obama administration are offered.

*An Exploratory Analysis of the Ethnic, Linguistic, and Racial Transformation of Long Island, New York: School District Responses and Implications for Language Programs*

Stephen Joseph Caldas and Christy Baralis, Hofstra University

The present study is an examination of the racial, ethnic, and linguistic transformation of Long Island, New York and its 127 school districts, and what districts are doing to help educate the huge influx of English Language Learners. The study uses descriptive statistics correlational analysis, and targeted interviews with school personnel to describe and explain the sociodemographic transformation of Long Island school districts, and document programmatic efforts to educate ELLs.

*Curriculum Leadership in a Conservative Era*

Rose Ylimaki, University of Arizona

The purpose of this paper is to propose, based upon empirical evidence from a mixed methods study of principals and the literature, an emergent conceptualization of curriculum leadership that explicitly considers curriculum theory and the role of politics (Apple, 1993). Findings from the principal study suggest that discourses of the so-called conservative restoration have (re)shaped how curriculum leadership is constructed, thought about, practiced, and experienced, both personally, and at the micro level of schools. In some cases, principals / curriculum leaders began to see themselves as part of the new middle class managers, even members of a secular priesthood, in the broader conservative movement. In other curriculum leaders, findings indicated that curriculum leaders can influence, and even reshape, discourses of the conservative restoration in ways that foster the emergence of a neoprogessive movement.

## 2.4, Orange County Ballroom, Salon 4

Paper Session: *Leadership for Social Justice*

Chair/Discussant: Monica Byrne-Jimenez, Hofstra University

*Leading For Learning: Scholar-practitioners Use Social Justice Principles To Guide Research*

Michelle Collay and Jose A. Lopez, California State University, East Bay

This case study considers the use of social justice principles to guide doctoral student research development. This study offers one perspective on leading for learning through attention to systemic, institutionalized discrimination against students and communities of color. Professional programs can be structured to privilege theory and practice that impacts student learning by taking a proactive stance for social justice and applying such principles in research topics, literature, and methodology.

*Public Pedagogy as Educational and Community Leadership*

Michael P. O'Malley, Texas State University - San Marcos

Public pedagogy theorizes intersections involving education, democracy, grassroots activism, subaltern perspectives, and the nature of the public. This paper advances the conceptualization of public pedagogy as a theoretical framework oriented toward rethinking notions of educational and community leadership in research and practice, theorizing such through case study data related to the state financial oversight process in East St. Louis, IL School District 189.

*Relationships Matter: Action Research And Leadership For Social Justice*

Jennifer Jacobs and Erica K. Yamamura, Texas State University, San Marcos

Leadership for social justice has come to the forefront of conversations within the educational leadership community. Focus groups of aspiring leaders who engaged in action research around social justice issues were used to explore their negotiation process. A central theme revolved around how relationships mattered for these leaders throughout the action research process as they explored a social justice issue within their school, enacted changes, and faced resistance.

Thursday, 3:40-5:00 p.m.

## 2.5, Grand Ballroom, Salons A & B

Paper Session: *Leadership Preparation: Addressing Specific Leadership Skills, Needs, and Dispositions*

Chair/Discussant: Kathryn Bell-McKenzie, Texas A&M University

**Practitioners**

### *Deliberative Capacities of Educational Leaders: Exploring the Possibility of Influence at the State Level*

Curtis Brewer and Seth Young, Clemson University; Bradley W. Carpenter, The University of Texas at Austin

Leaders of today's public schools find themselves with a front row seat to the consequences of policy choices made within education and domestic policy frameworks (Black 2008; Marks & Nance 2007). In recognition of this positionality, educational organizations are advocating for an increased focus on the educational leaders' voice in the negotiation of policy making. This study brings together theoretical ideas from political science and empirical evidence from a southeastern state to explore the ways in which educational leaders attempt to influence state level policy decisions. The primary goal of this study is to detail the current policy context for leadership preparation programs as they conceptualize how they might best prepare educational leaders to deliberately influence the political, social, economic, legal and cultural context in which their schools are located for the purposes of improving student learning.

### *Using Data to Improve Student Achievement: Do Principals Have the Necessary Skills?*

Jimmy Byrd, University of North Texas

The purpose of the current study was two-fold: 1) to determine how principals use data to improve instruction at the classroom-level and 2) to determine the training that leaders require to help schools and students succeed. The results indicated that more than 80% of the respondents were employing methods to measure reading and mathematics academic growth that were inadequate. More succinctly, the majority of the respondents were comparing test results over time from assessments that were not the same test or were comparing groups of students that included different students each year. Comparing data analysis training among principal preparation programs at universities and alternative providers revealed that the training differed greatly. In universities, participants received training in program evaluation and statistical analysis, while alternative providers provided no training regarding data analysis or program evaluation. Most revealing was the fact that the training in data analysis and program evaluation among university principal preparation program participants was not associated with improved student achievement when compared to the alternatively trained principals.

### *Leading for Learning: Preparing School Leaders to Align Early Childhood and K-12 Education Systems*

Lisa Hood, Steven E. Tozer, and Erika Lee Hunt, Illinois State University

Setting the foundation for student achievement begins before the child sets foot into a public school setting which indicates the importance of high-quality early aligned learning experiences from preschool through grade three. This paper explores the question of how a focus on leading for learning in the early childhood years challenges the way we prepare and support our educational leaders to create an aligned preschool through grade three learning continuum.

### *Learning and Leading Democratically: Pedagogical Considerations, Democratic Dispositions, and the Preparation of Democratic Leaders*

Patrick M. Jenlink, Stephen F. Austin State University

The author's purpose in this paper is to engage in an examination of Dewey's (1916) *Democracy and Education* in consideration of democratic leadership preparation. The author examines the problematic nature of preparing education leaders for the work of creating more democratic schools. In particular, the author focuses on the need for pedagogical considerations in leader preparation that are grounded in democratic ideals and that foster democratic dispositions.

## 2.6, Platinum Ballroom, Salon 1

Conversation/Dialogue: *The Poetics Of Justice: Understanding The Experiential And Embodied Dimensions Of Inequality And Social Justice*

Organizer: Laarni D. Goma, University of Missouri, Columbia

Participants: Catherine Ann O'Brien, Crystal Kroner, and Peggy Placier, University of Missouri, Columbia

This interactive session focuses on the role of the 21st century leader in relation to unresolved concerns about equity. While leadership theorists often view students who are “left behind” through the lens of social justice, are leaders truly addressing the concerns of all students? We explore the potential for social justice to transform and expand into more complex understandings of inequality, as well as experiential and embodied methods for praxis.

## 2.7, Platinum Ballroom, Salon 4

Symposium: *Educational Leadership for Student Success: Building Critical School Relationships through Connectedness, Trust, Engagement, and Belongingness*

Organizer: Jeffrey S. Brooks, University of Missouri; Chair/Discussant: Karen Osterman, Hofstra University

Participants: Lisa A. W. Kensler, Cynthia Reed, and Tenille Gaines, Auburn University; Jeffrey S. Brooks, University of Missouri

This symposium collects reports from several research studies that examine various aspects of the relationship between students and educational leaders. In particular, individual papers explore how educational leadership practice relates to students' level of trust, connectedness to school, engagement, and sense of belonging. The studies include a systematic literature review, quantitative and qualitative investigations, and a mixed-method multisite case study. The symposium is particularly relevant to the 2009 UCEA Convention theme, “Leading for Learning: Reflecting on Innovative Practices and Partnerships” in that it looks directly at the student-leader relationship and considers at how academic outcomes and socio-cultural dynamics shape (and shaped by) this critical relationship.

## 2.8, Grand Ballroom, Salon C

Symposium: *Graduate Student Symposium #2: Graduate Student Job Search Workshop*

Organizer: Scott McLeod, Iowa State University

This session is intended to help educational leadership graduate students successfully navigate the unique challenges of searching for an academic job. Dr. Scott McLeod, co-creator of the UCEA Job Search Handbook, will focus on submitting applications, campus interviews, and effectively presenting research.

## 2.9, Grand Ballroom, Salon D

Special Session: *College of Education Deans' Talk About Educational Leadership Preparation*

Participants: David Monk, Pennsylvania State University; Rick Ginsberg, Kansas State University; Richard Schwab, University of Connecticut; Karen Symms Gallagher, University of Southern California; Joan Smith, University of Oklahoma; Lynn Rhodes, University of Colorado-Denver; Nancy Brickhouse, University of Delaware

These deans will discuss the perspectives of college of education deans concerning leadership preparation programs and how they have worked to support program improvement in their colleges. Discussion will focus on fostering better communication, making leadership a priority in colleges, and improving perceptions of leadership preparation with in the college and university context.

## 2.10, Platinum Ballroom, Salon 2

Meeting: *UCEA Review Editorial Board Meeting*

Organizer: Gerardo R. López, Indiana University

Participants: Michelle D. Young, UCEA; Monica Byrne-Jimenez, Hofstra University; Andrea K. Rorrer, University of Utah; Samantha Bartholomew, Indiana University; Laura McNeal, Michigan State University; Liz Hollingworth, University of Iowa; Mariela Rodriguez, University of Texas at San Antonio

## 2.11, UCEA Registration Foyer

Poster Session: *Poster Session #1*

*An Analysis of an Urban District Leadership Academy for Principal Recruitment and Professional Development*  
Jennifer Harper Bell, University of Arizona

The decreasing number of individuals applying for school principal positions has led some school districts to implement new

Thursday, 3:40-5:00 p.m.

methods to recruit and develop future school principals. The purpose of this case study was to investigate the effectiveness of a leadership academy implemented in an urban school district. The data revealed four common themes 1) development tool; 2) creates a succession plan; 3) importance of application and selection; 4) indirect recruitment tool.

*Viviendo En Las Sombras: Understanding Undocumented Immigrant Latina/o Students Sense of School Membership*

Jesús Rodríguez, California State University, Long Beach

Undocumented individuals in educational settings experience unique challenges that may place them at greater risk for social, academic, and mental health consequences. For them, the experience of school membership may be hindered by their legal status. This study uses a qualitative phenomenological research approach to explore the educational, social, and emotional experiences of undocumented Latina/o students' understanding of belonging and school membership. The intent is to discover a phenomenon common in their experience of belonging.

*Revitalization of the Community Learning Center of an Urban Appalachian PreK-12 Public School*

Yoko Miura, Wright State University

The purpose of this study is to help revitalize the Community Learning Center (CLC) of an Urban Appalachian PreK-12 neighborhood public school in South West Ohio. The CLC evolved from a complex merging of two schools and, after successfully engaging the neighborhood citizens. A needs assessment will be conducted using the Participatory Action Research (PAR) method to help develop an action plan for the next 5 years of CLC operation.

*Program Evaluation for Strategic Planning and Resource Management: A Concurrent Approach for Effectiveness Evaluation.*

Yong-Lyun Kim, Empire State College

The primary purpose of this theoretical paper is to explore a concurrent evaluation approach with Theory-based Evaluation (TBE) and Multi-attribute Utility (MAU) analysis. This study aims to refine an evaluation approach with the lens of methodological review focusing on the conceptual structure and steps of the approach that provides an empirical guide of strategic planning for resource management to school leaders.

*Institutional Barriers to School Reform - How Persistent Structures Influence School Reform*

Chris Willis, Indiana University

This study looks to examine the foundational underpinnings of the Carnegie Unit and its impact on current school reform efforts. The study is a critical analysis of the Carnegie Unit and the background assumptions about teaching, learning and the purpose of schools that informed the creation of the Unit. These underlying assumptions are embodied in the functions of the Unit and therefore still exert a force over schools today.

*A Photovoice Examination of How Principals Influence Teachers' Perceptions of ELLs*

Angie Astorga, University of Texas at San Antonio

Current research states that principals' leadership practices influence student learning by taking an indirect approach. Using Photovoice, this study's preliminary findings suggest that a principal first directly influences the teachers' perceptions of ELLs, which in turn affect their classroom practices, before making an impact at the student achievement level. The findings further indicate how teachers internally process leadership practices via distributed leadership, self-efficacy, and social justice.

*A Generational Case Study of Parental Involvement of Parents from Diverse Backgrounds*

Gustava Cooper-Baker, Kansas City MO Public Schools; Barbara Nell Martin, University of Central Missouri

The purpose of this study was to examine parental involvement by looking at generational differences among diverse families through the lens of the overlapping spheres of influence for school-family-community partnerships. The study population consisted of one African American family, one Hispanic family and one Caucasian family. Each family was represented by grandparent(s), children, and grandchildren over the age of 18. Findings suggest that parental involvement is still as important today as it was for parents' decades ago, but was viewed differently based on the family culture. Another finding is the need for developing partnerships with the home, school, and community to enhance opportunities for all parents

regardless of background to become involve in their children's education. The implications for principal training are significant.

*Assessing The Assets Of A Rural School And Community: School-Community Improvement For Learning*

Mike Boone, Texas State University-San Marcos

The purpose of this project is to identify the individual, social, cultural, and economic assets of a rural school district and community as the initial step in developing an action plan for school improvement. The project is based on the community development work of Kretzmann and McKnight and proceeds from the assumption that that school and community are symbiotically linked. Improvement in one has significance for the other.

*Young Women's Leadership Academy: A Portrait of Leading for Learning*

Katherine Cumings Mansfield, The University of Texas at Austin

This study examines how school district leadership responded to a community need by participating in authentic deliberation to improve educational outcomes for urban female students presently living in racial and economic isolation with meager educational opportunities. Specific democratic leadership skills serve as a model of exemplary practices and include the specific steps taken to build a shared vision among faculty, staff, families, students, and the surrounding neighborhood

## **General Session 1: Texas A&M University Social Justice Lecture**

**Session 3, Thursday, 5:15 p.m. - 7:15 p.m.**

**Grand Ballroom, Salon E**

Welcome and Introductions:

Michelle D. Young, UCEA; James W. Koschoreck, University of Cincinnati;

Alan Shoho, University of Texas at San Antonio

Texas A&M University Social Justice Lecture:

Dr. Kevin Kumashiro,

Introduced by Terah Venzant-Chambers, Texas A&M University



*The Seduction of Common Sense: How the Right has Framed the Debate on America's Schools*

In the United States and in nations around the world, the political Right--as embodied by conservative and neoliberal movements--has come to significantly influence public education. What does it mean to engage in anti-oppressive education in this political context? This lecture examines the strategies of the Right to influence popular opinion and public debate about the problems and possibilities of public education, and suggests directions for pedagogy, teacher preparation, and movement building.

## **UCEA Convention Welcome Reception In Honor of UCEA's Past Presidents**

**Thursday, 7:15-9:15 p.m.**

**Grand Ballroom, Salon F**

**UCEA welcomes all convention participants to the 23rd Annual Convention and extends a special welcome to those faculty from new UCEA member institutions. This reception was established in honor of the contributions made to the field by UCEA's past presidents.**

# UCEA PAST PRESIDENTS

Virgil Rogers	Syracuse University	1956-58
Walter Anderson	New York University	1958-59
Truman Pierce	Auburn University	1960-62
Van Miller	University of Illinois	1962-64
Richard C. Lonsdale	New York University	1964-66
Kenneth E. McIntyre	University of Texas at Austin	1966-68
Willard R. Lane	University of Iowa	1968-70
J. Alan Thomas	University of Chicago	1970-71
Samuel Goldman	Syracuse University	1971-72
E. Wailand Bessent	University of Texas at Austin	1972-73
Donald J. Willower	Pennsylvania State University	1973-74
Loren Downey	Boston University	1974
Troy V. McKelvey	University at Buffalo/SUNY	1974-76
Peter J. Cistone	OISE/University of Toronto	1976-77
Wayne K. Hoy	Rutgers University	1977-78
Larry W. Hillman	Wayne State University	1978-79
Carl R. Ashbaugh	University of Texas at Austin	1979-80
Eugene Ratsoy	University of Alberta	1980-81
James H. Maxey	Georgia State University	1981-82
Dennis W. Spuck	University of Houston	1982-83
Michael J. Murphy	University of Utah	1983-84
Richard A. Rossmiller	University of Wisconsin	1984-85
Bryce M. Fogarty	New York University	1985
Martha M. McCarthy	Indiana University	1985-86
Richard V. Hatley	University of Missouri	1986-87
Paula M. Silver	University of Illinois	1987
John T. Greer	Georgia State University	1987-88
Robert T. Stout	Arizona State University	1988-89
Jay D. Scribner	University of Texas at Austin	1989-90
Gail T. Schneider	University of Wisconsin-Milwaukee	1990-91
Terry A. Astuto	New York University	1991-92
Pedro Reyes	University of Texas at Austin	1992-93
Paul V. Bredeson	University of Wisconsin-Madison	1993-94
Nancy A. Evers	University of Cincinnati	1994-95
Paula M. Short	University of Missouri	1995-96
Daniel L. Duke	University of Virginia	1996-97
Paula A. Cordeiro	University of Connecticut	1997-98
Diana G. Pounder	University of Utah	1998-99
Mary E. Driscoll	New York University	1999-00
María Luisa González	New Mexico State University	2000-01
Gail Furman	Washington State University	2001-02
Frances K. Kochan	Auburn University	2002-03
Margaret Grogan	University of Missouri-Columbia	2003-04
Gary Crow	University of Utah	2004-05
Michael Dantley	Miami University of Ohio	2005-06
Fenwick English	University of North Carolina-Chapel Hill	2006-07
Stephen L. Jacobson	University at Buffalo/SUNY	2007-08
James W. Koschoreck	University of Cincinnati	2008-09



## **Session 4, Friday, 7:00-8:00 a.m.**

### **4.1, Orange County Ballroom, Salon 1**

Meeting: *Politics of Education Association Meeting*

Organizer: Stacey A. Rutledge, Florida State University; Tamara V. Young, North Carolina State University; Janelle T. Scott, University of California- Berkeley

Speaker: Dr. Robert Cooper, Associate Professor and Director of the UCLA Principal Leadership Institute  
*A Social Justice Context for Urban School Leadership*

### **4.2, Orange County Ballroom, Salon 2**

Meeting: *Executive Committee of the Learning and Teaching in Educational Leadership (LTELE) SIG Meeting*

Participants: Tricia Browne-Ferrigno, University of Kentucky; Margaret Terry Orr, Bank Street College of Education; Liz Hollingworth, University of Iowa; Pamela D. Tucker, University of Virginia; William Black, University of South Florida; Matthew Militello, North Carolina State University; Allison M. Borden, University of New Mexico; Stacey Edmonson, Sam Houston State University; Arnold Danzig, Arizona State University; Beverly Irby, San Houston State University; Augustina H. Reyes, University of Houston; Scott C. Bauer, George Mason University

### **4.3, Orange County Ballroom, Salon 3**

Meeting: *Leadership for School Improvement SIG 101 Meeting*

Participants: William C. Frick, University of Oklahoma; Sue Lasky, University of Louisville; Susan Korach, University of Denver; Bonnie C. Fusarelli, North Carolina State University; Karen Sanzo Crum, Old Dominion University

### **4.4, Orange County Ballroom, Salon 4**

Meeting: *Women's SIG Meeting*

Chair: Margaret Grogan, Claremont Graduate University

Participants: Margaret Grogan, Claremont Graduate University; Charol Shakeshaft, Virginia Commonwealth University; Linda Lyman, Illinois State University; Joyce Dana, St. Louis University; Jill Sperandio, Lehigh University

Other interested members are most welcome to attend as we will be discussing progress on the international work of women in Educational Leadership.

### **4.5, Grand Ballroom, Salons A & B**

Meeting: *Gay/Straight Alliance SIG Meeting*

Organizer: Michael P. O'Malley, Texas State University

### **4.6, Grand Ballroom, Salons G & H**

Symposium: *International Scholars' Breakfast and Discussion*

Organizer: Betty Merchant, University of Texas at San Antonio  
*(Continues through Session 5.6)*

### **4.7, Grand Ballroom, Salon C**

Meeting: *UCEA Program Centers Directors' Meeting*

Organizer: Julian Vasquez Heilig, University of Texas at Austin

Participants: Vicki Rosser and Edith A. Rusch, University of Nevada, Las Vegas; Walter H. Gmelch, University of San Francisco; Nancy Evers, University of Cincinnati; Stephen L. Jacobson, University at Buffalo/SUNY; Kenneth A. Leithwood, University of Toronto/OISE; Paul Begley, Nippising University (Canada); James E. Henderson, Duquesne University; Thomas Alsbury, North Carolina State University; Meredith L. Mountford, Florida State University; Theodore Kowalski, University of Dayton; George Peterson, California Polytechnic State University; Scott McLeod, Iowa State University

Friday, 7:00-8:00 a.m., 8:10-9:30 a.m.

**4.8, Grand Ballroom, Salon D**

Meeting: *School Law SIG Meeting*

Organizer: Suzanne Eckes, Indiana University

**4.9, Grand Ballroom, Salon J**

Meeting: *UCEA Publications Committee Meeting*

Organizer: Gerardo R. López, Indiana University

Participants: Colleen Larson, New York University; Howard Stevenson, University of Lincoln; Theresa Wasonga, Northern Illinois University; James Koschoreck, University of Cincinnati; Brendan D. Maxcy, University of Missouri-Columbia; Stephen L. Jacobson, University at Buffalo/SUNY

**4.10, Grand Ballroom, Salon K**

Meeting: *Scholars of Color SIG Meeting*

Organizers: Gerardo R. López, Indiana University; Judy Alston, Ashland University

**Session 5, Friday, 8:10 a.m. - 9:30 a.m.**

**5.1, Orange County Ballroom, Salon 1**

Paper Session: *Leadership for School Improvement Part I: Evaluation and Sustainability*

Chair/Discussant: Ronald J. Leon, California State Polytechnic University, Pomona



*Entrepreneurial Leadership: Energising Innovation In An Inner City Academy In England*

Philip Woods and Glenys Woods, University of Gloucestershire (UK)

This paper examines the form of distributed leadership that develops as in an inner city school attempts to bring about a creative, ideas-generating culture and provide opportunities for emergent leadership. It aims to illuminate the dynamic and tensions between bottom-up initiative by teachers and top-down control; the models of entrepreneurialism reflected in the leadership culture; the degree to which opportunities for leadership extend to students.

*The Practice Of Co-creating Leadership In High And Low Performing High Schools*

Ehren Jarrett, Hononegah Community High School (IL); Teresa Akinyi Wasonga and John Murphy, Northern Illinois University

This study examined teacher perceptions of the practice of co-creating leadership and its potential impacts on student achievement. The study compared the levels of the practice of co-creating leadership dispositional values and the conditions that facilitate the practice in high and low performing high schools. High achieving schools had significantly higher means on the extent of the practice of dispositional values and the presence of conditions facilitating co-creating.

*How Does District Principal Evaluation Affect Learning-Centered Principal Leadership? Evidence from Michigan School Districts*

Min Sun and Peter Youngs, Michigan State University

This study used Hierarchical Multivariate Linear models to investigate relationships between principals' behaviors and district principal evaluation purpose, focus and assessed leadership activities in 13 school districts in Michigan. The study found that principals were more likely to engage in learning-centered leadership behaviors when the purposes of evaluation included principal professional development, school restructuring, and accountability; when the focus of evaluation was related to instructional leadership; and when evaluation addressed leadership in school goal setting, curriculum design, teacher professional development and evaluation, and monitoring student learning.

*Connecting Leadership And Sustainability In A Large Scale School Improvement Program: Reflecting On Innovative Practices And Partnerships*

Rosemary Young Foster, Philip McRae, and Lisa Wright, University of Alberta (Canada)

This paper reports on research of school improvement projects carried out in 25 different Canadian schools and school

jurisdictions that have participated in the Alberta Initiative on School Improvement (AISi) since its inception in 2000. The research focused on the relationship between leadership and sustainability in projects that demonstrated medium to high impact and effect on student achievement as demonstrated in standardized provincial achievement examinations.

## 5.2, Orange County Ballroom, Salon 2

Paper Session: *Teacher Leadership I: Building Capacity Among Instructional Leaders*

Chair/Discussant: Carol A. Mullen, University of North Carolina - Greensboro



*The Principal's Role in Supporting Teacher Leadership and Building Capacity: Teacher and Administrator Perspectives*

Kelly Burke, Poway Unified School District; Margaret R. Basom, San Diego State University

This study examined the role of high school principals in building teacher leadership capacity. Interviews and focus groups informed the study. The analysis revealed ten themes: empowerment, culture of continuous improvement, collaboration, relationships, clear expectations, professional development, support for teachers, vision, organizational structures, and challenges. The study reinforced that principals set the tone for creating a culture of teacher leadership and discusses several tools for building such a culture.

*A Qualitative Exploration of the Demands and Constraints of Department Heads*

Vickie Wisdom, Cynthia J. MacGregor, and Robert L. Watson, Missouri State University

This qualitative study examined the demands and constraints placed on department heads in higher education using Stewart's (1997) Theory. Data included interviews of deans, faculty, and department heads, observations of department heads, and website study. Three overarching categories of demands and constraints emerged: Faculty/student issues, financial/resource issues, and administrative/leadership issues. An important finding was the absence of formal materials provided to department heads with regard to procedures and training.

*Do Decentralized Schools Distribute Leadership?*

Morgaen Donaldson, Casey Cobb, Anyisia Peni Mayer, Marlon James, Shuana Tucker, Jason Irizarry, and Vanessa E. Kass, University of Connecticut

Teacher leadership roles figure prominently in current school reform initiatives. The Together Initiative, located in 8 schools in a northeastern state, seeks to decentralize schools and devolve decision-making. Through interviews with nearly 150 informants, this study examines whether and how teacher leadership developed in these schools. Preliminary findings suggest that the success of teacher leadership efforts depended on capacity and will among district leaders, principals, and the teachers themselves.

## 5.3, Orange County Ballroom, Salon 3

Paper Session: *Principal Leadership: Instructional Linkages and Effects*

Chair/Discussant: Margaret Terry Orr, Bank Street College



*Principal Leadership Practices in Chinese Schools: A Tale of Two Chinese Societies*

Rongkun Hu and Xueju Wang, The Chinese University of Hong Kong

This paper reviews the indigenous research into principal leadership practices in Chinese Mainland and Hong Kong from 1998 to 2008. After respective analyses of the literature from individual societies, the review identifies commonalities and differences in terms of principal leadership practices between the two sides. Accordingly, the author draws a conclusion and gives some suggestion for further research.

*Power and Collaboration-Consensus/Conflict in Literacy Leadership: Status Quo or Change?*

Rose Ylimaki, University of Arizona; C. Cryss Brunner, University of Minnesota, Twin Cities

This paper is an effort to shed light on the complex interactions occurring during literacy curriculum change. More specifically, the purpose of this paper is to flesh out the various nuances present in literacy leaders' uses of power and

consensus/conflict during literacy curriculum change through the lens of two illustrative case studies. In particular, the paper explores: 1) how and why district curriculum leaders suppress or embrace conflict, 2) how understandings of consensus/conflict and power shape participation in curriculum change processes, and 3) how literacy leaders reshape modernist understandings of consensus, conflict, and power in ways that disrupt the status quo in schools.

*Principal Influence, Academic Emphasis and Collegial Leadership: Links to Student Achievement in Middle Grades Schools*

Howard Victor Coleman and Kathleen Roney, University of North Carolina-Wilmington

This study examined the relationship between student achievement and the organizational health of five middle schools. The research hypothesis anticipated that increases in organizational health would be related to increases in student test scores. The Organizational Health for Middle School inventory and qualitative interviews were used to collect data from teachers during two school years. The results indicated that principal leadership and academic emphasis were positively related to student achievement.

*The Structural Analysis of the Effects of Principal Leadership on Student Achievement*

First author: Ju Young Jeong; Presenters: Ju Young Jeong, Jun-Hee Lee; Authors: Ju Young Jeong, Jun-Hee Lee, Huijung Chu, Korea University

The purpose of this study is to examine the effect of principal leadership on student achievement. The Korean Education and Employment Panel (KEEP) data was adopted to analyze the structural relationship between the principal leadership, student achievement, and other mediating variables such as parental involvement, instructional organization, and school climate. This study will give further insights about principal's important role as an education leader.

#### **5.4, Orange County Ballroom, Salon 4**

Innovative Session: *Empirical Evidence On Institutional Racism As A Barrier To Educational Equity With A Panel Response*

Organizer/Chair/Discussant: Jim Scheurich, Texas A&M University

Participants: Kristin Huggins, Texas A&M University; Anjalé Welton, University of Texas at Austin; Colleen Bowman, University of New Mexico; Brenda Valles, University of Utah; Joel Ondieki Abaya, University of Missouri at Columbia

This innovative session will address institutional racism as a barrier to leading for learning. It will begin with a power point covering empirical data and research in the five areas of special education, discipline, gifted/talented/AP assignment, the distribution of teacher quality, and facilities/equipment that will persuasively show the systemic nature of bias and discrimination in these areas. Then, four Jackson Scholars will innovatively respond to this data and research.

#### **5.5, Grand Ballroom, Salons A & B**

Special Session: *Los Angeles Unified School District Special Session*

Chair: Margaret Grogan, Claremont Graduate University

Panelists: Charles Kerchner and Carl Cohn, Claremont Graduate University; Michael Piscal, Inner City Education Foundation (ICEF) Public Schools (CA); Yolie Flores Aguilar, Los Angeles Unified School District (CA)

Los Angeles Unified, our nation's second largest school district, has been described by prominent researchers as mired in cycles of reform and crisis for more than four decades. At the same time it has spawned highly innovative reform ideas and has initiated 172 magnet schools, 155 charters, 10 in-district charters, and a large high school run by a charter management organization. This summer, the school board voted to open nearly 250 schools to an request-for-proposal process that would allow charter organizations, unions, public-private partnerships, and in-district groups to compete to design and manage the schools. In this special session, a scholar, a practitioner, a reform-minded school board member, and the founder of a dynamic charter management organization, offer differing perspectives on the current state of reform in Los Angeles, and on what the latest proposal for dramatic change presents for those students of color who historically have been underserved.

#### **5.6, Grand Ballroom, Salons G & H**

Symposium: *International Scholars' Breakfast and Discussion*

*(Continued from Session 4.5)*

### 5.7, Platinum Ballroom, Salon 1

Symposium: *From Great Man to First Lady: Emerging African American Woman Scholars on Conceptualizations of Leaders and Leadership*

Organizer: Sonya Douglass Horsford, University of Nevada-Las Vegas; Chair/Discussant: Judy Alston, Ashland University

Participants: Patrice McClellan, Miami University; Lisa Bass, University of Oklahoma; Karen Stansberry Beard, Ohio State University; April Peters, University of Georgia; Cosette M. Grant, Duquesne University; Latish Reed, University of Wisconsin-Milwaukee; Sonya Douglass Horsford, University of Nevada-Las Vegas

This symposium seeks to discuss "the great-man-theory" and similar leadership concepts and theories promulgated from a predominately White male perspective and offer perspectives from emerging African American woman scholars in leadership. Through conceptual, theoretical, and empirical analyses by and about Black women, the purpose of this symposium is to explore how these traditional conceptualizations of leadership inform and influence the leadership research and practice of Black women.

### 5.8, Platinum Ballroom, Salon 4

Paper Session: *Exploring Student Achievement and Success: Issues and Challenges*

Chair/Discussant: Joseph F. Johnson, Jr., San Diego State University



*Middle School Performance Indicators and Their Relationship to School Accountability Ratings and Student Achievement*  
Frederick Carl Lunenburg, Sam Houston State University

The purpose of this study was twofold: (a) To examine differences between Exemplary, Recognized, Academically Acceptable, and Academically Unacceptable middle schools on four subscales of the Performance Indicators Inventory: academic excellence, developmental responsiveness, social equity, and organizational structures; (b) To examine relationships between performance indicators and student achievement in reading, writing, and mathematics.

*Turnaround Schools: A Case Study of Turning Around a Low-performing, High-Poverty, High-Hispanic School into a High-Performance*

Augustina H. Reyes, University Of Houston; Linda M. Rodriguez, Houston Independent School District (TX)

The purpose of this research was to explore the leadership practices of a principal who turned around a low-performing school from the lowest state performance level to the highest performance level to determine what guided practices. The school had a 96% high-poverty, 96% high-Hispanic, 63% high-ELL student population with a significant number of immigrant children. The results indicated that the principal's practices had a clear understanding on his traditional professional knowledge, skills, and experiences.

*ACLU Class Action Lawsuit Exposes Inaccurate and Inequitable High School Graduation Rates*

Terri Nicol Watson, Florida Atlantic University; Kathleen Brown, University of North Carolina-Chapel Hill

In this article, the authors will examine SDPBC's effort to address the public relations debacle that occurred in light of Schroeder (2008a). Moreover, the impact of various calculation methods on graduation rates for one Florida school district and, consequently, the possible inaccurate public relations information regarding the numbers of students, particularly those of color, affected by these calculations over time will be revealed in this study.

*Parents, Principals And Teachers: Negotiating Messages About Academic Achievement In Two Elementary Schools In Florida*

Stacey A. Rutledge, Florida State University

This multilevel case study compares normative pressure from parents with regulative pressure imposed by standards and assessment policies on the work of school administrators and teachers in two elementary schools in Florida, one serving and high and another serving a low socioeconomic student population. Findings suggest that administrators and teachers work in similar regulatory environments, but different normative ones. By recasting standards and assessments in this light, this study reveals crucial differences in the ways that administrators and teachers negotiate the cultural and economic environment of schools that raise important questions about the fairness of the policy effort.

Friday, 8:10-9:30 a.m.

### **5.9, Grand Ballroom, Salon K**

Point/Counter Point: *Learning-Centered versus Learner-Centered Leadership: Crucial Differences or Minor Nuances in Words and Practice?*

Organizer: Michael S. Knapp, University of Washington; Chair/Discussants: Kenneth A. Leithwood, OISE/University of Toronto; Meredith Honig, University of Washington; Kathryn Borman, University of South Florida

Participants: Arnold Danzig, Arizona State University; Michael S. Knapp, University of Washington

This point-counterpoint session will explore differences in framing, assumptions, and practical import in characterizations of leadership as either “learning-centered” or “learner-centered”. The apparent similarities mask contrasting ideas about the nature of leaders’ work and its relation to contemporary reform. The conversation will unfold as a dialogue among two antagonists, three provocateurs, and the audience, who will be invited into the conversation throughout the session.

### **5.10, Grand Ballroom, Salon C**

Conversation/Dialogue: *Leadership and University-School-Community Collaboration: Failures, Successes, Future Directions*

Organizer: Peter Miller, University of Wisconsin-Madison

Participants: James Schreiber, James E. Henderson, and David Parker, Duquesne University; Madeline Hafner, University of Wisconsin-Madison; Chad Daloia, Trinity School District (PA); Brian Miller, North Allegheny School District; Joe Lagana, and Carlin Christy, Homeless Children’s Education Fund (PA); Monica Lamar, Pittsburgh Public Schools (PA)

This session gathers university professors of educational leadership, school administrators, and community leaders/activists for a discussion of leadership and university-school-community collaboration. Building upon several “real life” cases, participants identify past successes but, more importantly, critically examine failures in leadership and collaboration that they have witnessed, studied and/or caused.

### **5.11, Grand Ballroom, Salon D**

Symposium: *The New DEEL Goes to School: Innovative Curriculum Design Issues for Democratic Ethical Educational Leadership Programs*

Organizer: Steven Jay Gross, Temple University; Chair/Discussant: Joan Poliner Shapiro, Temple University

Participants: Gail Furman, Washington State University; Frederick C. Buskey, Western Carolina University; Joseph A. Polizzi, Marywood University; Steven Jay Gross, Temple University

At this symposium, participants will examine the question of innovative curriculum design for democratic ethical educational leadership programs. Moving from general questions such as a framework for moral leadership in schools, to examples of curriculum revision at two educational leadership programs, and specific case studies of new courses that embody democratic ethical values, this session seeks to spark discussion and debate centering on the future of educational leadership programs at our institutions.

### **5.12, Grand Ballroom, Salon J**

Conversation/Dialogue: *Ain’t No ‘Mickey Mouse’ Course: Challenges Of Teaching Organizational Theory*

Organizer: Sharon Conley, University of California, Santa Barbara

Participants: Ernestine K Enomoto, University of Hawaii Manoa; George J. Petersen, California Polytechnic University, San Luis Obispo; Whitney H. Sherman, Virginia Commonwealth University

Informed by current literature from management education, we will engage participants to consider the “what” and “how” of teaching an organizational theory course to prospective educational leaders. Representing four different institutions, we describe our own varied teaching approaches, as well as how we enable our students to make sense of multiple theories. We will offer examples from our different institutional contexts, and will solicit ideas, suggestions, and insights from participants.

### **5.12, Platinum Ballroom, Salon 2**

Meeting: *AERA Division A & Division L Graduate Student Breakfast*

Organizers: Bradley Carpenter, University of Texas; Heather Price, University of Notre Dame; Tirza Wilbon White, Emory University; Carl Keys, University of Virginia

AERA Division A and Division L graduate students are invited to attend this networking breakfast. Graduate students will

meet with the Division A and Division L graduate student representatives and be given information about becoming involved in the division as well as opportunities for graduate student scholarships.

## Session 6, Friday, 9:40-11:00 a.m.

### 6.1, Orange County Ballroom, Salon 1

Paper Session: *Leadership Preparation: Teaching and Learning Experiences in Preparation Programs*

Chair/Discussant: Bruce Barnett, University of Texas - San Antonio

*Life Events and Principal Understandings of Power and Purpose: Implications for Principal Preparation Programs*

Roma B. Angel, Appalachian State University

Leadership journeys of seven principals are analyzed in relationship to understandings of power and purpose. An analysis of self-reported "natural" narrative images and events from school leadership practice are juxtaposed with the archetypal hero journey explicated by Campbell (1949). The viability of using the hero archetype as a heuristic framework with the capacity of addressing transformational leadership development in principal preparation programs is examined.

*A Profile of Clinical Faculty in Educational Leadership Programs*

Donald G. Hackmann, University of Illinois; Martha McCarthy, Indiana University

This study presents findings of a national survey of educational leadership faculty, with a focus on characteristics of 139 respondents employed in clinical positions. The percentage of nontenure-line faculty has displayed significant growth over the past decade, increasing from 1% to 16% of educational leadership program faculty. Data indicate these individuals evidence extensive school leadership experiences, and clinical faculty reported that their responsibilities primarily focused on teaching/advising and field-based activities.

*Educational Leadership Faculty, Student and Practitioner Perceptions of Cultural Responsiveness*

Steve P. Gordon and Erin A. Ronder, Texas State University

Culturally responsive school leadership will be a key factor in any successful effort to close achievement gaps among student groups. This study explored the meaning of the concept "culturally responsive leadership" to professors in an educational leadership program that recently began to place a heavy emphasis on social justice and cultural responsiveness, graduate students beginning the same leadership program, graduate students about to complete the program, and practicing principals who have graduated from other programs.

*Exploring the Learning Experiences of Aspiring School Leaders: Implications for Urban School Leader Development*

Monica Byrne-Jimenez, Hofstra University; Richard W. Lemons, University of Connecticut; Margaret Terry Orr, Bank Street College; Andrew Lachman, Connecticut Center for School Change

The Urban Schools Leaders Fellowship is a leadership initiative developed collaboratively among four educational partners. Partners identified two common needs: expected leadership shortages and chronic low student achievement in partner districts. An evaluation gathered data on Fellows' learning, focusing on how the program changed perspectives and developed leadership skills of aspiring leaders. This paper explores Fellows' learning experiences and how they made sense of their learning, evolving leadership and practice.

### 6.2, Orange County Ballroom, Salon 2

Paper Session: *Power, Process, and Political Dynamics in Education Policy*

Chair/Discussant: Louise Adler, California State University, Fullerton

*The Many Faces of Power: Correlates of Network Centrality*

Tamara V. Young, North Carolina State University

We analyzed dyadic relationships among 111 reading policy actors in four states to study the relationship between policy actors' degree, closeness, and betweenness centrality in the network and their type of organization and policy beliefs.

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Governmental actors were more likely to have higher centrality scores than other types of policy actors in the reading policy issue networks. Actors' policy beliefs were not related to any of the measures of centrality.

*Quality School Leadership: The Disconnect Between Research, Policy, and Practice*

Elizabeth A Barkowski, University of Texas at Austin

This paper explores the connection between research, policy, and practice in the field of educational leadership. It combines leader quality research on recruitment, preparation, and support using Texas as a case to view the disconnect between research and policy. The paper provides recommendations on how to improve leader quality and describes how federal funding foci can raise awareness about school leader quality through innovative programs and policies.

*The Echo of School Reform: Implications for School Leaders*

Janice Leah Tucker, California Lutheran University

This paper examines education policy trends through the lens of senior administrators who were intricately involved in carrying out the implementation of the policy mandates. Hierarchical and managerial contexts have dominated educational policy in recent years. Within this context this paper will examine the effect of policy related to change and educational reform on the personal and professional lives of women leaders within the organizations.

*District Entrepreneurs and Policy Synergy: Privatizing Teacher Training and School Management in Chicago*

Laurence B. Boggess, Miami University, Ohio

This study examined two policies implemented in 2006 through the partnership between the Chicago Public School district (CPS) and the private, non-profit Academy for Urban School Leadership (AUSL): district teacher training and rapid school reconstitution. The author identified these two policies as a "policy synergy" at work in The Sherman School of Excellence, the city's first turnaround reconstitution, and concludes with policy implications for future turnarounds.

### 6.3, Orange County Ballroom, Salon 3

Paper Session: *School Leaders As Boundary Crossers and Community Builders*

Chair/Discussant: Judy Alston, Ashland University



*The Cycle of Fear: A Model of Lesbian/Gay/[Bisexual/Transgender] Educational Leaders' Lived Experiences*

Mary DeLeon-Denton, University of Minnesota, Twin Cities; C. Cryss Brunner, University of Minnesota, Twin Cities

Within the context of formal and informal discrimination, this study examined the lived experiences of LG[BT] educational leaders. The innovative research design used two structures of data gathering: 1) High-structure - Experiential Simulations©, a web-based, virtual-environment technology to insure confidentiality and anonymity, and 2) Low-structure - individual interviews whereby participants chose to reveal their identities to the researcher. The Cycle of Fear Model was built from the study's findings.

*"This is one of the areas that I struggle with understanding": Aspiring Administrators Reflect upon Sexual Orientation*

Joanne Marshall, Iowa State University; Frank Hernandez, Hamline University

This paper reports research from analyzing aspiring administrators' written reflections about sexual orientation. Findings revealed that there were gender differences in how students perceived sexual orientation, and that responses seemed to change over time, from more heated to more analytical. Implications for preparation programs and for future research are discussed.

*Tools Of Social Justice Leadership: Educational Entrepreneurship Skills, Boundary Practices, And Boundary Spanning*

Martin Scanlan, Marquette University

This multicase study explores specific practices of school leaders pursuing social justice. It focuses on the question: How do educational entrepreneurship skills, boundary practices, and boundary spanning affect social justice leadership? Drawing data from two urban elementary schools serving students traditionally marginalized by race, class, and linguistic heritage, the study



examines how these tools at once promote and constrain this pursuit.

*Hollow Hope: Urban School Leaders Unveiled*

Laura McNeal, Michigan State University

The Achievement Motivation Theory was used as a conceptual lens to examine urban high school student perceptions of their school principal as a change agent for educational equity within their schools. In addition, this study explored high-achieving urban students' perceptions of their principal's role in their academic success, and what impact if any, their principal had in shaping and influencing their academic trajectory. A qualitative approach utilizing semi-structured interviews and focus groups was employed to collect data for this study. Participants in this study were 80 high-achieving urban students in grades 11th through 12th from 15 different urban high schools in the Midwest.

#### **6.4, Orange County Ballroom, Salon 4**

Conversation/Dialogue: *Reflection on the Role of Educational Foundations in the Preparation of Educational Leaders*

Organizer: Donna Elder, National University

Participant: Wayne Padover, National University

This presentation will present National survey information about Local Educational Foundations. From the results of this survey, recommendations are made for the preparation of educational leaders to be able to successfully deal with Local Educational Foundations. This becomes more important as school districts resources are diminishing and more school districts have educational foundations. Working with Educational Foundations requires building partnerships with many stakeholders in the community a skill that needs to be addressed in Educational Leadership programs.

#### **6.5, Grand Ballroom, Salons A & B**

Conversation/Dialogue: *From Promise to Practice: Implementing the Action Research Dissertation in Educational Leadership*

Organizer: Gail Furman, Washington State University

Participants: Margaret Grogan, Claremont Graduate University; Kathy Sernak, Rowan University; Karen Osterman, Hofstra University; Gail Furman, Washington State University

Action research is a promising methodological approach for Ed.D. dissertations in Educational Leadership. In particular, action research can be a transformative strategy for addressing social justice and equitable learning issues at the ground level in schools. This dialogue session focuses on the "lived experiences" of professors who have adopted the action research model for Ed.D. dissertations at their UCEA institutions and have mentored doctoral students through the action research process.

#### **6.6, Grand Ballroom, Salons G & H**

Special Session: Wallace Foundation Strand Session I: *Assessing Leadership Effectiveness for Preparation Program Improvement*

Presenters: Ellen Goldring and Xiu Cravens, Vanderbilt University; Carmen B. Riedlinger, Louisiana Board of Regents;

Tiffany McCoy-Thomas, Louisiana Department of Education

This workshop will focus on assessing leadership effectiveness for the purpose of improving professional preparation. Presenters will discuss new direction in principal evaluation and its applicability to leadership preparation programs. Presenters will introduce the Vanderbilt Assessment of Leadership in Education (VAL-ED) instrument and discuss its psychometrics. Additionally, presenters will discuss the use of Val-Ed within districts and, if applicable, leadership preparation programs.

#### **6.7, Platinum Ballroom, Salon 1**

Symposium: *School-based Learning-focused Leadership Teams*

Organizer: Bradley Portin, University of Washington

Participants: Bradley Portin, Felice Atesgolulu Russell, Cate Samuelson, Scott Dareff, Sue Feldman, Theresa Ling Yeh, and Michael S. Knapp, University of Washington

This symposium focuses on the urban school-level portion of a large-scale, national study of how principals and teacher leaders made sense of their shared work in leading student and professional learning. This interactive symposium explores

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the leadership of principals with existing and new forms of teacher leaders and the complex connection of their work to the environment that directs, guides, and supports their work.

#### **6.8, Platinum Ballroom, Salon 4**

Conversation/Dialogue: *The Complexity of Difference: Conversation About Meeting the Needs of Marginalized Youth in American Schools*

Organizer: David Requa, University of Illinois-Urbana Champaign

Participants: Shukri Nur and Amy Boyer-Warke, University of Illinois-Urbana Champaign; Erica Mohan, University of British Columbia

The present American system of schooling is dominated by the accountability measures imposed by the No Child Left Behind law, which requires certain assessments to be used to identify schools as succeeding or failing to meet the standards of the act. Teaching and curriculum become shaped by the assumptions that all students within a group are fungible and can be educated within the industrial model of school successfully.

#### **6.9, Grand Ballroom, Salon K**

Symposium: *The Rural Superintendency: Challenges, Struggles, and Innovative Practices for Leading Learning in Rural Communities*

Organizer: Rose Ylimaki, University of Arizona; Chair: Joan Molera, University of Arizona; Discussant: Kris Bosworth, University of Arizona

Participants: Janeil C. Rey, SUNY Fredonia; David O'Rourke and Roger Klatt, University at Buffalo/SUNY; James Horton, Excelsior Springs 40 School District (MO)

Many superintendents hold their first district level leadership positions in rural districts (Glass & Franceschini, 2007). More importantly, millions of school children across the United States are educated in rural school districts (Coldarci, 2007). Yet few empirical studies have specifically examined rural superintendents. This symposium features four papers with empirical research studies that deal with challenges and successes of rural superintendents, dealing particularly with issues related to curriculum, accountability, and learning.

#### **6.10, Grand Ballroom, Salon C**

Symposium: *Addressing the Micropolitical Imperative in Leadership Preparation: Context and Strategies*

Organizer/Chair/Discussant: Kathleen Topolka Jorissen, Western Carolina University

Participants: Kathleen Sullivan Brown, University of Missouri-St. Louis; Ann Allen, The Ohio State University; Kathleen Topolka Jorissen, Western Carolina University; Eugene Sanders, Cleveland Metropolitan Schools (OH); Judy Jackson May, Bowling Green State University

Despite the imperative to include micropolitical leadership in preparation programs, the literature offers few models. Supporting the theme of this year's conference, this symposium will be presented by an urban superintendent and three faculty from diverse leadership preparation programs. The presenters will share a context and strategies for preparing skilled micropolitical leaders. Time will be allocated for discussion of key issues related to micropolitical leadership and relevant pedagogy.

#### **6.11, Grand Ballroom, Salon D**

Symposium: *The New California State University Ed.D. Programs in Educational Leadership: Continuity or Change?*

Organizer: Anthony H. Normore, California State University-Dominguez Hills; Chair/Discussant: Joan Bissell, California State University Chancellor's Office

Participants: Susan Auerbach, California State University-Northridge; Lois Andre-Bechely, California State University-Los Angeles; Anthony H. Normore and Lynne Cook, California State University-Dominguez Hills; Jose A. Lopez and Michelle Collay, California State University, East Bay

The new California State University programs are all three-year cohorted programs targeted at working professionals with some key differences in focus, curriculum, and structure. They are being implemented gradually across the CSU system, starting with the first wave of campuses in fall 2007. How will these new Ed.D. programs reflect changes in doctoral-level

educational leadership preparation? The collection of papers in this symposium maps the terrain in the critical early development of the Ed.D. programs in terms of their historical and political contexts; collaborative efforts with local PK-12 and other partners; "signature pedagogies" grounded in social justice and collaborative partnerships; and the rigor and relevance of the capstone experiences. These papers begin discussion and expansion of the role of doctoral-level education leadership development programs as a potential hub of interdisciplinary scholarship.

## 6.12, Grand Ballroom, Salon J

Paper Session: *Leadership Preparation: Online Leadership Prep, Practices and Issues*

Chair/Discussant: Scott McLeod, Iowa State University

*Constructing New Meaning and Realizing Change: Experiencing Growth through the Conduit of Distance Learning Technology*

Danna M. Beaty, Tarleton State University; Whitney H. Sherman, Virginia Commonwealth University; Karen Sanzo Crum, Old Dominion University

There is little research on students' experiences or outcomes in educational leadership. The purpose of this study was to gain perspectives from students with regard to their assessment of personal growth as prospective leadership candidates upon completion of the course. Findings that emerged from the student data included themes such as social climate/community, the transfer of new skill sets, differences between written and spoken knowledge/dialogue and increased self-direction/responsibility for learning.

*Hybrid Online Doctoral Program: Innovative Practices and Partnerships*

JoAnn B. Manning and Robert Campbell, Rowan University

This paper reflects on how one mid- Atlantic university is being innovative in the use of technology by developing an online doctoral in educational leadership. The paper proposes to describe an online doctoral degree program with: a rigorous design; challenges of reworking a traditional syllabus of record to an online doctoral program; the perceptions and attitudes of the participating students and; the benefits of university partnerships with other educational institutions.

*Can Principals With An Online Degree Get Hired?*

Jayson Richardson, University of North Carolina Wilmington; Scott McLeod, Iowa State University

Online courses and degrees are an increasingly-prevalent option for professional development and credentialing. However, are these programs and degrees accepted by the human resources directors who hire school principals? This presentation will focus on survey data collected from school districts around the country and is aimed at understanding the acceptability of online coursework and/or degrees for K-12 principals. The authors will include recommendations for future study and educational leadership preparation.

## 6.13, Platinum Ballroom, Salon 2

Symposium: *Graduate Students of Color Mentoring Session*

Participants: Carlos McCray, Georgia State University; Jeffrey S. Brooks, University of Missouri-Columbia; Floyd Lehigh University; Grayson Noley, University of Oklahoma; Mariela Rodriguez and Elizabeth Murakami-Ramallo, University of Texas at San Antonio; Autumn Tooms, Kent State University

The importance of high-quality teaching in master's and doctoral level coursework is a key factor in faculty development. Tenured and tenure-track faculty will share innovative teaching strategies and activities that they have used effectively in educational leadership courses. One objective of this session is to help prepare new and future faculty members regarding the aspects of preparing innovative lessons that integrate social justice initiatives within educational leadership courses.

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## **General Session 2: UCEA Presidential Address**

**Session 7, Friday, 11:10 a.m. - 12:30 p.m.**

**Grand Ballroom, Salons E & F**

Welcome and Introduction:

Alan Shoho, University of Texas at San Antonio

UCEA Presidential Address: Dr. James W. Koschoreck

Introduced by Stephen L. Jacobson, University at Buffalo/SUNY



*Scholar Activism: The Politicization of a Profession or the Professionalization of Politics?*

Social movement scholarship, social justice, scholar activism – these terms are often associated with an emphasis on praxis that some claim bear little relationship to the more intellectually appropriate focus on educational research and theory. In this keynote address, I argue that the realities of educational policy and politics require that our intellectual products be specifically directed towards a professional activism designed to establish greater equity in the educational systems across the world.

## **Session 8, Friday, 1:00-2:20 p.m.**

### **8.1, Orange County Ballroom, Salon 1**

Paper Session: *Principal Credentialing, Success and Career Paths*

Chair/Discussant: Karen Seashore Louis, University of Minnesota



*Accelerating and Amplifying the Development of Beginning School Principals*

Paul Freeman, East Lyme Public Schools (CT); Barry Sheckley and Richard W. Lemons, University of Connecticut

How do new principals develop proficiency? In interviews new principals reported that their development was accelerated and amplified by engaging in continuous learning cycles in which, with the assistance of a committed mentor, they integrated key experiences occurring in "authentic settings" into mental models used to guide practice. The results are explained by research on how adults learn best. The study has implications for principal preparation and principal induction programs.

*A Comparative Analysis Of Administrative Credential Programs, The ISLLC Standards, And On-the-job Learning In The Development Of Leadership Expertise*

Stephen H. Davis and Ronald J. Leon, California Polytechnic State University-Pomona

This study used a mixed method exploratory research design to examine the relationship between credential programs, on-the-job experiences, and the ISLLC Standards through both quantitative and qualitative research methods. Using data from the US Census Bureau, a stratified random sample of 101 principals was selected from the largest school district in each of the 20 most populated metropolitan areas in the country. Respondents completed a 41 item survey based on the 1996 ISLLC standards. A subsample of 20 principals participated in follow-up interviews.

*"Successful" Principals: A Contested Notion for Superintendents and Principals*

Gary Crow, Samantha Bartholomew, Khaula Murtadha, and Gerardo López, Indiana University

The purpose of this paper is to interrogate how superintendents and principals define and operationalize "success" in ways that both affirm and transgress traditional hegemonic configurations. By taking a grounded theory approach, this study aims to expand the discourse of/about success to include practices, values, beliefs, outcomes, habits, rituals, and a host of other understandings and interpretations of that particular term. Our hope is to move the discourse beyond conventional understanding towards a richer, more complex understanding of "success" that engenders process, intent, outcomes, and purpose. This paper presents findings from a qualitative case study exploring administrators' conceptions and definitions of success in the context of the principalship. In order to probe these definitions, researchers conducted interviews with superintendents and principals from six districts in a Midwestern metropolitan region.

*Exploring the Career Trajectories of Educational Practitioners*

Fenwick W. English, University of North Carolina at Chapel Hill; Carol A. Mullen, University of North Carolina at Greensboro

This research presents the career trajectories of educational leaders from an unusual perspective. Building on Joseph Campbell's universal life journey model, an original design was used to elicit the awareness of experienced educational leaders. The researchers probed the metaphoric, spontaneous associations of leaders using strong photographic images and symbols. The results include some revealing insights with respect to the sense-making of practitioners that connected the journey motif to the life-world.

**8.2, Orange County Ballroom, Salon 2**Paper Session: *School Law I: Student Access, Equity, and Rights*

Chair/Discussant: Suzanne Eckes, Indiana University

*Access Granted: An Analysis of the University's Supreme Court Winkelman Case and the Implications for School Leadership*

Laura McNeal, Michigan State University

Current special education laws provide parents with legally enforceable rights regarding the education of their child. However, one area of special education law regarding whether non-lawyer parents have the right to proceed pro se in court to challenge the suitability of their child's education services is disconcerted. Recently, the Supreme Court in *Winkelman v. Parma School District* resolved this question of law. This paper will explore the Supreme Court's decision and the implications for school leadership.

*Student Strip Searches: The Legal and Ethical Implications of Safford Unified School District vs. Redding for School Leaders*

Mario S. Torres, Texas A&amp;M University; Kevin Patrick Brady, North Carolina State University; Jacqueline Stefkovich, Penn State University

In *Safford Unified School District v. Redding*, a 13 year-old female was strip searched when school officials were notified Redding had prescription strength Ibuprofen in her possession at school. Although courts have historically accorded deference to school officials in maintaining safety and order, the uncertainty surrounding Redding, namely whether the discretion taken was "reasonably related in scope to the circumstances" deserves greater scrutiny. For this reason, this study explores the ethical and administrative dimensions of strip-searching.

*Uncovering Equity: An Examination of Hartford Magnet Schools As a Response to the Sheff Decision*

Ethan Heinen, Central Connecticut State University

Following the landmark decision in *Sheff v. O'Neill* in 1996 the Connecticut Supreme Court required the formation of inter- and intra- district magnet schools to disrupt racial imbalances and to enhance the quality of educational services for all students in Connecticut. This study (a) examines the legal history of magnet school policies; (b) details the variety of approaches to education at Hartford magnet schools; (c) examines the effectiveness of magnet schools in response to the Sheff decision; and (d) contextualizes our definition of equity in education in the 21st century.

**8.3, Orange County Ballroom, Salon 3**Paper Session: *Instructional Leadership in Special Education Programs*

Chair/Discussant: Jean B. Crockett, University of Florida

*What Do Highly Qualified Teachers Need To Know To Serve Students With High-incidence Disabilities?*

James Yates, Barbara Pazez, Liz Shelby, Mary Bach, Megan Cusson, Lynn Locson, Nicole Whetstone, Joan Altobelli, Susan Cadle, Katherine Fugate, Lyndon Langford, Veronica Ruiz, The University of Texas at Austin

Federal law requires general and special education personnel to assume responsibility for all students, including those with disabilities. A critical issue raised by *No Child Left Behind* (2001) is the definition of highly qualified teachers. A Delphi survey was conducted with a national expert panel of general and special educators who prioritized eighteen of the sixty-two teacher characteristics essential for teacher preparation programs to prepare teachers working in inclusive settings.

*Diffusion Of Innovation: Systemic Transformation Of Bilingual And Special Education Service Delivery*

Gareth Diaz Zehrbach, University of Wisconsin; Martin Scanlan, Marquette University

This multicase study of the transformation of bilingual and special education service delivery examines how an innovative approach to service delivery within individuals school diffuse systems. It examines how systems act as institutional actors and practices of educational entrepreneurship effectively support the diffusion of innovation. The findings suggest that individual school which demonstrate innovative approaches to service delivery can catalyze systemic transformation replicating the innovation.

*Exploring Cultural Dimensions of Distributed Leadership in a State School for the Deaf*

Catherine Ann O'Brien, Brendan D. Maxcy, and Thu Suong Nguyen, University of Missouri-Columbia

Hargreaves and Fink (2006) assert that as demands on the principalship have intensified it has become impossible for school principals to attend to every aspect of this complex work. They suggest, schools might better meet everyday challenges by drawing on the existing expertise distributed throughout the school. The complexities of serving the needs of students eligible for special education services is an area of particular complexity and concern (Bays, 2004; DiPaola & Walther-Thomas, 2003). In this qualitative study, we explore the distribution of leadership within a State School for students who are Deaf or hard-of-hearing with special education needs. We combine literature around distributed leadership and organizational culture to frame this study.

*Examining the Shifting Terrain of Homeless Education and Leadership Practice*

Peter Miller, University of Wisconsin-Madison; James Schreiber, Dana Keener, and Lindsay McGuirk, Duquesne University

This paper reports key findings from a two-year mixed-method study of homeless education in a large city in the eastern University. We identify and discuss noteworthy trends relating to homeless demographics and examine emergent organizational considerations facing schools and homeless agencies in Centerville. We assert that more fully developed understandings of these areas fundamentally undergird successful leadership practice in homeless education.

#### 8.4, Orange County Ballroom, Salon 4

Paper Session: *Educational Leadership in a Multicultural Context*

Chair/Discussant: Cynthia Uline, San Diego State University



*Defining Indian Education: Empowering the Indigenous Voice*

Wayne Johnson, University of Missouri; Bernita L. Krumm, Oklahoma State University

This study adds to the knowledge base on American Indian education and leadership by examining the experiences of an American Indian leader as viewed through the lens of Tribal Critical Race Theory. The findings center on the development of cultural identity and the construction of Indigenous knowledge. This inquiry could inform decisions of K-12 and higher education institutions as they address the challenges of educating students from differing cultures.

*Challenges And Promises For Educational Leadership In Inuit (Eskimos) School Settings*

Claire Jeanne Lapointe and Lyse Langlois, Université Laval

This paper presents the preliminary results of a research project, sponsored by the Social Sciences and Humanities Research Council of Canada, conducted in a Canadian Inuit (formally known as Eskimo) educational setting. Using an open-ended interview guide, 12 school principals were asked to share their understanding of what it means to be an educational leader in an Inuit context. Four themes emerged from the analysis: school principals as mediators between two cultures, power-sharing and distributed leadership in Inuit schools, «to belong or not to belong to the Inuit community», and regional inequities.

*Leading and Learning in Diverse Educational Contexts: Advancing Culturally Proficient Leadership through Intellectual Teamwork*

Sonya Douglass Horsford and Edith A. Rusch, University of Nevada-Las Vegas

Culturally proficient leadership is essential to the successful preparation of educational administrators who seek to demonstrate the knowledge, skills, and dispositions critical to serving the academic, social, cultural, and emotional needs of

students in 21st century schools. This paper presents intellectual teamwork (Follett, 1918) as a strategy for advancing cultural proficiency among academic faculty charged with preparing leaders for these diverse contexts.

### *Cultural Dimensions of Leadership That Impact Learning and the Learning Environment*

Thelma Ruth Moore-Steward and Susan Ann Jindra, California State University-San Bernardino

School leaders must be prepared to create success for all students. University preparation programs must develop aspiring and practicing leaders' skills in the sociocultural dimensions of leadership. Aspiring administrators need to reflect deeply on understanding themselves and how their culture interacts with those of differences. Terrell and Lindsey (2003) describe this state of being as "culturally proficient". This paper explores an innovative, practical/experiential approach to cultivate students' cultural dimension of leadership.

## 8.5, Grand Ballroom, Salons G & H

Special Session: *Hosting A Day on The Hill in Your State*

Participants: Carol Engler, Ashland University; Anita Varrati, Kent State University; Will Place, University of Dayton; Terry Orr, Bank Street College; Stephen L. Jacobson, University of Buffalo/SUNY; Elizabeth A. Barkowski, Bradley W. Carpenter, Marilyn Springel, and Katherine Mansfield, University of Texas at Austin; Alan Shoho, University of Texas-San Antonio; Michelle D. Young, UCEA; Judy Zimmerman, Bowling Green State University

Over the last few years, more and more faculty members are actively engaging with the political processes in their states in an effort to positively influence leadership preparation and certification requirements. During this session, faculty from Ohio, Texas, and New York along with members of UCEA Headquarters staff will share their experiences and insights regarding how faculty can be most successful in developing legislative visits and sustaining efforts to positively influence the preparation and practice of educational leaders.

## 8.6, Platinum Ballroom, Salon 4

Paper Session: *Superintendency and District Instructional Effectiveness*

Chair/Discussant: Sharon Brown-Welty, California State University-Fresno



### *Collective Learning from Success as Perceived by School Superintendents*

Chen Schechter, Bar Ilan University (Israel)

This study explores superintendents' perceptions regarding the determinants of collective learning from success in schools and their (superintendents) role in fostering this collaborative learning process. 60 Israeli school superintendents were interviewed. Superintendents stressed the principal's role as a learner in this collective learning process and the necessary learning values-culture to enable productive collective learning from success in school settings. Superintendents perceived their major role to ensure the adequate resources to support this interactive learning process.

### *Measuring School District Effectiveness: Looking Beyond Test Scores*

Kenneth Stichter, California State University, Fullerton

This paper investigates how one school district measures attainment of seven goals that have been in place for 20 years. Goals include: student performance and behavior, fiscal responsibility, facilities and equipment management, communication, recognition, and policy support for the educational process. Data are analyzed against objective standards and results are publically reported. This innovative practice suggests district effectiveness can be measured in ways that go beyond using only test scores.

### *Leading for Learning: An Investigation of Superintendents Shaping Relationships into a Shared Symphony to Attain Exemplary Academic Outcomes*

Victoria L. Kelly, San Luis Obispo County Office of Education (CA); George J. Petersen, California Polytechnic State University

The duress of accountability measures has created a turbulent and uncertain organizational environment requiring the superintendent to break from their traditional managerial and political roles and emerge as an instructional leader focused

Friday, 1:00-2:20 p.m.

on the core technology of curriculum and instruction, making student learning the priority of their leadership (Johnson & Fauske, 2000; Björk & Keedy, 2001; Petersen & Barnett, 2005). This study addresses the limited investigations centering on superintendents that strategically link instructional leadership practices that cultivate and nurture a culture of learning at the organizational level that results in improved instructional effectiveness and student achievement.

### **8.7, Grand Ballroom, Salon K**

Conversation/Dialogue: *Finding A Voice Among Critical Friends: Staying Faithful To Shulman's Vision Of The Scholar Practitioner Ed.d.*

Organizer: Valerie Anne Storey, Lynn University

Participants: Deanna Sands and Connie L. Fulmer, University of Colorado-Denver

We propose to host a conversation regarding ours and others' experiences in redesigning or developing an education professional practice degree (Ed.D.) program. This work is consistent with efforts supported through the Carnegie Project on the Educational Doctorate (CPED) as well as a call by the Council of Graduate Schools (CGS) for institutions of higher education to engage in vigorous dialogue in order to articulate clear standards and processes for the approval and evaluation of professional doctorates.

### **8.8, Grand Ballroom, Salon C**

Symposium: *Five University Initiatives to Assess the Impact of Ethical Components in Educational Leadership Programs*

Organizer: Robert J. Starratt, Boston College

Participants: Robert J. Starratt, Boston College; Lyse Langlois & Claire Lapointe, Université Laval (Canada); Frederick Buskey, Western Carolina University; Rosemary Foster, University of Alberta; Carolyn Shields, University of Illinois

Five Canadian and US professors involved in university programs in educational administration address the agenda of assessing the continuing effects of their programs on ethical leadership practices of their graduates. The presenters represent an initial attempt to work toward some common assessment instruments and practices that other administrator preparation programs might find helpful in their efforts to respond to accountability demands by various state or provincial departments of education.

### **8.9, Grand Ballroom, Salon D**

Conversation/Dialogue: *Mentoring Networks in Academe: Multicultural Perspectives of Early Career and Senior Women Faculty*

Organizer: Gaetane Jean-Marie, University of Oklahoma

Participants: Gaetane Jean-Marie and Lisa Bass, University of Oklahoma; Christa A. Boske and Autumn Tooms, Kent State University; Rebecca Bustamante, Sam Houston State University; E. Renee Sanders-Lawson, and Linda Hampton Wesson, The University of Memphis; Mary Alfred, Texas A & M University

In this interactive session, women scholars (untenured Black, White & Latina faculty) combine research and personal narratives to explore issues of acclimatization of women new to the professoriate, and mentoring for faculty of color and women. Further, the perspectives of senior women scholars (tenured, Black and White) are shared to provide insights on how women new to academe can build mentoring networks to create peer communities to advance scholarship and teaching, and provide advice on tenure, balancing roles and managing time.

### **8.10, Grand Ballroom, Salon J**

Paper Session: *Leadership and Student Achievement: Policy Concerns, Effects and Methods*

Chair/Discussant: Christopher Thomas - University of San Francisco

*Are Schools Resilience Enough to Close the Racial Achievement Gap?*

Ida Denise Walker, Florida State University

This quantitative study explores whether resilient characteristics of students influence their performance in reading and math. Drawing on the work of Bernard (1991) and Wolin and Wolin (1993), Knight (2007) argues that resilience manifests itself into three categories: resilience as a state, resilience as a condition, and resilience as a practice. The findings indicate that the more resilient students are, the better their academic performance in reading and math.



*An M & M (Moderator & Mediator) Model of Principal Leadership Effect on Student Achievement*

Tiedan Huang, Margaret Barber, and Alexander W. Wiseman, Lehigh University

This is a test on a moderated mediation effect of principal leadership on student achievement using TIMSS data. Structure equation modeling will be used to test the effect.

*The Borrowing Of NAEP In South Korea*

Jun-Hee Lee, Won Hak Shin, and SangHoon Jeon, Korea University; Heekwon Sohn, Myongji University (Korea)

Recently, there is a hot debate over National Assessment of Educational Achievement (NAEA) in South Korea. This hot debate seems to be related to the borrowing of the American National Assessment of Educational Progress (NAEP). This study aims to research how the NAEA borrowed from NAEP and what happened to the former in South Korea. Major findings include three common things between NAEP and NAEA: how to measure them, its openness to the public, and four achievement levels. Second, NAEA is criticized in two ways: the ordering of the school and the fabrication of the result of NAEA. due to the differences between NAEP and NAEA and differences in educational contexts.

*The Effect of Out-of-School Suspension on the Academic Achievement of Secondary Students*

Charles Hausman, Eastern Kentucky University; Kathy Burkhardt, Erlanger-Elsmere School District (KY); Kristie Phillips, Brigham Young University

The purpose of this study was to measure the effect of out-of-school suspension on the academic achievement of secondary students in grades 9-12. The goals of the study were to describe the backgrounds of students suspended and to investigate the relationship between student background and suspension rate with student achievement as measured by grade point average and credits earned in Language Arts and Math and performance on state assessments in Language Arts and Math. The academic achievement of students suspended and not suspended was also compared. The study relied on existing data from one urban, suburban school district in a Mountain West state.

**8.11, UCEA Registration Foyer**Poster Session: *Poster Session #2**An Exploratory Study of the Impact of Professional Development on Shared Leadership in Rural Schools*

Sharon Gail Dean, Brook E. Meiller and Leslie A. Williams, University of Oklahoma

This investigation provides evidence of the impact of professional development on shared leadership. The study utilizes four schools located in rural areas. The impact of professional development for the learning team is measured quantitatively to determine the impact on shared leadership and qualitatively to determine the impact on principals and teachers' ability to share leadership.

*How White Female Teachers Construct Their Perceptions of Black Male Students in the Elementary Classroom*

Leigh Woods, California State University, Long Beach

This qualitative research study, through first person narratives, will analyze White female teachers' perceptions of Black male students. The outcome of this study could provide broader awareness of the systemic biases that occur in the educational setting. Using the theoretical framework of Whiteness Theory and White Identity Theory, this research study intends to analyze if and how teachers perpetuate hegemonic practices that contribute to the academic failure of Black males.

*The Relationship between Principals' Mathematics and Science Content and Pedagogical Content Knowledge and their Attitudes towards the Implementation of Communities of Instructional Practice*

Meghan Hauptli, Kristina Pineau, and Laura Lang, Florida State University

The current study will explore the relation between elementary principals' mathematics and science content knowledge and pedagogical content knowledge and their attitudes towards the implementation of communities of instructional practice. These preliminary findings will help to inform the research base concerned with issues related to how principals fulfill their responsibilities as instructional leaders.

*Authentic Leadership, Teacher Empowerment, and School Climate: A Descriptive Study*

Elizabeth A. McMahon, Mars Area (PA) School District; James E. Henderson, Duquesne University

This study sought to examine the relationship among leader authenticity, teacher empowerment and organizational climate. As predicted, the extent to which elementary teachers perceive their principals as authentic is related to teachers' perceptions of their own empowerment. Additionally, the organizational climate of the elementary school is related to the teachers' perceptions of their own empowerment, and the openness of organizational climate was related to teacher empowerment and leader authenticity.

*A Pilot Study to Examine Guatemalan Primary School Principals' Perceptions of their Work*

Allison M. Borden, University of New Mexico

This poster presents preliminary findings from a two-year pilot study to develop a basic understanding of how principals in Guatemala view their work, the challenges they face, and their preservice and inservice preparation. I interviewed a mixed purposeful sample of 23 principals. The interview questions ask principals about preparation and professional development; definitions of leadership and effective schools; school goals; and leadership/administrative challenges, including how principals work with key stakeholders.

*The Journey of Educational Leaders toward Cultural Competence*

Nat Hansuvadha and Charles L. Slater, California State University, Long Beach

The purpose of this study was to examine how beginning school administrators express their ideology and epistemological beliefs regarding cultural competency. Using individual interviews, professional portfolios, and a cultural competency assessment, three beginning public school administrators in Southern California participated in the study. Results indicate a need for administrators to have better cross-cultural understanding of students and families and add to the knowledge base in preparing school leaders.

*What Role does District Administration play in the Implementation of Professional Learning Communities?*

James Horton, Excelsior Springs 40 School District (MO); Barbara Nell Martin and Doug Thomas, University of Central Missouri

The purpose of this multi case study inquiry was to examine the role of the district administration in assessing the readiness for change as well as their role in the implementation and support for PLC. The study findings revealed four themes. They were: 1) the changing dynamics of leadership, 2) the development of a sense of collective efficacy and responsibility for student learning, 3) emphasis on collaborative teams versus isolation, and 4) the use of data to drive improved instruction. The implications of this inquiry for practice in education could impact PreK-12 institutions as they attempt to address the pressures of improving student achievement.

**8.12, Grand Ballroom, Salons A & B**

Paper Session: *Principal Professional Development, Mentoring and Succession*

Chair/Discussant: Phyllis A. Hensley, California Polytechnic State University-Pomona



*Aesthetics and the Social Imagination in Educational Leadership Preparation*

Benjamin P. Kramer and Michael P. O'Malley, Texas State University - San Marcos

Educational leadership programs are compelled to respond to deficiencies within school district decision-making paradigms and pressing social challenges of their communities. As an avenue for fostering complex thinking, accepting ambiguity, and exploring the wonderment and joy inherent in school leadership, the authors have introduced facets of aesthetic apprehension, reasoning, and judgment oriented toward social imagination into their courses. This paper presents data and analysis from course activities, participants, and instructors.

*Intentional Succession Planning: Lessons from Two Districts with Comprehensive Systems to Support Leadership Transition*

Jennifer Lin Russell and Lou Sabina, University of Pittsburgh

Record numbers of school leaders will be hired in the current and future decades. With increasing principal turnover, the

need for succession planning to train aspiring administrators is an important policy consideration. While many districts implement succession planning programs, there has been little empirical work examining such efforts. This paper presents findings from a comparative case study of succession planning in two districts, illuminating promising practices and tensions.

### *Mentoring Principals Around Leadership Practices*

Joseph Saban, Northern Illinois University; Susan Wolfe, Community Unit School District 200 (IL)

The question that provided the focus for this study centered on effects of mentoring on leadership practices of Illinois principals. The sample population totaled 180 principals. The Leadership Practices Inventory (Kouzes & Posner) was the instrument that measured the frequency of specific leadership practices used by the sample of principals who were surveyed. “Inspiring a Shared Vision” and “Encouraging the Heart” were used most frequently identified by mentored principals.

### *Statewide Induction and Mentoring for New School Leaders: A Longitudinal Study of Student Achievement and Improvement in Schools Led by Missouri Administrators Mentorship Program Graduates*

Robert L. Watson, Missouri State University; Shirley Marie McCarther and Jennifer Friend, University of Missouri-Kansas City

The Missouri Department of Education sponsored legislation during the 2005-06 academic year requiring beginning school administrators to engage in two years of mentoring. School districts were required to provide the mentoring, or to participate in the Missouri Administrator Mentoring Program (AMP). Since the MO-AMP began, 600 new school leaders have participated in the program. This longitudinal study examines the effects on measures of school improvement and student achievement in schools led by Missouri principals in urban, rural, and suburban districts, who participated in mentoring for two years through MO-AMP and who continued to work as principals in the same school for one to two additional years. Data collected from schools included principal demographics, MO-AMP program components and evaluation data, student achievement results on annual state standardized reading and mathematics assessments, and instructional and administrative processes as reported on the annual Missouri School Improvement Program reports. This paper presents the results of the analysis of these data, in addition to a description of the Missouri Administrator Mentoring Program, and concludes with recommendations for induction programs for new school leaders who are capable of promoting positive growth in schools and in student achievement.

### *School Leadership in Transition: Transforming the Principal Internship*

Timothy B. Berkey and Nora N. Hutto, University of Houston-Victoria

The call for dramatic changes in school leadership preparation programs has led to a growing consensus on what effective principals do to improve student achievement. The purpose of this study was to determine if structural and contextual modifications to a pre-service school principal's program can bring about changes in the leadership behaviors of principal interns.

## **8.13, Platinum Ballroom, Salon 1**

*Symposium: University-District Collaborations for Leadership Preparation: Encouraging Results, Promising Possibilities, Questionable Policies*

Organizer/Chair/Discussant: Tricia Browne-Ferrigno, University of Kentucky

Participants: Tricia Browne-Ferrigno, University of Kentucky; Susan Korach, University of Denver; Karen Sanzo Crum and Steve Myran, Old Dominion University; Rick Bowmaster, Northampton County Public Schools (VA); Meg Anderson, Rachel Bonkovsky, Dania Vasquez, and Laurie Gagnon, Center for Collaborative Education (MA); Albert Jones, California State University-Los Angeles; Michelle D. Young, UCEA; Ann O'Doherty, Mark A Gooden, and Elizabeth Goodnow, University of Texas at Austin

Preparation programs delivered through university-district collaborations assure coherence between theory and practice and strengthen the continuum of recruitment, preparation, hiring, and induction of new principals. They likewise improve quality and relevance of program content, support career advancement of candidates, and build stronger links between preparation and practice. This symposium shares stages of university-district collaborations—from sustained implementation to initial planning—through papers written by directors of projects funded by the USDE School Leadership Program.

Friday, 1:00-2:20 p.m., 2:30-3:40 p.m.

### **8.14, Platinum Ballroom, Salon 2**

Fireside Chat: *Sage Advice on Building a Research Agenda: Reflections from the 2009 Jack A. Culbertson and Jay D. Scribner Mentoring Award Winners*

Participants: Sara L. Dexter, University of Virginia; Paul V. Bredeson, University of Wisconsin-Madison

Facilitator: Margaret R. Basom, San Diego State University

This session provides an opportunity for the Culbertson and Scribner Mentoring Award winners to reflect and share their sage advice on building a research agenda and socializing to be a highly effective scholar. This session also enables the award winners to share their recent work with the audience.

## **Session 9, Friday, 2:30-3:40 p.m.**

### **9.1, Orange County Ballroom, Salon 1**

Paper Session: *Leadership Preparation: Program Design, Effects, And Comparisons*

Chair/Discussant: Hanne Mawhinney, University of Maryland

*Leadership For Lifelong Learning: The Center For Leadership Studies*

Pamela Angelle, The University of Tennessee; Vincent Anfar, Jr., The University of Tennessee

This paper details student perceptions of their internship release days. Faculty believe practicing principals are often unaware of community agencies that support the work of schools (Boys and Girls Clubs) and may not have a working knowledge of agencies (juvenile justice system; mental health agencies) that serve adolescents and children. Visits to community agencies were incorporated into the internship. Students felt the visits better prepared them for the principalship.

*Redesigning a Leadership Preparation Program based on the Performance-based Preparation Model in England*

Ronda W. Tighe and Jami Royal Berry, Georgia State University

This research examines how best practices in the performance-based leadership preparation model in England were applied to the new Georgia model at one university. This paper focuses on changes made in one university's program, which include creating innovative practices, implementing performance-based course content, and developing university-district partnerships to prepare leaders to address student achievement. It provides a model for how other universities might look at program redesign.

*Preparing Chinese School Leaders: What really works?*

Tiedan Huang and Margaret Barber, Lehigh University

This is a survey study to evaluate the effectiveness of Chinese school leadership preparation programs.

*Improving Leadership Preparation Programs' Theory to Practice Linkages*

Pamela D. Tucker, Sara L. Dexter and Amy von Keyserling Scott, University of Virginia

This paper presentation will report on the preliminary findings of leadership preparation student ability to formulate plans of action by assessing actual case responses in an online environment. Findings suggest that if programs are to develop "expert" decision makers, then students must acquire a deeper and richer knowledge of strategies for leading schools. The findings have implications for the assessment of student skills within preparation programs and future program development.

### **9.2, Orange County Ballroom, Salon 2**

Paper Session: *Teacher Leadership II: Developing Teacher Leaders*

Chair/Discussant: Lisa A. W. Kensler, Auburn University

*Towards Building a Code of Ethics: Israeli Mentors' Ethical Dilemmas*

Orly Shapira-Lishchinsky, Bar-Ilan University (Israel)

This study attempted to gain a better understanding of mentors' ethical dilemmas in order to develop an ethics code for

mentors. The 20 participating mentors were asked to provide detailed descriptions of ethical dilemmas they had encountered in schools, and to propose an ethics code derived from these dilemmas. Results indicate five main categories: discretion, caring, accountability, autonomy and distributive justice. The results may help raise the status of mentoring.

*Managing Teacher Champions: Enterprising Teachers Facing School Administration*

Ori Eyal, The Hebrew University of Jerusalem; Doron Yosef-Hassidim, The R & D Administration, Ort, Israel

This study explores how teacher champions' entrepreneurial endeavors are constructed, given school administration's approaches to teachers' initiatives. Twenty-seven semi-structured interviews were conducted with champions and staff in three Israeli secondary schools. Based on grounded theory, we discuss three illustrative cases: semi-autonomous entrepreneurship under a facilitated managerial style; marginalized entrepreneurship under directive management; and sponsored entrepreneurship under integrative management. This study is significant for identifying sources of educational rejuvenation in schools.

*Developing Critical Consciousness Through Teacher Leader Preparation: A University And District Partnership*

Jill Bradley-Levine, Indiana University

This paper presents findings from a qualitative study describing how a cohort of teachers pursuing their master's degree in teacher leadership developed critical consciousness through coursework and the cohort structure. The findings indicate the struggles and conflicts that teachers experience as they develop their beliefs about leadership and become critically conscious. Analysis investigated the cohort dynamics, especially emphasizing how they affected leadership development and critical awareness among participants.

*Exploring How Teacher Leaders Learn to Facilitate School Improvement*

Monica Byrne-Jimenez, Hofstra University

This paper reports on the development of facilitation skills among teachers leading a school-wide collaborative inquiry. The purpose of the professional development was to strengthen curricula areas in an urban elementary school. This professional development model identified teacher leaders, provided leadership opportunities and increased teacher ownership over the collaborative inquiry. Findings describe how co-chairs came to understand their roles, negotiated competing expectations, and came to understand the complexity of facilitation.

### 9.3, Orange County Ballroom, Salon 3

Paper Session: *Leadership Preparation: The Professional Doctorate*

Chair/Discussant: Carolyn L. Wanat, University of Iowa

*Accounting with Arguments: Documenting the Design of a New Professional Doctorate in Educational Leadership*

Kristin Rezzetano, Jessica Bleil, James Schreiber and Rick McCown, Duquesne University

The paper presents an emerging methodology developed to document design efforts focused by the Carnegie Project on the Education Doctorate. The methodology tracks arguments that emerge from deliberations focused on the design of a new professional doctorate in educational leadership. The paper also presents data that derive from our "argument tracking" protocol in an effort to evaluate the method's efficacy in driving reasoned design proposals and testing the prototypes that emerge from successive design cycles.

*Reclaiming The Education Doctorate: Three Cases Of Processes And Roles In Institutional Change*

Jill A. Perry, University of Maryland

This paper seeks to understand how three colleges of education and their academic departments adopt, adapt, or reject change efforts and how faculty, operating in a change agent capacity, describe and understand their role in the process to re-design the professional practice doctorate in education. Utilizing Everett's Diffusion of Innovation model, this paper offers a clearer description of the factors affecting change within academia and difficult roles faculty leaders assume.

Friday, 2:30-3:40 p.m.

*Collaborating for Continuous Improvement: Results from Missouri's Educational Administration Preparatory Programs' 2006-2008 Statewide Survey Initiatives*

Jennifer Friend and Shirley Marie McCarther, University of Missouri-Kansas City; Robert L. Watson, Missouri State University

This paper examines the findings from two educational leadership preparatory program surveys in Missouri: (1) a statewide comprehensive program component survey, and (2) the UCEA/LTEL-SIG Survey completed by 276 Missouri graduates. The paper includes a description of the multi-year processes for administration of the surveys, quantitative and qualitative comparative results across programs, and recommendations to improve preparatory programs for educational leaders in Missouri and in the United States.

*Faculty Change to Support an Innovative Ed.D. Program*

Suzanne Painter, David Moore, Ray Buss, and Debby Zambo, Arizona State University

Implementing innovation in Ed.D. programs challenges faculty members to change their pre-existing conceptions of doctoral work. This paper analyzes data from interviews, email communications and meetings of faculty members engaged in an innovative program to determine what factors contributed to changes in their beliefs, conceptions and actions related to teaching and advising doctoral students.

#### 9.4, Orange County Ballroom, Salon 4

Symposium: *The Action Research Dissertation in Educational Leadership: The "Lived Experience" of Doctoral Students*

Organizer: Gail Furman, Washington State University

Participants: Margaret Grogan, Claremont Graduate University; Kathy Sernak, Rowan University; Karen Osterman, Hofstra University; Tammy Campbell, Spokane School District (WA); Peter Morris, Lavallette Borough School District (NJ); Christine Schroder Nichols, Northport-East Northport Union Free School District (NY)

The purpose of this symposium is to generate a deeper understanding of the benefits and challenges of the "action research" doctoral dissertation in Educational Leadership. A panel of doctoral students will present overviews of their studies, analyze the challenges and benefits of engaging in action research in their K-12 school sites, and generate recommendations for professors who mentor students through action research studies.

#### 9.5, Grand Ballroom, Salons A & B

Paper Session: *School Personnel I: Teacher Selection and Effects*

Chair/Discussant: Ron Oliver, California State University, Fullerton



*Effects of Surname and Type of Job Experience of Applicants on Screening Decisions of Female and of Male Middle School Principals for an Assistant Principal Position*

I. Phillip Young, University of California-Davis; Wesley Sever, Sanger Unified School District (CA)

Screening decisions of middle school principals for assistant principals are cast in a completely crossed 2X2X2 factorial design varying sex of principals, national origin of applicants, and type of job experience of applicants and are assessed according to qualifications of applicants, probability of an interview invitation, and initial salary offer. Results indicate a sex by job experience interaction reflecting different preferences for female and male middle school principals

*The Importance of Contexts: How Principals Make Sense of Teacher Quality and Hiring*

William Kyle Ingle, Bowling Green State University; Stacey A. Rutledge, Florida State University; Jennifer L. Bishop, Florida Center for Reading Research/Florida State University

This qualitative study examines how 21 principals in a mid-sized Florida district make sense of teacher quality in the context of teacher hiring and evaluation. In addition to district/state accountability, school/grade-level contexts, prior experience and educational background influence principal notions of teacher quality. Overall, principals emphasize a "Person-Job fit" and favor a mix of professional/personality characteristics when evaluating potential/existing teachers, but give greater weight to professional characteristics.

*A Comparison of Elementary, Middle, and High School Principals' Teacher Selection Practices*

Sharmaine D. Grove, Williamsburg-James City County Public Schools and The College of William and Mary; James H. Stronge, The College of William and Mary

In an effort to attract and hire highly qualified teachers for all learners, the No Child Left Behind Act mandated that all children receive an equitable, quality education (National Association of Secondary School Principals, 2003). With increasing enrollments, teacher attrition, and various local, state, and federal mandates, school districts across the University's have found themselves in a quandary regarding locating "highly qualified" teachers. "Highly qualified teachers" and "high quality teachers" are not synonymous because it is possible for a teacher to meet the mandates for a "highly qualified" endorsement, yet not exhibit qualities of an effective teacher (Stronge, 2007). Teacher recruitment and selection - as well as retention - are vital in ensuring students receive an education under the tutelage of capable and high quality teachers.

*The Effects of Troops-to-Teachers on Student Achievement: Innovative Practice with Positive Results*

William A. Owings, Leslie Kaplan, and John Nunnery, Old Dominion University

This study examines whether Florida Troops teachers' effect on student achievement is comparable to or better than the achievement of students served by traditionally-prepared teachers. Troops teachers in this sample had more positive effects on student achievement in Reading and Mathematics than did other teachers with equal teaching experience and as well or better than students served by teachers with substantially more teaching experience.

**9.6, Grand Ballroom, Salons G & H**

Innovative Session: *Community Learning Exchange: An Exercise in Leading and Learning for Community Change*

Organizer: Miguel A. Guajardo, Texas State University-San Marcos; Chair/Discussant: Monica Valadez, Texas State University-San Marcos

Participant: Francisco Guajardo, The University of Texas Pan American

This focus for this session is on a national movement called the Community Learning Exchange, an emerging collective leadership development program that is gaining traction in numerous parts of the country. The purpose is to exchange stories with participants regarding the development of collective leadership for community change.

**9.7, Platinum Ballroom, Salon 4**

Symposium: *Building Collaborative Learning Communities in Schools for Strengthening Leadership: A Multi-Site Partnership Project*

Organizer/Chair: Carol A. Mullen, University of North Carolina at Greensboro; Discussant: Dale Schunk, University of North Carolina at Greensboro

Participants: Carol A. Mullen, University of North Carolina at Greensboro; Bob Johnson, University of Utah; Maria Sudeck and Gini Doolittle, Rowan University; Vicky Farrow, Lamar University; Leonard R. Goduto, Rider University

This interactive symposium focuses on collaborative professional learning communities (PLCs) that strengthen leadership and that provide an opportunity for examining such communities from the vantage point of a nationwide, multi-site partnership study. Panelists will discuss multiple perspectives on and approaches to site-based leadership, professional development, teaching and learning, and school improvement. Because a shift is underway from researching PLCs to developing and investigating these, this session is timely.

**9.8, Grand Ballroom, Salon C**

Conversation/Dialogue: *Genuine Innovative Leadership Partnerships for Student Success through Integrated Services in Schools*

Organizer: Maria Luisa Gonzalez, University of Texas-El Paso

Participants: Jacqueline Williams Kaye, Atlantic Philanthropies (NY); Kathleen Sullivan, New Mexico Community Foundation; Marco Harris, Albuquerque Public Schools (NM); Sabrina Suzanne Zamora, University of Texas at El Paso

This conversation will bring together school and university practitioners and providers to present the research in this two-year study of the Integrated Services in Schools Initiative's implementation. Focus will be given to leadership structures that have arisen. Challenges and promises will be shared from the school leader, provider, and university perspectives. Partnerships that have evolved provide great insight on what's sustainable long term and the real impacts on student learning.

Friday, 2:30-3:40 p.m.

### 9.9, Grand Ballroom, Salon D

Conversation/Dialogue: *Young Women Faculty and Graduate Students in Educational Leadership: Writing the Unwritten*

Organizer: Whitney H. Sherman, Virginia Commonwealth University

Participants: Danna M. Beaty, Tarleton State University; Karen Sanzo Crum, Old Dominion University; April Peters, University of Georgia; Tameka King, Florida Atlantic University; Anjalé Welton, Katherine Cumings Mansfield, and Pei-Ling Lee, University of Texas at Austin

The purpose of this dialogue is to invite young women faculty and graduate students in educational leadership to come together in a creative, feminist outlet for the expression of our experiences in the academy. The intent is to create a space where unheard voices will be heard and to design strategies for helping universities understand what young women faculty and graduate students' lived experiences are like to facilitate environments that celebrate diversity.

### 9.10, Grand Ballroom, Salon J

Symposium: *Critical Studies of Educational Leadership and Racism*

Organizer/Chair/Discussant: Jeffrey S. Brooks, University of Missouri-Columbia

Participants: Jeffrey S. Brooks, University of Missouri-Columbia, George Theoharis, Syracuse University, Gaetane Jean-Marie, University of Oklahoma, Sonya Douglass Horsford, University of Nevada-Las Vegas, Floyd Beachum, Lehigh University

The purpose of this symposium is to present contemporary research on issues related to racism and educational leadership from various critical perspectives. The symposium includes policy analysis, qualitative case study, conceptual and mixed-method case study designs that investigate the topic from a variety of theoretical perspectives. Theoretical perspectives include critical race theory, white privilege, Afrocentric, and grounded approaches and yielded emergent findings related to educational leadership theory and practice.

### 9.11, Grand Ballroom, Salon K

Paper Session: *Teacher Performance and Evaluation Policy*

Chair/Discussant: James L. Gentilucci, California Polytechnic State University-San Luis Obispo

*Implications of a Teacher Pay-for-Performance Program*

Julie K. Shepherd, University of Iowa

This is a case study of an Iowa school district during its first year implementing a pilot performance pay program. Findings suggest that rather than focusing on the performance pay reward, teachers are instead embracing the new assessment system, corresponding professional development sessions, and assessment data. Additionally, the emerging leaders from the district's performance pay committee are changing the leadership structures in their schools as a result of this program.

*Innovative Teacher Evaluation*

Ethan Heinen, Central Connecticut State University

This report documents evaluation activity for data collected for East Hampton Public Schools, CT in March 2009. Specifically, these data focus on the implementation of Supervision for Learning (SfL), an evaluation model piloted in the district during the 2008-2009 school year. SfL is an innovative approach to teacher evaluation that focuses on strong teacher-administrator collaboration, the creation of long term and measurable goals, and the use of formative assessment to guide programming. For this report, a mixed-method approach was employed to collect data from three participating schools in the East Hampton School District (one high school, one middle school, and one elementary school). These data consisted of personal interviews (n=20) and survey data (both quantitative and qualitative). This report will provide an analysis of these data, present key findings, and discuss implications and recommendations.

*Partners in Progress? Teacher Unions, Education Reform and Social Partnership in England*

Howard Stevenson, University of Lincoln

This paper draws on ESRC funded research to analyse developments in English school sector labor relations. Specifically it seeks to analyse the emergence of a 'social partnership' between government and teacher unions and assesses to what extent



this might represent an English version of US-style 'reform unionism' whereby teacher unions seek a more constructive engagement with government, and bargain over a wider range of industrial and professional issues.

*Examining Teachers' Decisions To Violate Academic Policies: The Role Of Ethical Paradigms And Values*

Talesa Kidd, Mario S. Torres, and Jean Madsen, Texas A&M University

As public servants, teachers are entrusted to uphold the public good through personal integrity and competence. This study investigates the affect of values and ethical paradigms on a teacher's behavior in respect to academic misconduct. It highlights that schools maintain academic policies and habits that are misaligned with the concept of learning for all, and it suggests methods to reduce system conflict and promote actions that facilitate student achievement.

**9.12, Grand Ballroom, Salon 2**

Conversation/Dialogue: *A Curriculum Module Design To Integrate Coursework and Fieldwork in an Education Leadership Doctoral Program*

Organizer: Doug Archbald, University of Delaware

Coursework integrated with practice is a priority and a challenge for graduate programs. It is a priority because learning by doing is powerful for leadership development if it involves problem solving, planning, and decision making tied to theory and research. This session describes the rationale for and features of a curriculum module - a field-based learning assignment - that seeks to accomplish this integration of academic and practical learning.

**9.13, Platinum Ballroom, Salon 1**

Special Session: *Hosting UCEA Headquarters: An Informational Conversation with UCEA Executive Committee members and Past Presidents*

Participants: Michelle Young, UCEA; Alan Shoho, University of Texas at San Antonio; Gary Crow, Indiana University; Jim Scheurich, Texas A&M University; Michael Dantley, Miami University; Autumn Tooms, Kent State University

The UCEA Executive Committee has announced its formal request for proposals (RFP) to host the headquarters of the University Council for Educational Administration. As UCEA enters its 55th year, it continues to serve as the field's leading professional organization and maintains an international reputation as a consortium of the most prestigious universities with doctoral programs in educational leadership. Hosting the consortium is an opportunity to share in this leadership and to become intimately involved in the challenges and opportunities facing our field. During this session members of UCEA's Executive Committee and Past Presidents will discuss the RFP process, share information on the benefits of hosting, and answer any questions that faculty may have about hosting UCEA's headquarters.

**Session 10, Friday, 3:50 p.m.-5:00 p.m.**

**10.1, Orange County Ballroom, Salon 1**

Paper Session: *Leadership Resource Allocation and Student Learning*

Chair/Discussant: Joanne Marshall, Iowa State University

*How Leaders Build Systems of Support for Classroom Teachers Working with English Language Learners*

Ana Elfers and Margaret Plecki, University of Washington

This paper examines how leaders create the conditions to support classroom teachers working with linguistically diverse students. The qualitative case study research includes four districts that serve different populations and proportions of English language learners (ELLs). Through interviews, classroom observations and document analyses, we examined how these districts addressed pressing questions about the education of ELL students and how to support the classroom teachers who work with them.

Friday, 3:50-5:00 p.m.

*How Leaders Invest Staffing Resources for Learning Improvement*

Margaret Plecki, Chad Lochmiller, Robin LaSota, Michael Knapp, Tino Castaneda, and Thomas Halverson, University of Washington

This paper presents findings from a two-year study of district and school level leadership in four urban districts and twelve schools, located in three states. The paper focuses on the following two questions: (1) what prompts district and school leaders to consider allocating resources differently than their prior practice? and (2) what strategies do leaders develop to change the configuration and use of staff inside districts and schools?

*Leadership, Flow, and Optimal Teaching Experience: Leading for Learning*

Karen Stansberry Beard and Wayne K. Hoy, The Ohio State University

This study examined two competing models of flow. Jackson (1998) defined flow as a holistic, subjective experience encompassing all nine of Csikszentmihalyi's original elements. Quinn (2006) conceived of flow as a causal model, with antecedents and consequences defining flow as the merging of awareness and application. The results from CFA and SEM of 260 teachers demonstrated the best model fit and explanation of teacher flow and the implications for administrators.

*Strategic Human Resource Management for Student Learning: Lessons from an Urban High School*

Jay Paredes Scribner and Heather LeAnn Mosley, University of Missouri; Mark A. Smylie, University of Illinois-Chicago

The purpose of this case study was to explore the relationship between one district's HR structures, policies and procedures and the district's capacity to support mathematics instruction at the classroom level. The study used strategic human resource management and high reliability organizations literature to frame the study. Preliminary findings suggest that regarding the curricular area under study: 1) neither extant SHRM theory, nor the district officials take into account the influence of external factors on internal strategic HR decisions; 2) the district defines strategic HR in terms of horizontal "fit", but does not consider approaches reflecting "flexibility"; and 3) HR policy and practice is "activity-driven" (rather than "principle-driven") in spite of descriptions to the contrary. In conclusion the authors explore implications for future work and how additional research might better inform practitioners about strategic HR policy and practice.

## 10.2, Orange County Ballroom, Salon 2

Paper Session: *Building and Exploring School Partnerships*

Chair/Discussant: Ann O'Doherty, University of Texas at Austin



*Partners in Pedagogy: Urban School Leaders, Teachers, Students and Culturally Relevant Pedagogy*

Mark D. Halx, University of Texas at Austin

The topic of this proposal is the urban public school leader's influence on contextually relevant pedagogy and critical thinking development. Pedagogy is centered in the classroom teacher, but the principal teacher can have significant influence on the overarching pedagogical philosophy used by the teachers and absorbed by the students. When principals, teachers, and students are all equitable partners in pedagogy, the educational outcome is reciprocal, and when any member of the triad advances, all advance. It is hoped that the insights provided by this study will encourage other principals to employ similar techniques and pedagogical philosophies in order to achieve similar results. It is also hoped that the presentation of the preliminary findings from this study at UCEA will inspire other researchers to pursue related pedagogical partnerships and/or emphasize the perspectives of other stakeholder partners.

*The Role of Leadership in Forging Community-School Partnerships: The Case of a Conversion Charter School*

Lea Ann Hubbard and Catherine Hands, University of San Diego

Urban community involvement and its relationship to school change, particularly in the context of conversion charter schools is seldom given adequate consideration in the research. Members of the community have had an unreliable, uneasy relationship with the education system regarding school governance and decision-making. This paper focuses specifically on the role of leadership in shaping the relationship between conversion charter school educators and community members, and the impact that this relationship has on educational change.

*Leadership for School District and Business Partnerships: A New Institutional Analysis*

Jeffrey V. Bennett and Hugh C. Thompson, University of Arizona

New Institutionalism provides a theoretical framework for analyzing the processes, mechanisms, and role of leadership in three southwestern University's school districts for creating partnerships with their local business communities. Semi-structured interviews were conducted among school district and local business leaders. Institutionalization of business partnership initiatives were directly influenced by the superintendent's political competencies and community engagement orientations. Findings inform leadership for business partnerships and mobilizing community support and resources.

*Case Study of an Urban Leadership Development Partnership: Understanding and Leveraging Comparative Advantages*

Richard W. Lemons, University of Connecticut; Andrew Lachman, Connecticut Center for School Change

This paper examines an inter-organizational partnership forged among four urban districts, an educational improvement organization, a local foundation, and faculty from three universities in service of developing future urban leaders. It also examines how the "comparative advantage" of partner organizations and their representatives were identified, leveraged, and aligned into a coherent program with positive results upon prospective leaders and participating districts. The experience of these partners suggests that leverage comparative advantages in an aligned and effective manner requires a deep commitment of time and collaboration, the development of explicit channels of communication, and the willingness to move beyond what is simply convenient.

**10.3, Orange County Ballroom, Salon 3**Paper Session: *Leadership Preparation: Issues and Examples of District-University Partnerships*

Chair/Discussant: Craig D. Hochbein, University of Louisville

*Learning And Leading With Their Lives: Critical Perspectives From A University-district Partnership Within A Hispanic Community*

Janet Shefelbine, Chuey Abrego, and Michelle Abrego, University Of Texas At Brownsville

This paper analyzes outcomes of a university-district partnership within a community with high numbers of Hispanic English language learners. The authors apply the critical theory framework of Dillard (1995) to discuss the following themes for leadership development: a) perspectives framed by personal biography and local context, b) the centrality of student advocacy, and c) commitment to politically transformational roles. Implications include recommendations for partnerships that integrate personal biography and local needs.

*A Partnership for the Design and Delivery of High Quality Online Professional Development*

Robert E. Harper and Nancy Evers, University of Cincinnati

This paper session plans to share a detailed description of a partnership initiative designed to provide high quality, job embedded and ongoing professional development for urban school leaders. Specifically, we will share our experiences in the context of forming the partnership, the development of the partnership vision for a model of online professional development, the product, the management plan and the timeline for implementation.

*Project Lead: University of Texas Pan American Partnership with South Texas School Districts*

Rosalinda Hernandez and Francisco Guajardo, The University of Texas Pan American

The purpose of this paper is to describe the lessons learned from an experimental principal preparation program hosted by the Department of Educational Leadership at the University of Texas Pan American in Edinburg, Texas. This was formed in response to local school superintendents' discontent with what they viewed as a shallow pool of applicants for their emerging school principals. A partnership was created between the University and the school districts.

*Partnerships and Internships: How Partnerships between Districts and Universities during Internship Development and Implementation can Increase Learning Gains*

Daniel Reyes-Guerra and Meredith L. Mountford, Florida Atlantic University

The pilot internship program discussed in this paper was developed to address research in the cross-section of internships

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and school district/university partnerships and share a model that meets the need for university professors - in partnership with the districts that they serve - to implement a program that meets the educational leadership department's and school district's perceived and prescribed needs. The purpose of this study was to examine through the use of quantitative and qualitative methods, educational leadership certification students completing a pilot internship program that was co-developed, co-taught, and co-assessed in tandem by partners from the university and school district. The internship required 500 field hours and ran three contiguous semesters. This internship was in place of the traditional internship, a capstone course, one semester, developed in isolation by faculty only, and required only 100 field hours.

#### **10.4, Orange County Ballroom, Salon 4**

Paper Session: *Education Policy Research: Inducements and Implementation*

Chair/Discussant: Robert Donmoyer, University of San Diego

##### *Surviving the Soup: Using Kingdon's Multiple Streams Model to Explain Why Some Solutions are Given Serious Attention and Other Solutions are Neglected*

Tamara V. Young, North Carolina State University

This study used Kingdon's Streams Model to explain why some policy proposals are seriously considered while other solutions are neglected. Interviews with 119 reading policy actors suggest that solutions that recombine familiar elements of previously generated alternatives, indicate support from empirical research, enjoy the support of a high ranking official, redress inequity, or confer benefits to other groups beyond the target were likely to make it to the short list.

##### *The Role of Cognitive Dissonance in Sustaining Policy Implementation*

John M. Weathers and Sandra Slizewski-Meagher, University of Colorado at Colorado Springs

In this paper we propose that the sustainability of policy implementation is dependent upon the policy being consistent with the norms of the relevant professional community and put into place in contexts that minimize opportunities to reduce cognitive dissonance when the policy is not being implemented. We develop a theory of policy implementation in conversation with the findings of a qualitative research study on the role of cognitive dissonance in the implementation of inclusion policies amongst occupational therapists working in elementary classrooms. Implications for educational leaders and policy makers are discussed.

##### *Leadership for Learning in 21 OECD Countries: Four Recommended Policy Levers and Follow-up Impact Survey*

Hunter Moorman, Organization for Economic Cooperation and Development (OECD)

This paper reports on a survey following up OECD's "Improving School Leadership" study, which examined school leadership practices, challenges, and needs in member countries. The final report recommended four "policy levers" for improvement of leadership for learning. The survey will determine the impact of the ISL study on country policy and examine reforms under taken and impeding and enabling conditions to policy change.

##### *Putting School Reform in its Place: Toward a Social Geography of Policy Implementation*

Jennifer Jellison Holme and Virginia Snodgrass Rangel, University of Texas at Austin

In this paper we argue for the need to develop a more rigorous theory of context vis-à-vis education policy implementation to understand not only the problems in our schools, but also the problems with our policies and reform efforts. For this reason, this paper builds a new theory about the role of context in policy implementation. In order to accomplish this, we first review how context has been conceptualized in the policy implementation literature, and then discuss why the current state of our understanding is insufficient. We then draw on work from other disciplines, particularly geography and sociology, to lay out a new theory of context in education policy implementation. The new theory that we propose, which we call a social geography of policy implementation, situates schools within their local social contexts and teases out the causal link between these contexts and implementation outcomes. Through this theory we seek to provide a detailed analysis about how and in what ways context may influence implementation in educational policy.

**10.5, Grand Ballroom, Salons A & B**Paper Session: *Instructional Leadership in Science and Mathematics Instruction*

Chair/Discussant: Autumn Tooms, Kent State University

*Leadership for Improved Algebra Teaching & Learning: The Importance of Leadership Content Knowledge*

Cynthia L. Carver, Michigan State University

With the aim of promoting shared leadership for improved algebra teaching and learning, participating principals are provided with 30 hours of content-rich professional development through a study group format. Drawing on study group field notes, transcripts and follow-up interviews, this analysis explores connections between algebra teaching, learning and leadership. Findings suggest that improved leadership content knowledge enables principals to better assess algebra instruction, as well as support and develop algebra teachers.

*Teacher Networks and the Role of the Mathematics Coach: How Institutional Factors Influence Coach Centrality*

Lynsey K. Gibbons and Anne L. Garrison, Vanderbilt University

The innovative practice of content-focused coaching in mathematics is currently being utilized by districts with little understanding of its effectiveness. Theoretically it seems plausible to give teachers access to expertise in order to support their learning to enact mathematics reform goals. This study aims to analyze coaching through using social network analysis in order to uncover aspects of the institutional setting and how they relate to teachers' utilization of coaching.

*Leading the Induction of Middle School Mathematics Teachers: The Role of District and School Leadership*

Kristin L. McGraner and Courtney Boswell, Vanderbilt University

District and school leaders play pivotal roles in shaping teacher learning, instructional effectiveness, and student achievement. Previous research has shown that district leadership's understandings of curricula reforms and beliefs about high quality instruction and student learning affect how policies are crafted, interpreted, and communicated to school principals who subsequently implement them to varying degrees at the school level. This paper examines how district leadership and policy shapes principals' visions of effective teacher induction and high-quality mathematics instruction. Further, we link these visions principals possess to the supports they provide to beginning middle school math teachers.

*Playing Without a Coach: Distribution of Instructional Leadership in a High School Science Department*

Timothy L. Nordin, Rutgers University

This case study looked at the roles of formal leaders, the principal and department supervisor, in leadership of a high school science department. While the leaders were found to have adopted many significant leadership roles, there was a surprising lack of instructional leadership acts performed or distributed by these leaders.

**10.6, Grand Ballroom, Salons G & H**CLOSED SESSION: *Julie Laible Memorial Session, Barbara L. Jackson New Mentor and Scholar Orientation*

Organizer: Cosette Grant, Duquesne University

This session will serve as the introduction and orientation for new mentors and the 2009-2011 Barbara L. Jackson Scholars co-hort. Mentors and scholars will be presented with an overview of the program, the program policies and procedures, and will answer questions.

**If you are interested in becoming a host institution, sponsoring a future convention,  
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Friday, 3:50-5:00 p.m

#### **10.7, Platinum Ballroom, Salon 4**

*Symposium: Supporting Student Learning in Shifting Educational Contexts: Innovative Perspectives on Educational Leadership in an Era of Change*

Organizer: Sonya Douglass Horsford, University of Nevada-Las Vegas; Chair/Discussant: Linda Skrla, Texas A&M University

Participants: Sonya Douglass Horsford, University of Nevada-Las Vegas; Kathryn Bell McKenzie, Texas A&M University; Gaetane Jean-Marie, Verna Ruffin, T. Elon Dancy and Kevin Burr, University of Oklahoma; Elizabeth Murakami Ramalho and Bruce Barnett, University of Texas at San Antonio; Gary O'Mahony, O'Mahony & Associates Consulting

The purpose of this symposium is to address the varied and complex considerations and contexts facing educational leaders in an era of significant social, cultural, and political change in University's schools and society. Grounded in research on democracy through education, community schooling, P-20 educational contexts, leadership for globalization, and reflective practice, the session speaks to the innovative leadership practices needed for schooling in the 21st century.

#### **10.8, Grand Ballroom, Salon K**

*Symposium: Supports and Conditions that Enable or Hinder Effective School Leadership*

Organizer: Gina Schuyler Ikemoto, RAND Corporation; Chair/Discussant: Bradley Portin, University of Washington

Participants: Gina Schuyler Ikemoto, Gabriella Gonzalez, Catherine Augustin, Laura Hamilton, and Susan Gates, RAND Corporation; Jennifer Lin Russell, University of Pittsburgh

This symposium presents three papers. The first presents a leadership conditions framework that outlines structures and supports needed to enable effective leadership. The second presents findings from data collected in 10 states and 17 districts regarding conditions that are associated with leadership for learning practices. The third reports survey results from a national evaluation of New Leaders for New Schools regarding conditions that support or hinder urban school leadership.

#### **10.9, Grand Ballroom, Salon C**

*Symposium: Action-research within an Educational Leadership Program: Studies in Partnership, Authenticity, and Resistance*

Organizer: Devin Garth Thornburg, Adelphi University; Chair/Discussants: Patricia Marcellino, Susan Eichenholtz, Marcia Singer, and Karen Siris, Adelphi University

This symposium addresses the impact of partnerships and collaborations on the development of leadership through three areas of action-research: 1) pre-service coursework, exploring challenges, procedures and resistance to data-sharing by administrators in the field; 2) the use of action-research on students after program completion; and 3) the impact of action-research on school leaders and teachers within a professional setting.

#### **10.10, Grand Ballroom, Salon D**

*Symposium: The Learning Leader: Leading 21st-Century Schools for Effective Data Use*

Organizer: Jeff Wayman, The University of Texas at Austin; Chair/Discussant: Meredith Honig, University of Washington

Participants: Elizabeth Goodnow, Jeff Wayman, and Mary Alice Deike, The University of Texas at Austin; Michael S. Knapp and Sue Feldman, University of Washington; Sam Stringfield, University of Louisville

Burgeoning literature on educational data use has identified leadership as critical to the success and sustainability of any data initiative. As researchers continue to explore various leadership perspectives, new thinking is beginning to emerge not only about what effective leaders may do to enable data use, but various leadership frameworks that may be applied to enable data use. The four papers in this symposium provide leading-edge thinking on leadership for effective educational data use, examining transformational leadership, instructional leadership, leadership and the accountability context, and leadership within High Reliability Schools.

#### **10.11, Grand Ballroom, Salon J**

*Symposium: Leadership For Learning: A Focus on District-School Partnerships*

Organizer: Karen Seashore Louis, University of Minnesota; Chair/Discussant: William Firestone, Rutgers University

Participants: Karen Seashore Louis, University of Minnesota; Kenneth A. Leithwood, Blair Mascal, Stephen Anderson, and Tiiu Strauss, OISE/University of Toronto

Recent studies of school districts have begun to focus on the links between district work and what happens in schools. This symposium will examine 3 critical arenas in which district and school work intersect: (1) Developing comprehensive approaches to curriculum and instruction, (2) investing in instructional leadership, and (3) use of evidence for planning, organizational learning, and accountability. Three papers will be briefly presented, and will be used as a basis for generating discussion around the district's role in promoting school improvement in these areas.

## 10.12, Platinum Ballroom, Salon 1

Paper Session: *School Personnel II: Employee Benefits and Compensation*

Chair/Discussant: Phyllis Hensley, California State University-Pomona

### *A Comparison of Essential Elements of Administrator Retirement Systems*

Justin Bathon, University of Kentucky; Robert K. Toutkoushian and Martha McCarthy, Indiana University

A literature review revealed that little is known about the essential elements of state pension systems for school administrators and how those elements interact to compensate retired school administrators through deferred compensation packages. This study examines the elements of school administrator pension systems across six states and, using a sensitivity analysis, compares the favorability of the policies and the most sensitive elements of state pensions systems to potential policy changes.

### *An Assessment of Pay Discrimination for Female Middle School Principals in the Public School Setting*

Ila Phillip Young and Donald Reimer, University of California-Davis; Karen Young, Fresno Unified School District

Past research addressing pay discrimination for females indicates that they receive less than their male counterparts holding certain building level principals in the public school setting. These findings are based on sampling that confound pay outcomes with district pay practices, and models that are underspecified relative to variables purported to influence pay but are unrelated to the sex group of the principals. These oversights are addressed and results are different.

## 10.13, Platinum Ballroom, Salon 2

Special Session: *Memorial Session for Dr. Lenoar Foster*

Organizer: Mark A. Gooden, The University of Texas at Austin; Laura McNeal, Michigan State University

Facilitator: Mark A. Gooden, The University of Texas at Austin

Participants: Paul Pitre, Washington State University; Michael Dantley, Miami University; Laura McNeal, Michigan State University

This session will honor the work and contributions of Dr. Lenoar Foster who was serving as interim dean of the Washington State University College of Education at the time of his passing. Prior to that he served as associate dean of the WSU College of Education and in that role his duties included stimulating, coordinating, reviewing and tracking research proposals and awards for faculty and graduate students. Foster spearheaded several new and innovative academic initiatives within the WSU College of Education, while acting as a mentor to numerous junior faculty members and graduate students. He also supervised staff in the Office of Graduate Studies and reviewed curriculum changes for graduate programs. Dr. Foster's areas of research included school principals, school reform/restructuring, socio-cultural influences in schools, higher education, and historically black colleges and universities. In doing his work, he drew from historical sources to disaggregate those qualities and strategies employed by African American school administrators and teacher leaders that served as clarion calls for achievement and positive engagement by African American students. Dr. Foster believed these same qualities and strategies should be exemplars of the types of leadership styles employed by administrators and teacher leaders who work in schools populated by large numbers of African American students today.

### *Keep Updated on UCEA News!*

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If you would like to receive the UCEA Review, contact us at (512) 475-8592.

Friday, 3:40-5:00 p.m., 5:10-6:20 p.m.

**10.14, Platinum Ballroom, Salon 7 (NOTE: Session Meets 4:30-6:30 p.m.)**

Special Session: *An Evening with the Scholars*

Organizers: Organizers: Bradley Carpenter, University of Texas; Heather Price, University of Notre Dame; Tirza Wilbon White, Emory University; Carl Keys, University of Virginia

Presenters: Scott McLeod, Iowa State University; Sara Dexter, University of Virginia

Sponsored by AERA Divisions A & L, this session is intended to provide graduate students with an opportunity to hear experienced scholars share research interests that address the convention's theme, to interact through Q&A with respected scholars in an intimate setting, and network with leading scholars and peers. The topic of the session will be the use of social media for scholarship and sharing thinking.

## **Session 11, Friday, 5:10-6:20 p.m.**

### **11.1, Orange County Ballroom, Salon 1**

Paper Session: *Principal Communication, Influence, and Trust*

Chair/Discussant: Matthew Militello, North Carolina State University

#### *Principal Influence and Faculty Trust: The Organizational Hand That Fits The Efficiency Glove*

Adrian Flores, Page Smith, and Betty Merchant, University of Texas at San Antonio

Recent research identifies leader influence and trust as powerful organizational tools. To be sure, school leaders can benefit from understanding how principal influence affects faculty trust, a known factor contributing to campus effectiveness. Thus, the primary objective of this study is to explore the relationships between principal influence and three dimensions of faculty trust in middle schools, and address to what extent principal influence is a predictor of organizational trust.

#### *Different Roads Lead To Teachers' Organizational And Professional Commitment*

Ronit Bogler, The Open University of Israel; Adam Eytan Nir, The Hebrew University of Jerusalem

The study aims to explore the antecedents of teacher's organizational and professional commitment. Data were collected from 841 teachers employed in 118 Israeli schools. Multiple regression analyses revealed that organizational characteristics such as organizational effectiveness, teachers' loyalty to the principal and extrinsic job satisfaction were significant predictors of organizational commitment. Job-related attributes such as autonomy at work, intrinsic job satisfaction, job stress, role conflict, and job workload predicted professional commitment.

#### *A Case Study Of Principal Communication Strategies And Skills For Building Trust In An Urban Elementary School*

Shangmin Choi, The University of Texas at Austin; Yeonjai Rah, Korea University

Communication and trust are important aspects of leadership. As mentioned earlier, the fundamental purpose of NCLB is to raise student achievement and close the achievement gap between disadvantaged and minority students and their peers (Prince, 2004, p. xi). Many principals and teachers are striving to do something for that, but the many of them are only a short term treatment, not last and keep going. So we need more fundamental change of school and school leadership to sustain of the results of school change and reform efforts. The answer will be a strong trust relationship through effective communication between principals and teachers, particularly principals' communication strategies and skills.

#### *Trust In Instructional Supervision Relationships During Times Of High Stakes-high Accountability*

Kathryn Ann Singh, San Diego State University

Preliminary findings from a study examining levels and types of trust occurring in elementary school level instructional leadership relationships in 6 program improvement schools in Southern California, will be shared. During these high stakes, high accountability times, schools find themselves answering to two "masters" - No Child Left Behind requirements and teaching for the XXI century. Has instructional leadership changed as a result of this dichotomy? How do program improvement schools strive to improve test scores while at the same time maintaining positive and productive collaborative and trusting relationships?



**11.2, Orange County Ballroom, Salon 2**Paper Session: *Leadership for School Improvement Part II: Capacity Building and Decline*

Chair/Discussant: L. Nan Restine, Texas Woman's University

*Downward Spirals, Boiled Frogs, and Catastrophes: Examining the Rate of School Decline*

Craig D. Hochbein, University of Louisville

This paper examines the validity of commonly held assumptions about how schools develop into chronic low-performers by examining the rate of school decline. Using latent growth model analysis of schools with declining English/language arts performance during a six year time span, the researcher attempts to confirm if decline manifests a gradual, accelerating, or catastrophic process.

*Reshaping a School Crisis Response Culture: Evolution of a Crisis Management Team*

Yi-Hwa Liou, University of Wisconsin - Madison

This study aims to understand how school principals reshape a crisis management team (CMT) by applying a crisis response culture model. Traditional linear models of analysis fail to successfully address school crisis situations. A case study approach administered at one Midwestern 4K-12 school offers an in-depth examination of the crisis context and responses. Findings projected that a crisis response culture model help CMT perform flexibly under crisis situations.

*Examining the Effects of Collaborative Leadership and School Capacity Building on School Academic Improvement*

Ronald H. Heck, University of Hawaii at Manoa; Philip Hallinger, Institute of Education, Hong Kong

We propose that longitudinal multilevel models are a potentially powerful means of capturing the effects of leadership in organizations. Our proposed reciprocal effects model emphasizes dynamic organizational components of school leadership, capacity building, and achievement that influence each other over time within one simultaneous model. Results provide support for the proposed theoretical model.

**11.3, Orange County Ballroom, Salon 3**Paper Session: *Multiple Perspectives on Instructional Leadership*

Chair/Discussant: Karen Jackson, University of Utah

*The Impact of Principals' Distributed Leadership on Instructional Practice in Slovenia: A Global Comparison*

Alexander W. Wiseman and Sonja Sentocnik, Lehigh University

Using data from the new OECD Teaching and Learning International Survey (TALIS) and unique qualitative interview data, this study compares the impact of principals' distributed leadership practices on teachers' instructional activity, using Slovenia as an internationally comparative test case. The results of this study provide international evidence of how different models for distributed leadership shape the school environment and instruction, specifically.

*Leadership for Student Learning*

Jean Cate, Linda Atkinson, and Janis Slater, University of Oklahoma

The need for 21st century knowledge and skills is a national priority. Yet, bringing the 21st century skills to school is a slow and cumbersome process. Leadership, professional development and school-university networks facilitate change. The purpose of this study is to analyze the relationships among school leadership, professional development, and university-school networks in schools as they implement content-specific teaching reforms. The findings indicate that leadership is critical to teacher reform initiatives.

*Instructional Leadership Exercised by American and Chinese Principals: A Comparative Case Study*

Qian Sun, State University of New York at Buffalo

This presentation attempts a comparative case-study focused on how two high school principals — one in the United States and one in China — exercised instructional leadership under two different national policies and systems. While showing

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significant differences in their respective leadership approaches, the study also shows, surprisingly, similarities in how they address issues such as accountability, changing school cultures, and the de-privatizing of professional practices.

*Instructional Leadership and Assessment for Learning: A Case Study*

Liz Hollingworth, University of Iowa

This case study describes how one school district is implementing the new Iowa Core Curriculum by creating time and space for professional conversations about student achievement, which includes teaching, learning, and formative assessment. Transcripts and artifacts are analyzed using a theoretical framework which draws on the work of Black and Wiliam (1998) on "Assessment for Learning" to inform how school leaders are serving in new capacities across the state.

**11.4, Orange County Ballroom, Salon 4**

Paper Session: *Principals, Leadership and Conceptualizing Instructional Leadership*

Chair/Discussant: William Kyle Ingle, Bowling Green State University



*Perspectives on the Principal's Role as Instructional Leader: A Review of the Literature*

Karin Katterfeld, Glenn T. Colby, Paul Cobb, and Thomas Smith, Vanderbilt University

This paper reviews the instructional leadership literature from both the policy and administration field and the math education field. It develops an integrated framework for understanding the expectations of principals' role as instructional leaders as well as the skills and knowledge that are required. Instructional leadership theories need to be translated into practices for real-life administrators. Reconciling findings from policy research and from content-area research helps move this direction.

*Thinking About Instructional Leadership: An Exploration Of Educational Leaders' Perceptions, Values, And Beliefs Of A Specialized Body Of Knowledge In Reading As It Relates To Their Baseline Knowledge.*

Shana Goldwyn, University of Cincinnati; Laura Lang and Carol McDonald Connor, Florida State University

This qualitative study focuses on understanding the perceptions and beliefs of educational leaders surrounding the content area of reading. Educational leaders were interviewed about their perceptions and beliefs, including how they define specialized body of knowledge, how they provide instructional leadership behaviors in reading, where they gain new knowledge in reading, and who they believe are the reading leaders in their school. This was further examined by looking at the levels of domain knowledge as they relate to principal perceptions and beliefs.

*Secondary English Language Learners: The Principal's Role in Providing Quality Instructional Leadership for ELLs*

Rebecca Bustamante, Sam Houston State University

English language learners (ELLs) are the fastest growing student group attending in University's secondary schools. Studies indicate ELLs are not graduating from high school at the same rate as other groups. Researchers suggest principals are essential to reform efforts to improve the academic achievement of adolescent ELLs. Results will be shared from a study examining secondary principals' attitudes toward ELLs, knowledge of researched-based instructional strategies, and leadership for ELL college-readiness.

*Revisiting Linear, Relational, Organic, and Prophetic Conceptions of Principal Instructional Leadership: Exploring a Grounded Theory*

Ulrich C. Reitzug and Deborah L. West, University of North Carolina at Greensboro

This study follows an earlier study of that identified four primary ways principals perceive their instructional leadership: relationally, linearly, organically, and prophetically. The initial study included 20 principals, most from the same district; this study included 21 more principals from 10 states. The study was qualitative and used grounded theory methods. Data were collected via principal interviews. The intent of data analysis was to develop a grounded theory of principal instructional leadership.

**11.5, Grand Ballroom, Salons A & B**Paper Session: *Leadership Preparation: Dynamics of District-University Partnerships*

Chair/Discussant: Floyd Beachum, Lehigh University

*The Advantages and Disadvantages of District-University Partnerships for Preparing Future Principals: Multiple Perspectives from Cohort Stakeholders*

Connie L. Fulmer, University of Colorado Denver

While few could argue that preparing future leaders can best be accomplished by collaborative partnerships between university preparation programs and local school districts, there are advantages and disadvantages of these partnerships. This paper outlines the advantages of these partnerships to deliver principal preparation and then details the disadvantages of these collaborative partnerships from the perspectives of various stakeholders in the partnership: university personnel, district partners, and students in these cohorts.

*Developing Laboratories Of Practice: An Interim Assessment of A Redesigned Internship In A University-School Districts Partnership*

Jon G. Crawford, Teresa Akinyi Wasonga, and Charles Howell, Northern Illinois University

The paper reports on progress with implementing a multi-year study of superintendency internship for education administration doctoral candidates. Five public school districts have formed a consortium to sponsor the program, and district leaders are participating in the design of the internship, which is extended over eight semesters, integrated with coursework, and designed to afford interns the opportunity to work on actual problems of practice within their own school districts.

*Building Bridges Between Knowledge and Practice: A Case Study on The Development of a University-School District Leadership Preparation Program Partnership*

Steve Myran, Karen Sanzo Crum, and Jennifer Karyn Clayton, Old Dominion University; Rick Bowmaster, Northampton County Public Schools

This paper describes the enhancement of a university-district partnership and its efforts identify and train to 2 cohorts of qualified candidates to fill anticipated principalship vacancies as veteran administrators begin retiring in the near future. Unlike the typical offering of discrete courses, internship, and single credentialing event at program close, the partnership program uses an interdisciplinary approach to address local district needs, state credentialing requirements, and national leadership standards. Research questions focused on how the enhancement of the university-district partnership may help to more effectively 1) embed leadership preparation in the context of practice, 2) increase the inclusion of district voice in university-based preparation programs, 3) build better bridges between knowledge and practice, 4) facilitate pressing unchallenged assumptions that exist in districts about who and what makes a good leader. In addition we will explore how the active engagement by practicing principals and other school leaders who serve as mentors may help to enhance authenticity of the training experience.

**11.6, Grand Ballroom, Salons G & H**Special Session: *International Research in Educational Leadership: Funding and Conducting Your Work Abroad*

Session Organizer: Jeffrey S. Brooks, University of Missouri

Participants: Bruce Barnett, University of Texas - San Antonio; Anthony H. Normore, California State University-Dominguez Hills

In this session, participants will discuss international research and funding opportunities in the area of educational leadership. The session will feature a presentation by a J. William Fulbright Senior Scholar, who has also served as a member of a Fulbright selection committee. The session will conclude with a question/answer period and an open conversation so that attendees can share possibilities.

**Learn more about the UCEA online interview series at:**  
[www.ucea.org/interview-series](http://www.ucea.org/interview-series) or [www.blogtalkradio.com/ucea](http://www.blogtalkradio.com/ucea)

Friday, 5:10-6:20 p.m.

#### **11.7, Platinum Ballroom, Salon 4**

Innovative Session: *Lessons Learned: Transitioning from K-12 to the Professoriate*

Session Organizer: Deborah Erickson, California Lutheran University

Participants: Gary Kinsey and Phyllis Hensley, California State Polytechnic University, Pomona

At first glance, transitioning from K-12 education into the professoriate seems easy and seamless. The transition from being a site or district administrator to university professor appears to effortless; however, higher education brings its own challenges. Within the next decade, a record number of adjunct and full-time positions will be needed to replace retiring faculty. This paper discusses ways in which new professors can be assisted in assimilating to the university setting and building positive relationships in their new career.

#### **11.8, Grand Ballroom, Salon K**

Innovative Session: *Critical Choices in Educational Leadership Program Redesign: Learning How to Create Transformation Using a Mantra*

Session Organizer: Ann Sundstrom Allen, Western Carolina University

Participants: Ann Sundstrom Allen, Lucian Szlizewski, Frederick C. Buskey, Kathleen Topolka Jorissen, and Jacqueline Jacobs, Western Carolina University

This is a working session. The purpose is to provide participants with guided practice in creating a mantra so that they will be able to experience the power of developing a mantra and the importance of being able to revisit that mantra in the development and examination of a principal preparation program. Participants will have enough experience in technique to take it back to their own program redesign teams.

#### **11.9, Grand Ballroom, Salon C**

Conversation/Dialogue: *Reflecting on the Preparation of Future School Leaders: An Exercise in Transformational Dialogue*

Session Organizer: Barbara Pazez, University of Texas at Austin

Participants: Jacob Williams, Meagan Sumner, Melissa Todd, Tanesha Brewton, and Tracy Epp, The University of Texas at Austin

Through a conversation and dialogue, this session will provide a description of the inclusion of a transformational dialogue process embedded within a core course required for graduate students across the Department of Special Education and Department of Educational Administration, Trends and Issues in Special Education Administration. Participants in the course will present their reactions to the process, lessons learned, and overview of findings that emerged. Audience participation will be facilitated through a "cafe" style format designed to elicit answers to questions about the purpose of administrator preparation programs within the context of 21st century education and begin reflection on the potential redesign of educational leadership preparation programs within each participant's institution, state, and UCEA.

#### **11.10, Grand Ballroom, Salon D**

Conversation/Dialogue: *A School Leader Preparation Cohort Partnership Program Between a University and Local School Districts*

Session Organizer: Robert E. Kladifko, California State University, Northridge

Participant: Angel Barrett, Plummer Elementary School, Los Angeles Unified School District

For over five years our university and local school districts have implemented a cohort partnership program for the preparation of school leaders. As a result, our university has had an enrollment that ranks the highest in the state. Information will be shared by a panel of a professor, principal and graduate regarding the design and delivery of the program and its impact on the leadership skills of our graduates.

#### **11.11, Grand Ballroom, Salon J**

Symposium: *Developing the Next Generation of Culturally Responsive Leaders: The Role of Action Research in a University Educational Leadership Program*

Participants: Erica K. Yamamura, Jennifer Jacobs, Jeremy Stoll, and Shanell Douglas, Texas State University, San Marcos

There is limited attention to the process through which students in educational leadership programs effectively develop as culturally responsive leaders. In particular, there are few studies on the ways educational leadership faculty structure these

Friday, 5:10-6:20 p.m., 6:30-10:00 p.m., Saturday, 7:00-8:00 a.m.

opportunities and how students experience developing such capacities. This symposium explores faculty and student experiences using action research as a tool to develop culturally responsive leadership. Implications for research and leadership preparation programs will be discussed.

### 11.12, Platinum Ballroom, Salon 1

Conversation/Dialogue: *Educational Leadership Programs: From Distinction to Extinction?*

Session Organizers: Latish Reed, University of Wisconsin-Milwaukee; Lisa Bass, University of Oklahoma

Participants: Michelle D. Young, University of Texas at Austin; Michael Dantley, Miami University; Eric Gallien, University of Wisconsin-Madison; Derrick D. Jordan, University of North Carolina-Chapel; Verna Ruffin, University of Oklahoma; Janelle T. Scott, University of California - Berkeley

Recognizing the recent upsurge of alternative administrator preparation programs, this session seeks to investigate the components and possible implications of the growing number of alternate leadership preparation programs. The session promises to engage in meaningful dialogue regarding the preparation of educational leaders. Embracing the convention theme, "Leading for Learning: Reflecting on Innovative Practices and Partnerships," this dialogue/conversation evokes discussion around several of the convention's guiding theme questions.

## **General Session 3: Brock Prize in Education Lecture & UCEA Annual Banquet Session 12, Friday, 6:30-10:00 pm.**

Grand Ballroom, Salon F

**\* Pre-Registration and Ticket required for entry.**

Welcome and Introductions:

Mariela Rodriguez and Alan Shoho, University of Texas at San Antonio

Brock Prize in Education Lecture:

Dr. David Berliner

Introduced by Ed Harris, Brock Prize in Education



*Why School Administrators Need An Understanding Of Curriculum And The Guts To Fight For One That Makes Sense*

Data will be presented showing a severe narrowing of the curriculum since NCLB began, especially for the poor, but with no gains in performance in the curriculum areas being emphasized. Data also informs us about what the public wants in the way of curriculum. How those goals can be achieved will be discussed.

***The banquet is \$50 and you must pre-register to attend.***

***The price of the banquet includes a book signing, reception (cash bar), keynote speaker, with dinner/dessert to follow.***

***Please purchase tickets early as seating is limited!***

### **Session 13, Saturday, 7:00-8:00 a.m.**

#### **13.1, Orange County Ballroom, Salon 1**

Meeting: *AERA Leadership for Social Justice (LSJ) SIG Meeting*

Participants: Jeffrey Brooks, University of Missouri - Columbia; Leslie Hazle Bussey, Southern Regional Education Board; Brad W. Kose, University of Illinois-Urbana Champaign; Whitney H. Sherman, Virginia Commonwealth University; George Theoharis, Syracuse University; Anjalé Welton, University of Texas - Austin

**Saturday, 7:00-8:00 a.m., 8:10-9:30 a.m.**

**13.2, Orange County Ballroom, Salon 2**

Meeting: *UCEA Ethics Committee Meeting*

Session Organizers: Joan Poliner Shapiro, Temple University; Adrienne Hyle, Oklahoma State University

Participants: Paul Begley, Nipissing University (Canada); James R. Crawford, University of Nevada, Las Vegas; Patricia A. Ehrensall,

George Washington University; Steven Jay Gross, Temple University; Sean Hughes, University of Pittsburgh; Marla Israel,

Loyola University Chicago; Lyse Langlois, Université Laval; Joseph Murphy, Vanderbilt University; Kathy Sernak, Rowan

University; Jacqueline Stefkovich, Penn State University; Karen Evans Stout, Lehigh University

**13.3, Orange County Ballroom, Salon 3**

CLOSED SESSION: *UCEA Center for the Study of School Site Leadership Meeting*

Session Organizer: Stephen L. Jacobson, University at Buffalo - SUNY

Participants: Invited Colleagues

**13.4, Orange County Ballroom, Salon 4**

Meeting: *Voices 3 Meeting*

Session Organizer: Michele Acker-Hocevar, Washington State University; Rhonda McClellan, University of Texas at Arlington

Participants: Voices 3 Colleagues & People interested in Voices 4

**13.5, Grand Ballroom, Salons A & B**

Meeting: *Latina/o Research Issues SIG Meeting*

Session Organizer: Gerardo R. López, Indiana University

Participants: Monica Byrne-Jimenez, Hofstra University; Sylvia Mendez-Morse, Texas Tech University; Maria Luisa Gonzalez,

New Mexico State University; Frank Hernandez, Hamline University; Augustina H. Reyes, University of Houston; Enrique

Aleman, University of Utah; Elizabeth Murakami Ramalho, Mariela Rodriguez, and Maricela Oliva, University of Texas at San

Antonio; Pedro Reyes, University of Texas at Austin

**13.6, Grand Ballroom, Salon C**

Meeting: *UCEA Center for the Study of Leadership and Ethics Meeting*

Session Organizer: Paul Begley, Nipissing University (Canada)

**13.7, Grand Ballroom, Salon D**

Meeting: *UCEA Center for Educational Leadership and Social Justice Meeting*

Session Organizer: James E. Henderson, Duquesne University

**Session 14, Saturday, 8:10-9:30 a.m.**

**14.1, Orange County Ballroom, Salon 1**

Paper Session: *Teacher Practices, Effectiveness, and Trust*

Chair/Discussant: Brenda McMahon, Florida State University



*Examining Teachers' Decisions To Violate Academic Policies: The Role Of Ethical Paradigms And Values*

Talesa Kidd, Mario S. Torres, and Jean Madsen, Texas A&M University

As public servants, teachers are entrusted to uphold the public good through personal integrity and competence. This study investigates the affect of values and ethical paradigms on a teacher's behavior in respect to academic misconduct. It highlights that schools maintain academic policies and habits that are misaligned with the concept of learning for all, and it suggests methods to reduce system conflict and promote actions that facilitate student achievement.

*Teacher Beliefs and Practices in the United States and China: A Comparative Analysis*

Leslie Grant, Xianxuan Xu, and James H. Stronge, The College of William and Mary; Catherine A. Little, University of Connecticut; Yaling Sun, Yunnan Normal University

What are the qualities of national award-winning teachers from the United States and China? This session will present the findings of an international comparative study that focuses on the beliefs and practices of outstanding teachers in both countries. Emergent themes from interview data will be presented along with a comparative analysis of outstanding teaching in the United States and China.

*Nontraditional Public School Teachers: What Does the Data Tell Us About Who They Are and The School Districts in Which They Work?*

Christina Hart, Vanderbilt University

This study uses data from four consecutive cycles of the University's Department of Education's Schools and Staffing Survey to analyze characteristics of first year nontraditional teachers and the school districts in which they work. A profile of nontraditional teachers will help educational leaders and policymakers gain a better understanding of whether or not public school districts are effectively recruiting nontraditional teachers to shortage areas and hard-to-staff locations.

*How Does the Organizational and Policy Context of Schools Influence New Teachers' Visions of High-Quality Math Instruction?*

Thomas Smith and Kerri Tobin, Vanderbilt University; Eric Hochberg and Enakshi Bose, University of Pennsylvania

The extent to which teacher conceptions of high quality math instruction are aligned with current reforms in mathematics education is shaped by a variety of factors, including the organizational and policy context of their school and district. This study investigates the extent to which new teachers' conceptualizations of high quality math instruction are influenced by the organizational and policy context in which they work.

*Teacher Trust of Mentor Scale Development*

Roxanne M. Mitchell and C. J. Tarter, The University of Alabama; Fino Celano, St. John's University

The purpose of the study was to develop an instrument to measure the trust between a teacher and their mentor. Using Hoy and Tschannen-Moran's (1999) conceptual definition of trust the authors constructed a 14 item Likert-type scale to measure a teacher's perceptions of trust for their mentor. Items on the scale closely mirrored items on the Omnibus Trust Scale. This instrument was administered to 91 graduate students in a private metropolitan campus. Responses were analyzed using principal components analysis with varimax rotation. One strong factor emerged (eigenvalue = 10.24) that explained 73.15% of the variance in the teacher trust of mentor items.

**14.2, Orange County Ballroom, Salon 2**

Paper Session: *Leadership Preparation: Curriculum Content, Issues, and Concerns*

Chair/Discussant: Tallulah Crawley-Shinault, Texas Woman's University

*Transforming Principal Preparation: From Ed. Admin to Leadership for Social Justice*

Sarah Nelson, Israel Aguilar, and Juan Nino, Texas State University-San Marcos

This paper highlights the process one principal preparation program utilized to transform itself from a traditional program focused on educational administration to a one that explicitly aims to develop education and community leaders with the knowledge, skills, and disposition to be leaders for social justice. Drawing from the literature on social justice leadership, the researchers examined 18 years of capstone projects to find evidence of programmatic change. The findings suggest that committed faculty can institute curricular change that results in more equity oriented school leaders.

*Examining Practices within the Graduate Classroom: What Are We Not Addressing About Race and Racism and Why?*

Bradley W. Carpenter and Sarah Diem, The University of Texas at Austin

We present an exploratory study seeking to provide insight as to how white scholars, both students and professors, within educational administration PhD programs perceive themselves in a racialized scholarly context. Relying upon qualitative

Saturday, 8:10-9:30 a.m.

data gathered through focus groups and semi-structured interviews, this study provides implications for educational leadership preparation programs as they work to best prepare tomorrow's leaders for the highly contentious political environment existent within today's public school settings. The qualitative data presented in this paper is analyzed through the lens of Critical Race and postmodern theories in an effort to provide a thorough interrogation of how future school leaders and their professors interact with issues of race and racism.

*It Begins From Within: Conceptualizing a 'Catalytic Perspective' for School Leaders*

Christa A. Boske, Kent State University

This paper furthers discussions centered on a new conceptual model entitled catalytic perspective. Considerations are given to the tenets of transformational and transformative leadership, cultural proficient leadership, ethical validity and moral imagination. The model creates spaces for school leaders to cultivate a new storied self, look within and respond to the value-laden practices and policies associated with oppressive school practices.

*Leadership Preparation for Global Learning: Matching Good Intentions with Good Practice*

Janis Fine, Loyola University Chicago

This paper will present a framework for how to move global learning beyond the partial, episodic and disconnected approach found in most educational leadership programs today. By providing a global framework to guide this development, tomorrow's educational leaders will be provided with the learning they need to address the problems they will face in the future. Such a strategy aims to revitalize educational leadership preparation programs and increase student engagement by showing the relevance of global knowledge to education's most urgent social, ethical, and civic challenges.

### 14.3, Orange County Ballroom, Salon 3

Paper Session: *Examining the Political Dynamics of Leader Influence*

Chair/Discussant: Brendan D. Maxcy, University of Missouri

*Innovative Public Engagement Practices and Partnerships: Lifting Stakeholder Voices in Education Accountability Policy*

Robert Knoeppel, Curtis Brewer, Monica Alyssa Wills, Jane Clark Lindle, James Witte, and Roy Pargas, Clemson University

In 2008, South Carolina revised its 1998 Educational Accountability Act and required public engagement with stakeholders. The legislation created partnerships between SC's Education Oversight Committee (EOC) and one of SC's public universities. The project also brought together within the university the fields of Applied Sociology, Computer Science, and Educational Leadership. The project involved mixed methods using phone/web surveys with focus groups eliciting perceptions from key stakeholders and under-represented voices in the surveys.

*Increasing School Autonomy: Using Policy Inducements To Impact Schools' Relationships With The Central Office.*

Anysia Peni Mayer, Casey Cobb, Morgaen Donaldson, Shuana Tucker, Marlon James, Vanessa E. Kass, and Jason Irizarry, University of Connecticut

This study directly examines the organizational relationship between the central office and school. Findings have implications for district and building level leaders who seek to make schools more autonomous. For many districts, the promotion of school-based autonomy requires a fundamental cultural shift in how they view schools and their role in relating to schools. To what extent and under what conditions should district leaders maintain an accountability or supportive focus?

*Analyzing Principal Influence Tactics From A Cross-cultural Perspective: Do Preferred Influence Tactics And Targeted Goals Differ By National Culture?*

Ibrahim Duyar, University of Arkansas-Little Rock

This empirical study investigated whether the embraced national culture was a distinguishing factor of groups in their selection of preferred influence strategies and the targeted educational goals by public school principals in Turkey and the United States, two culturally diverse countries. By employing a pseudo-etic cross-cultural research methodology and a relational causal-comparative research design, the study first tested the reliability and construct validity of POIS (S) influence



scale both in the Turkish context and in the public education contexts of two countries. The multivariate analyses strongly supported the literature in regards to the culture specific-nature of leadership influence practices and it identified the national culture as a significantly distinguishing factor of Turkish and American principals in their preferred influence tactics. Similarly, the national culture was also a significantly distinguishing factor of groups in principals' targeted educational goals.

#### 14.4, Orange County Ballroom, Salon 4

Paper Session: *Leadership for Diverse Learners In Elementary Schools*

Chair/Discussant: Patricia Holland, University of Houston



##### *How White Female Elementary Teachers Construct Their Perceptions of Black Male Students in the Elementary Classroom*

Leigh Woods, California State University, Long Beach

This qualitative research study, through first person narratives, will analyze White female teachers' perceptions of Black male students. The outcome of this study could provide broader awareness of the systemic biases that occur in the educational setting. Using the theoretical framework of Whiteness Theory and White Identity Theory, this research study intends to analyze if and how teachers perpetuate hegemonic practices that contribute to the academic failure of Black males.

##### *North Carolina's African-American Males And No Child Left Behind: A Statistical Analysis Of The Achievement Gap On Race And Gender*

Fredrick O. Hill, Tupelo City Schools (MS); Daniel M. Miller, North Carolina A&T State University

The purpose of this study was to examine the educational achievement level of African-American males in North Carolina schools in the context of No Child Left Behind NCLB. The study sought to examine the level of achievement for African-American males versus their ethnic, racial, and gender counterparts and to explore the potential relationship between a few select external variables and any difference in racial and gender performance. More specifically, the study intended to examine the much talked about "achievement gap" and view it in the context of NCLB and the State of North Carolina's implementation of standards and testing over time.

##### *Balancing Accountability and Ethics: A Case Study of an Elementary School Principal*

Dottie Hall and Martha Ovando, University of Texas at Austin

The purpose of this case study was to identify and describe ethical leadership practices used by an elementary principal to balance pressures of accountability while supporting teaching and learning and meeting the needs of students, teachers, and parents. The No Child Left Behind Act has placed additional burdens on educators. This case study may assist development of pre-service programs to prepare future ethical school leaders and guide policy recommendations.

#### 14.5, Grand Ballroom, Salons A & B

Symposium: *International Collaborations in Educational Leadership: A Cross-Cultural Partnership for Scholars and Educational Leaders*

Session Organizer: Encarnacion Garza, University of Texas at San Antonio; Chair/Discussants: Paul V. Bredeson, University of Wisconsin-Madison; Olof Johansson, Helene Årlestig, and Monika Törnsén, Umeå University (Sweden); Betty Merchant, Elizabeth Murakami Ramalho, and Rebecca Elaine Garza, University of Texas at San Antonio

The purpose of this symposium is to discuss the data of a three-year international collaborative between researchers and practitioners from Sweden and the United States. The team will present three papers for discussion. The first paper describes the evolution and history of the collaborative. The second examines the issues of accountability and high-stakes testing. The third explores the challenges of globalization and the increase of racial and ethnic diversity.

#### 14.6, Grand Ballroom, Salons G & H

Special Session: Wallace Foundation Strand Session II: *Leadership for Learning Improvement in Urban Schools*

Presenters: Michael S. Knapp and Bradley Portin, University of Washington; Mark Smylie, University of Illinois at Chicago

This session would focus on findings from Strand 1 of a 3-strand empirical research project that looks at districts undertaking serious reform initiatives. Strand 1 examines how schools are evolving new conceptions of leadership roles

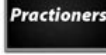
Saturday, 8:10-9:30 a.m.

that distribute leadership among different school staff, including, but not limited to, the principal, to maximize support for the improvement of teaching and learning. This session will consider how urban school leaders—both those in supervisory roles and others (primarily teacher leaders) who assume full- or part-time nonsupervisory positions—work together within a demanding high-accountability environment to direct, guide, and support instructional improvement efforts.

#### 14.7, Platinum Ballroom, Salon 4

Paper Session: *School Law II: Race and Diversity Issues*

Chair/Discussant: Justin Bathon, University of Kentucky



##### *Corruption in the Higher Education Industry: Legal Cases in the Context of Change*

Ararat Osipian, Vanderbilt University

Corruption in higher education has long been neglected as an area of research. This paper addresses the question: How is corruption in higher education understood and defined in legal cases, what particular cases receive more attention, and how these cases correlate with the major educational reforms, changes, and socio-economic context in the nation? It analyses records of selected legal cases devoted to corruption in the US higher education sector.

##### *Parents Involved and Race-Conscious Measures: The Case of Nine*

Joseph Oluwole, Montclair State University

This paper examines the June 2007 Supreme Court decision in *Parents Involved in Community Schools v. Seattle School District No. 1*. This case completely changed the legal and policy landscapes with respect to the voluntary use of race-conscious measures in school districts with profound implications for school districts and minority students. This paper analyzes the *Parents Involved* decision and presents the various implications of the decision. We analyze the nine pre-*Parents Involved* court cases involving race-conscious measures in schools to determine their continued viability. The paper concludes with guiding principles for school districts with voluntary race-conscious measures similar to those in the nine cases.

##### *Designing Public School Diversity Policy Post Seattle: In Search Of A Legal Logic Of Action*

Mario S. Torres and Lixia Qin, Texas A&M University

This study examines the case of *Parents Involved in Community Schools v. Seattle School District No. 1* (PICS, 2007) and its implications for school policy and governance. In PICS, the Court struck down two race-conscious school assignment plans aimed at achieving greater racial integration in the schools. While many were quick to condemn the ruling, the findings of this study suggest legal conclusions drawn in Seattle offer a roadmap that was previously unavailable with respect to informing policy and practice.

#### 14.8, Grand Ballroom, Salon K

Paper Session: *Technology Leadership and Learning*

Chair/Discussant: Michelle Collay, California State University - East Bay



##### *A Case Study Investigation of the Impact of Communicative Technologies on Classroom Technology Integration*

Nicole Watkins, Brenda Craige, Leslie A. Williams, and Scott Charlson, University of Oklahoma

This study investigates the impact of an online professional development community on classroom technology integration. The impact of the online professional development community is measured both quantitatively and qualitatively to determine how it has affected technology integration into the curriculum as well as teacher collaboration and communication.

##### *Increasing Student Achievement by Creating Technology-Enriched Learning Communities*

Leslie A. Williams, Linda Atkinson, Jean Cate, and Gregg Garn, University of Oklahoma; Mary John O'Hair, University of Kentucky

Traditional structures common in today's schools limit teacher and student learning. Technology is often not integrated into instruction in these schools. This longitudinal study provided empirical evidence of relationships between professional learning communities and technology integration to provide capacity building opportunities for schools. Findings from a mixed methods investigation in six samples, impacting over 46,000 students and 3,200 teachers, indicated a synergistic relationship

between learning community development and technology integration.

*Technological Change and Youth Digital Media Culture: Leadership Challenges in an American High School*

Craig Martin Peck, Carol A. Mullen, Carl A. Lashley, and John A. Eldridge, The University of North Carolina at Greensboro

What challenges do institutional leaders face as high schools navigate technological change and engage youth digital media culture? To explore this question, we conducted a case study analysis of an American comprehensive high school. We noted 3 technology-related school leadership challenges: problematic support structures, the taxing obligation to simultaneously encourage and “police” student technology use, and the fact youth digital media culture is contesting traditional notions of learning and authority.

#### 14.9, Grand Ballroom, Salon C

Conversation/Dialogue: *A Conversation about Work-Life Balance in the Educational Leadership Academy*

Session Organizer: Joanne Marshall, Iowa State University

Participants: Joanne Marshall, Iowa State University; Floyd Beachum, Lehigh University; Jeffrey S. Brooks, University of Missouri; Kathleen Brown, University of North Carolina-Chapel Hill; Leslie Hazle Bussey, Southern Regional Education Board; Bonnie C. Fusarelli, North Carolina State University; Mark A Gooden, University of Texas at Austin; George Theoharis, Syracuse University; Michelle D. Young, UCEA

This conversation provides a forum for faculty and graduate students in educational leadership to engage the question of how to balance competing demands of work and family. It begins with an overview of the scholarship and introduces a panel of scholars from diverse backgrounds, institutions, positions, and family situations sharing their strategies for managing work and home. It continues with small groups discussing guiding questions. It ends with large group conversation of shared lessons and potential action steps.

#### 14.10, Grand Ballroom, Salon D

Symposium: *Exploring the Pathways to College and Opportunities to Learn for Latinos in Multiple District Contexts*

Session Organizer: Frances Contreras, University of Washington; Chair/Discussants: Frances Contreras, University of Washington;

Gloria M. Rodriguez, University of California-Davis; Kathryn Torres, Irene Sanchez, and Karen O'Reilly Diaz, University of Washington; Monica Esqueda, University of Southern California

This study sought to better understand the opportunities that Latino students and their counterparts have to learn and succeed in school by studying the context for learning, achievement levels, and parent and student perceptions, in high schools and middle schools in high concentration Latino schools, settings and regions. The study draws from a secondary data analysis of achievement, demographic and opportunities to learn data from a state-wide sample. Second, we draw from surveys and interviews in 8 representative districts throughout the state of Washington.

#### 14.11, Grand Ballroom, Salon J

Paper Session: *Leadership Challenges and Issues in Rural Education*

Chair/Discussant: Rhonda McClellan, University of Texas at Arlington

*The Landscape Of The Rural Principal's First Year*

Martha Cray, University of Northern Colorado

This study was designed to uncover the perceived needs of first year principals in rural school settings. Rural district superintendents were asked to identify the perceived needs of their new principal hires and to rate the type of delivery model available to their aspiring administrators. The participants in this investigation were the Colorado superintendents of rural districts with fewer than three hundred students and rural districts with three hundred to six hundred students enrolled.

*Changes in the Wind: Providing Rural School Leadership Development*

Ernestine K. Enomoto, University of Hawaii Manoa

This qualitative study explored how a rural school district serving nine schools in three communities approached

Saturday, 8:10-9:30 a.m.

leadership preparation. Based on participant observations over a school year, the researcher together with district personnel delivered administrator professional development. Data collected included meetings, classroom observations, and school visits in 2005-06. Findings describe how the district linked professional development to sustain new administrators in remote school settings.

#### *Discovering a Sense of Place in Rural Appalachia*

Aaron Thompson, Monica S. Sageser, Margaret Moore, Rose Skepple and Jonda Tippins, Eastern Kentucky University; Ann Lyttle-Burns, Fayette County Public Schools (KY); Shannon Allen Sageser, Henry County Public Schools (GA)

Does a "sense of place" have an effect on educational outcomes? What effect does a "sense of place" have on schools? How can this be used by school leadership? Researchers analyzed the role of local communities in developing and maintaining a sense of place within a rural school system. From the literature, the National Center for Education Statistics (NCES), and the Appalachian Regional Commission a definition of rural Appalachia was created. Researchers visited six rural Appalachian counties to gather community data centered on the Four Elements of Success Model: family, community, school and student involvement (Thompson, 2008). Researchers interviewed and/or surveyed community members, school personnel and college students from these six counties. All data was synthesized to determine the role of local community in developing and maintaining a sense of place.

#### *Instructional Leadership in a High-Poverty High-Performing Rural School*

David Stephens, Nevada Schools (MO); Cynthia J. MacGregor and Robert L. Watson, Missouri State University

This qualitative case-study examined a building leader of a high-poverty, high-performing rural public school. The emergent themes were presence, hands off leadership, golden communication, power, high expectations, hiring the best, students first, values individuals, caring, and fairness. Implications included the necessity of developing a vision for the school beyond achievement test results, a philosophy of students as life-long learners, and a culture of high expectations accompanied by support.

### **14.12, Platinum Ballroom, Salon 1**

Paper Session: *Community Relations II: Leadership for Educational Community Building*

Chair/Discussant: Terah Talei Venzant-Chambers, Texas A & M University

#### *Leadership Practices: Collaboration Between Schools, Community And Partner Organisations In England*

Natalia Yakavets, The Open University, UK

In 2005, in England, the UK government launched the extended schools scheme with the aim of providing a range of services and activities, often beyond the school day, to help meet the needs of children and their families from all backgrounds and the wider community. Through an interpretive constructivist paradigm, the research project specifically attempts to learn more about how the work of leading and managing the extended services agenda is enacted in practice by examining leadership activities in schools, community and partner organisations. The study will consider if distributed leadership's theoretical roots in activity theory (Gronn, 2002) and distributed cognition (Spillane et al. 2004) are evident in the data on leadership practice in a multi-agency collaborative context. To inform this process evaluation, the study's conceptual frame work is based on Huxham and Vangen's (2005) theory of collaborative advantage, and on the theoretical concept of social capital (Putnam 2000; Field, 2003).

#### *A New Paradigm in Urban School Leadership: Principal as Community Leader*

Muhammad Khalifa, University of Texas, San Antonio

In understanding school-community relations, this research specifically asks if principals can: 1) procure the support (i.e. trust, credibility, and rapport) of Black parents who are traditionally hostile with school staff; 2) contribute a positive impact in the community whereby a positive relationship between school and community emerges; 3) positively impact the academic and social outcomes of students. Implications about how educators view school-community relations are offered.

*Embracing New Traditions in Education by Invoking the Ethic of Community*

Lisa Bass, University of Oklahoma

In this paper, the author discusses the notion of tradition and traditional education. The author further notes that what was referred to as traditional is seen less and less in society and in our schools. Therefore, the notion of redefining tradition for the sake of better meeting the needs of contemporary students is raised. The community schools model is introduced as a means for this type of school reform. The community schools model is then viewed through the lens of the ethic of community. The author concludes that the community schools model stretches educational leaders to look beyond the school walls to include the community in fulfilling children's needs, while simultaneously uplifting the community served by the school.

**14.13, Platinum Ballroom, Salon 2**

Conversation/Dialogue: *Meeting the Leadership Preparation Challenge: Innovative Ideas for Rigor, Relevance, and Instructional Leadership*

Session Organizer: S. David Brazer, George Mason University; Participant: Scott C. Bauer, George Mason University

This Conversation focuses on sharing innovative ideas that lend rigor, relevance, and innovation to education leadership programs. In the face of strong criticism, pre-K - 12 leadership preparation must involve authentic learning that develops effective instructional leaders. Faculty from the University's and Canada will lead small group discussions on specific topics of central importance to education leadership programs. Key ideas will be reported out to the large group.

**Session 15, Saturday, 9:40-11: 00 a.m.**

**15.1, Orange County Ballroom, Salon 1**

Paper Session: *Preparation and Professional Development: Principals and Emotional Intelligence*

Chair/Discussant: Alan Shoho, University of Texas at San Antonio

*Emotional Intelligence, a Necessary Component of Educational Leadership Programs, as Perceived by Professors of Educational Leadership*

Sarah Sanders, Conroe Independent School District; Shirley Johnson and Rebecca Robles-Pina, Sam Houston State University; Steven D. Busch, University of Houston

This study examined university professors' perceptions of including Goleman's (1998) emotional intelligence competencies in leadership programs, and the extent to which emotional intelligence competencies are included in leadership programs throughout the country. This study was conducted to address the absence of research regarding the inclusion of emotional intelligence competencies in educational leadership programs, and to emphasize the need for these competencies to be incorporated in leadership curriculum.

*Understanding Lived Experiences of Secondary School Principals Regarding the Influence of Emotional Intelligence on Leadership Practices*

Sandra Harris, Marc Keith, and Vicky Farrow, Lamar University

This phenomenological narrative study used narrative inquiry to explore the lived experiences of eight secondary school principals regarding their perceptions of the influence of emotional intelligence on their leadership practices. Recurring story elements included the importance of self-awareness, self confidence, empathy, intuition, professional and life experiences, as well as successful leadership.

*School Culture, Principal Expertise, and Emotional Intelligence*

Judith A. Kerrins and Katherine S. Cushing, California State University, Chico

At this session we'll share data from a study of expert principals who took the Emotional Competency Inventory (ECI, Hay Group, 2002) and then reflected on how they used different emotional competencies to shape school culture. Follow-up interviews of supervisors, assistant principals, and teachers were conducted to further investigate experts' perspectives. These data increase understanding about how to successfully initiate and sustain school reform efforts, particularly those related to school culture.

Saturday, 9:40-11:00 a.m.

### 15.2, Orange County Ballroom, Salon 2

Symposium: *Intersectionality: The Next Level of Leading and Learning*

Organizer: Floyd Beachum, Lehigh University; Chair/Discussant: Michael Dantley, University of Miami

Participants: Autumn Tooms, Kent State University; Jeffrey S. Brooks, University of Missouri; Carlos R. McCray, Georgia State University; Carol A. Mullen, University of North Carolina at Greensboro; Sharon I. Radd, University of St. Thomas; Latish Reed, University of Wisconsin-Milwaukee

The field of educational leadership has reached a crucial crossroad. Theoretical and practical boundaries are being explored as more scholars espouse the rhetoric of social justice. The problem in this context is the gulf between rhetoric and reality. The purpose of this symposium is to get scholars to address another area of concern besides their primary area of research, immediate concern, or "center."

### 15.3, Orange County Ballroom, Salon 3

Paper Session: *Leadership Preparation: Teaching-Learning Issues and Concerns*

Chair/Discussant: Susan Faircloth, Pennsylvania State University

*Concepts and Uses of Power by Educational Leadership Students: Catalysts and Barriers to Group Learning*

Judith T. Garrard, Joyce Krzeminski, Meredith L. Mountford, and Patricia Maslin-Ostrowski, Florida Atlantic University; Michele Acker-Hocevar, Washington State University

Conceptions and uses of power by students enrolled in an action learning class required for a doctorate in educational leadership were explored using qualitative methods. Emergent themes concerning their relationship and their impact on group learning are discussed, along with implications for student-practitioners and faculty. Group learning was enhanced by collaborative practices and deterred by power differentials.

*Leadership For Learning, Learning For Leadership: Building Bridges In Principal Preparation*

Charlene Trovato and Francois Guilleux, University of Pittsburgh

A review of the literature reveals an uncertainty about appropriate models and effective teaching methodologies for leadership education of aspiring principals. Yet the literature also recommends more practical and self-directed learning. Using Kegan's (1982, 1994) constructive developmental theory and Heifetz's (1994, 2009) adaptive leadership theory, this paper investigates the relationship between meaning-making and students' learning in the leadership institute of the redesigned principal certificate program at the University of Pittsburgh.

*Female Educational Leadership Scholars Talk Back: What's Really Happening In Leadership Preparation Programs And What We Can Do About It*

Katherine Cummings Mansfield, Anjalé Welton, Pei-Ling Lee, University of Texas at Austin; Michelle D. Young, UCEA

Research is scant outlining the lived experiences of female graduate students or identifying what they require to flourish in educational leadership preparation programs and careers. This research describes the current conditions for women in higher education generally and leadership preparation programs specifically. Recommendations are made matching the perceived needs of female graduate students with the key experiences identified by female exemplars in leadership preparation programs.

*Exploring Leadership Identity Through Collaborative Learning in a Preparation Program*

Ann O'Doherty, Elizabeth Goodnow, and Mark A Gooden, University of Texas at Austin; Michelle D. Young, UCEA

Educational leadership preparation and development has become a key educational reform strategy to provide more and better prepared educational leaders (Hale & Moorman, 2003). This research answers the question, "What is the nature of the shift, if any, in individual perspectives as a result of purposefully designed, learning experiences delivered through a cohort model?" and describes changes in participants' leadership identity and problem framing through a two-year course of study.

**15.4, Orange County Ballroom, Salon 4**Paper Session: *Experiences and Perspectives in the Superintendency*

Chair/Discussant: George J. Petersen, California Polytechnic University, San Luis Obispo

*Leadership for College Readiness: Examining Superintendents' Perspectives*

Erica K. Yamamura, Texas State University, San Marcos; Victor Saenz, The University of Texas at Austin

With increased national attention to college preparation and P-20 partnerships, this paper examines leadership for college readiness from the viewpoint of superintendents. Using a college opportunity leadership framework, this paper explores superintendents' role, responsibilities, and best leadership practices for increased college readiness in the south Texas border region, an area with a high concentration of low-income and Latina/o students. Implications for research and best practices will be discussed.

*Why Care About Lyda Hanifan? An Exploration Into Educational Leadership*

Michael Johaneck, University of Pennsylvania

Hailed by Putnam for coining "social capital," Lyda Hanifan presents an opportunity to recapture an earlier tradition of educational leadership, an enhanced understanding of the role of rural school reform, a more complicated history of community schooling, and a window into the ideological mix of "small-town pietism and science." (Tyack/Hansot, p.114)

*Aspiration Lost: Perceptions of Women about the Superintendency*

Krista Leigh Ottino, Hamline University; C. Cryss Brunner, University of Minnesota, Twin Cities

The paper's purpose is to share findings of a qualitative study conducted through a secondary analysis of a pre-existing data set drawn from a large national study (Author, et al, 2007)—the first large national study of its type. Specifically, this paper offers an examination of the perceptions of 573 women central office administrators (WCOA) who do not aspire to the superintendency—their perceptions of environmental (support systems) and personal influences (conceptions of power) on their aspiration. The paper also presents findings on the perceptions of WCOA regarding what else need to be known about women in the superintendency. Select closed-ended questions were examined to provide demographic and background information on participants in order to examine what, if any, relationship existed between aspiration and background influences.

**15.5, Grand Ballroom, Salons A & B**Paper Session: *Leadership Strategies for the Success of At-Risk Students*

Chair/Discussant: Linda Orozco, California State University, Fullerton

*Discharge or Dropout? The Influence of School-Level Process, Structure and Leadership on Different Typologies of Dropouts*

Alex J. Bowers and Ryan Andrew Sprott, The University of Texas at San Antonio

Recent research indicates that much of the between-school variance in student dropouts across the University's is associated with school-level leadership variables. Additionally, emerging research indicates that multiple subgroups of students exist within the single dropout category, and that these subgroups may need different interventions. This study brings together these two research domains, analyzing the extent to which different typologies of student dropouts are associated with school-level variables.

*Principals' Perceptions of the Impact of Student Discipline on Student Success*

Angus J MacNeil, Steven D. Busch, and Deborah A Roesler, University of Houston

In public opinion polls conducted over the past 30 years, school discipline has consistently ranked as one of the top problems facing the nation's schools. This study addresses the problem of student discipline from the perspective of 310 school principals in a large metropolitan area in the Gulf Coast region of Southeast Texas.

Saturday, 9:40-11:00 a.m.

*Administering "At-Risk" Policies: Implications for the Instructional Leader*

Lynn Hemmer, Texas A & M International University

This study examined how seven administrators from Texas and California, working in five demographically diverse alternative education settings, merge policy and practice with discourse that surrounds at-risk students. A critical discourse analysis revealed administrator's assumptions and motivations of policy and risk in which themes of responsibility and equity emerged. The implication for these instructional leaders is that perceptions of risk influence responsibility and thus may counter policy intent.

*Breaking Student Drop Out Rates with MACE: The MacArthur Academy of Creative Education Success Story*

Patrick J. Valdez, MacArthur High School, North East Independent School District (TX)

Several problems exist concerning students placed at-risk for dropping out, one of which is a body of literature that sparsely concerns educational approaches focused on keeping our most marginalized students in high school. This study examined the impact of the MacArthur Academy of Creative Education (MACE) on students identified at risk for school failure as well as perceptions of teachers engaged with the MACE program.

### 15.6, Grand Ballroom, Salons G & H

International Community Building Session: *BELMAS UCEA International Scholars' Symposium: Establishing an International Scholar Community for Comparative Research in Educational Leadership and Management*

Session Organizers: Bruce Barnett, University of Texas - San Antonio; Howard Stevenson, University of Lincoln

Participants: Paula Cordeiro, University of San Diego; Margaret Grogan, Claremont Graduate University; Alison Taysum, University of Leicester (UK); Philip Woods, University of Gloucestershire (UK); Charles L. Slater, California State University Long Beach

This inaugural international community-building session is co-sponsored by the British Education Leadership Management and Administration Society (BELMAS) and UCEA. The session is intended to: (1) showcase cross-national research projects and/or professional development programs, (2) identify opportunities and funding sources for international collaboration, and (3) describe how faculty became involved in international initiatives and the support needed to engage in these types of initiatives. Colleagues will be invited to join an International Scholar Community to engage in cross-cultural, comparative research that has the potential to inform programs, practices, and policies to develop global citizens for peaceful, respectful, equitable, and socially-just sustainable living. The session will be based on generating dialogues, rather than centered on formal presentations. Opportunities to develop these dialogues beyond the Convention will be supported by a linked session at the BELMAS Conference in July 2010, and using web 2.0 technology between meetings to provide an open access project Blog. The aim is to provide interested colleagues with practical support to develop international research agendas.

### 15.7, Grand Ballroom, Salon K

Conversation/Dialogue: *Forging Global Critical Partnerships: Dilemmas, Struggles, and Innovative Practices in Educational Leadership Studies and Preparations*

Session Organizer: Yoshiko Nozaki, State University of New York at Buffalo

Participants: Yoshiko Nozaki, State University of New York at Buffalo; Rose Ylimaki, University of Arizona; Misao Hayakawa, and Tomoka Toraiwa, Nagoya University; Luis Armando Gandin, Federal University of Rio Grande do Sul; Thomas C Pedorni, Oakland University

In this session of guided dialogue/conversation, scholars from the United States and Japan identify common dilemmas, struggles, and innovations in the area of leadership program development, while understanding unique problems and possibilities specific to the social and historical conditions of each nation. This session aims at building an international collaboration to rethink the ways to equip EdD students with up-to-date, cutting-edge knowledge, skills, and perspectives for their research and practices.

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**15.8, Platinum Ballroom, Salon 4**Paper Session: *Exploring Principal-Teacher Interactions and Relationships*

Chair/Discussant: Arnold Danzig, Arizona State University

*Teacher Expectations and Principal Behavior; Responding to Teacher Acquiescence*

Muhammad Khalifa, University of Texas, San Antonio

The researcher examined whether White teachers were more likely than Black teachers to engage in deal-making (i.e. lower expectations by acquiescence to student disengagement) with the Black, at-risk, alternative school students. Further, in the instances where deal-making did actually occur, the researcher asked if deal-making was a result of teacher's fear of student disruption and hopes for classroom harmony, or because of low teacher expectations. And finally, this research looked at whether or not the school leader was able to counteract teacher-student deal-making.

*Principals' Leadership in New Teacher Induction: How do Principals Support Mentor-Protégé Relationships?*

G. Rob Rhodes, School District of Oconee County/Clemson University; Jane Clark Lindle and Rachelle Washington, Clemson University

Principals' roles in assuring student learning include the induction of new teachers. One lightly researched area of such programs is the principal's role in supporting the mentor-protégé relationship for new teachers. This paper describes one study's protocols designed to uncover the nuances of principals' influence on the mentor-protégé dyad beyond mere fidelity to mandated induction requirements.

*Leadership Supports for Evidence-based Teacher Professional Learning Communities*

Shelby Cosner, University of Illinois at Chicago

This paper reports findings from a longitudinal study of three urban elementary schools engaged in whole-school literacy reform work that included the development of grade level evidence-based professional learning communities as one element of reform work. Specifically, this paper documents the development and evolution of grade level evidence-based professional learning communities with emphasis on the examination of the various the forms of leadership--principal, teacher leader, and school leadership team--and the key leadership actions that supported this evolution.

*Leading New Teacher Learning: Developing a Theoretical Framework on the Principal's Role in Teacher Induction*

Kristin L. McGraner, Vanderbilt University

Despite abundant literatures on the principalship and teacher professional development, a theoretical framework on effective principal leadership for teacher induction and a systematic investigation of the principal's role therein remain absent. The paper presented here seeks to address this gap in the educational leadership and induction literatures. I describe my theoretical framework on effective principal leadership for teacher induction that undergirds my research and argue that to bolster new teacher learning, principal leadership should address specific dimensions of new teacher learning, as well as aspects of school structure and culture. Next, using data collected for a five-year longitudinal study on the induction, I describe variations in the principal's role in teacher induction and the different conceptualizations principals possess relative to their roles.

**15.9, Grand Ballroom, Salon C**Symposium: *Leading and Teaching: Does School Choice Context Matter?*

Session Organizer: Madeline Mavrogordato, Vanderbilt University; Chair/Discussant: Peter Youngs, Michigan State University

Participants: Madeline Mavrogordato, Marisa Cannata, Xiu Cravens, Ellen Goldring, Peter Goff, Roberto Peñaloza, and Marc Stein, Vanderbilt University; Mark Berends, University of Notre Dame

This session examines the interrelationships between leaders and teachers in different types of schools of choice—both public and private—and explores how choice schools differ from traditional public schools. Specifically the papers address how the level of teacher professional learning community varies, the extent to which school conditions mediate the effects of school type on teacher professional learning community and how achievement gains are mediated by organizational and instructional conditions.

Saturday, 9:40-11:00 a.m.

15.10, Grand Ballroom, Salon D

Paper Session: *Teacher Work and Teacher Quality*

Chair/Discussant: Stacey Edmonson, Sam Houston State University



*Teaching With Attitude: Characteristics Of Teachers Who Work With Linguistically Diverse Students*

Juliet Marie Ray, University of Texas at San Antonio

Linguistic minorities often experience educational practices that devalue their language resources and deny them access to avenues of empowerment. At the same time, research suggests that teachers' language attitudes are significantly related to the academic expectations they hold for their students. Using data collected from teachers of ELLs (n=257) in South Texas, this study found statistically significant differences in language attitudes among groups based on type and amount of teacher preparation. Implications will be discussed.

*How Leadership Teams Members' Roles and Responsibilities Influence Teachers' Learning Environments and Perceptions of School Leadership and Initiatives*

Sara L. Dexter, University of Virginia

Case studies of leadership teams in four middle schools illustrate how teams coordinate basic leadership activities and responsibilities in demanding laptop programs. Teachers' views of key technology leadership team members, and their cohesion and receptivity to input suggest implications for structuring roles and responsibilities in initiatives with distributed leadership.

#### 15.11, Grand Ballroom, Salon J

Paper Session: *Doctoral Students, Studies and the Graduate Experience*

Chair/Discussant: Stephen H. Davis, California Polytechnic State University - Pomona

*A Model for Creative and Significant Dissertations*

Catherine Marshall, University of North Carolina-Chapel Hill

Too often the EdD dissertation is a compromise on "quality work," and many ABDs. Countless faculty hours have been spent over decades and across the country trying to create strategies and models that work (Young, 2006). This paper provides a practical model for group dissertations. The paper describes the procedures for the Educator Activists research group: brain storming sessions for choosing literatures, areas of research (racism, sexism, sexual harassment, LGBTQ, and reproductive choice), creating common protocols and IRB, interviewing techniques. Result: dissertations and a book.

*Findings: A Case Study on the Barbara L. Jackson Scholars Mentoring Program*

Cosette M. Grant, Duquesne University

This qualitative study investigated the role of the Barbara L. Jackson Scholars Program in the doctoral preparation of Jackson Scholars for the Professoriate in educational administration at predominately White institutions (PWIs). Jacobi's, (1991) traditional mentoring components in higher education (psychosocial support, role modeling and professional development) and Tillman's (2001) effective mentoring relationships and strategies for minority doctoral students preparation for the professoriate in educational administration at PWIs are employed.

#### 15.12, Platinum Ballroom, Salon 1

Innovative Session: *Meaningful Interpretations of Professional Standards in Preparation Programs: Faculty Strategies for Using New ISLLC and ELCC Standards in Accreditation*

Participants: Gini Doolittle, Rowan University; Scott C. Bauer, George Mason University; Nancy Sanders, Washington State University - Vancouver

An NCATE review may seem like a "high stakes test" of the organization and adherence to the standards may be perceived as reductionist criteria for developing and gathering symbolic artifacts of program performance. While rehearsal or "backward mapping" will help clarify the requirements for accreditation, programs would benefit from a coherent process for engaging

Saturday, 9:40-11:00 a.m., 11:10-12:30 p.m., 1:00-2:20 p.m.

in continuous improvement rather than merely preparing for accreditation review. This interactive session will begin with a discussion of the accreditation process (e.g., what to prepare for; how to document self assessment; data collection methods). We will also engage in dialogue about the value and importance of amassing evidence for formative and summative reviews as a source of the continuous process improvement.

### 15.13, Platinum Ballroom, Salon 2

Symposium: *Re-Examining Social Responsibility as a Component of Ethical School Leadership*

Session Organizer: Paul Begley, Nipissing University (Canada)

Participants: Paul Begley, Nipissing University (Canada); Tim Goddard, University of Prince Edward Island (Canada);

Yvonne Leeman, University of Amsterdam (Netherlands); Helene Årlestig, Umeå University (Sweden); Pamela Bishop, University of Calgary (Canada); Robert J. Starratt, Boston College; Paul Bredeson, University of Wisconsin-Madison; Lyse Langlois, Université Laval (Canada); Anita Trnavčević, University of Primorska, Slovenia; Olof Johansson, Umeå University (Sweden); Betty Merchant, University of Texas at San Antonio; Allan Walker, Chinese University of Hong Kong

Sponsored by the UCEA Center for the Study of Leadership and Ethics, this symposium is an opportunity to continue and advance a conversation that began at the Charlottetown Conversation sponsored by the University of Prince Edward Island and held during July 2009. A group of scholars met at this invitational event to discuss the current state of scholarship on ethical school leadership and to plot out some directions for future theory development and research. They quickly settled on the theme of social responsibility as a key perspective, began to plot out a plan for a book on the subject, and are now keen to extend the conversation to include other members of the UCEA community.

## General Session 4: Pennsylvania State University Mitstifer Lecture

Session 16, Saturday, 11:10 a.m.-12:30 p.m.

Grand Ballroom, Salon E

Welcome and Introductions:

Bob Johnson, University of Utah

Pennsylvania State University Mitstifer Lecture:

Dr. W. James Popham

Introduced by Susan Faircloth, Pennsylvania State University



*Assessment Literacy: A Bona Fide "Magic Bullet" for Education*

This topic addresses the absurdity of educators' allowing their success to be ascertained by the use of accountability tests that are incapable of accurately determining instructional quality. Popham exposes the fundamental immorality or educators' pervasive failure to use formative assessment, a process demonstrably capable of benefiting students. He will also deal with the way professors typically misuse assessment in our university courses.

### Session 17, Saturday, 1:00-2:20 p.m.

#### 17.1, Orange County Ballroom, Salon 1

Symposium: *Distributed Instructional Leadership in Action: Improving Instructional Practices and Student Learning in Urban High Schools*

Session Organizer: Paul V. Bredeson, University of Wisconsin-Madison; Chair/Discussant: Michael S. Knapp, University of Washington

Participants: Paul V. Bredeson, Carolyn J. Kelley, Mark Blitz, and Hans W. Klar, University of Wisconsin-Madison; Bradley Portin, University of Washington

In the symposium, we present five papers describing how principals and department chairpersons work together as instructional leaders to advance reform initiatives that influence instructional practices in urban school classrooms. The five

Saturday, 1:00-2:20 p.m.

papers describe on-going work with urban high school teams of educators (teacher leaders, primarily department chairpersons, and principals) from a distributed instructional leadership perspective. The leadership for learning projects described in these papers represent collaborative efforts in two states, Washington and Wisconsin. Supported by grants from the Wallace Foundation, the University of Washington and the University of Wisconsin-Madison have created partnerships with other universities, state education departments, and urban school districts to build and strengthen instructional leadership capacities to advance learning in urban high schools.

### 17.2, Orange County Ballroom, Salon 2

Symposium: *Creating Systemic and Sustainable Capacity for STEM Education: The Leadership Challenge*

Chair: James L. Gentilucci, California Polytechnic State University San Luis Obispo; Discussant: George J. Petersen, California Polytechnic University, San Luis Obispo

Panelists: Joan Bissell, California State University Chancellor's Office; James Hamos, National Science Foundation; Jay Labov, National Academy of Sciences; Susan Hackwood, California Council on Science and Technology; Susan Elrod, Center for Excellence in Science and Mathematics Education

A panel of scholars and state and national policy leaders will examine the challenges of preparing K-12 leaders to create systemic and sustainable capacity for excellence in science, technology, engineering, and mathematics (STEM) education in University's schools. It is widely recognized that STEM instructional reforms are key to the nation's economic competitiveness, and school leaders are being asked to lead sustainable reform efforts that significantly strengthen STEM education. Foremost national experts will describe successful approaches for developing STEM leadership skills of principals and superintendents and will discuss major initiatives and sources of support that are effectively preparing leaders for critical K-12 STEM education reforms.

### 17.3, Orange County Ballroom, Salon 3

Paper Session: *Professional Learning Communities I: Conceptualizing and Framing PLCs*

Chair/Discussant: Scott C. Bauer, George Mason University

*Leading for Learning: A Social Capital Perspective on Professional School Communities in a Districtwide Literacy Initiative*  
Yi-Hwa Liou, University of Wisconsin - Madison

This study proposes that the trust necessary for instructional improvement is best understood as a product of accumulated opportunities for meeting professional obligations in instructional practice. Social network data on teacher-principal work relationships illuminates how social capital is distributed differently over time by literacy practice. Findings project that the presence or absence of trust point toward areas where leaders and teachers bridge existing expertise to address problems of instructional improvement.

*Assessing Long Term Sustainability in Professional Learning Community Innovation*  
Hanne Mawhinney, University of Maryland

Examined are ongoing challenges of mediating the institutional contexts of schools faced by a school district seeking to enhance instructional capacity by supporting the development of school-based professional learning communities (PLCs). Paper reports on findings from the fifth phase of a longitudinal study of the impact of a district-wide reorganization to support the development of PLCs in 10 schools in HCPS, a suburban American school district serving over 40,000 students

*Moving towards Evidence-based Teacher Professional Learning Communities*  
Shelby Cosner and Mary Beth Cunat, University of Illinois at Chicago

Drawing on qualitative data collected in a four-year longitudinal study of three urban elementary schools engaged in whole-school, evidenced-based literacy reform, this paper examines school-based professional development sessions to investigate the extent to which and ways that evidenced-based grade level professional communities developed and matured in these schools. Six key shifts are documented and discussed as teams journey towards evidenced-based professional learning communities.

#### 17.4, Orange County Ballroom, Salon 4

International Community Building Session: *Cross-Cultural Transformation of Leadership Theories and Applications: Challenges and Opportunities for International Research*

Session Organizer: Xiu Cravens, Vanderbilt University; Chair/Discussant: Bruce Barnett, University of Texas - San Antonio

Participants: Xiu Cravens, Vanderbilt University; Philip Hallinger, Institute of Education, Hong Kong; Autumn Tooms, Kent State University; Allan Walker, The Chinese University of Hong Kong; Hongqi Chu, Beijing Normal University

This international community-building session provides a discussion forum for core issues related to the cross-cultural transformation of leadership theories and their applications. The session will be lead by a panel of international researchers who will share their perspectives and offer examples of research paradigms that may shed light on addressing such issues. Facilitated by a discussant, the panel and audience conversations will focus on viable teaching and research methods that lead to enhanced global learning in educational leadership.

#### 17.5, Grand Ballroom, Salons A & B

Conversation/Dialogue: *Invisible and Discarded: A Discussion About Accountability, Policies, Practice, and Rethinking the Education of ELL Students*

Session Organizer: Deborah L. West, University of North Carolina at Greensboro

Participants: Carl A. Lashley and Ulrich C. Reitzug, University of North Carolina at Greensboro

The purpose of this session is to promote discussion concerning the spiraling number of non-English speaking K-12 students who fail to receive instruction that would allow them to succeed. During recent classroom observations, English Language Learners (ELL) were largely disregarded instructionally and socially by their principals, teachers and peers. There is much debate in the literature as to how best to meet the needs of the ELL students. While school districts implement programs to teach English proficiency, implementation is not always monitored. According to the Pew Hispanic Center Publication, Hispanic students account for approximately one-in-five among school children in the United States. The dialogue for this session will focus on accountability, policies, and practice in schools and educational leadership programs."

#### 17.6, Grand Ballroom, Salons G & H

Symposium: *Graduate Student Symposium #3: Transitioning from Student to Professor*

Presenters: Curtis Brewer, Clemson University; Alex J. Bowers, University of Texas at San Antonio; Thu Suong Nguyen, University of Missouri-Columbia; Latish Reed, University of Wisconsin-Milwaukee; George Theoharis, Syracuse University

Graduate students who have an interest in pursuing a career in the professorate are encouraged to attend this session. There will be a discussion of the critical elements in making a successful transition from doctoral student in to the professorate.

#### 17.7, Platinum Ballroom, Salon 4

Symposium: *Measuring the Unmeasurable: Assessment Issues in an Era Focused on Leaders' Impact on Student Achievement and Leadership for Social Justice*

Session Organizer: Robert Donmoyer, University of San Diego; Chair/Discussants: Mark A. Gooden, University of Texas at Austin; Wayne K. Hoy, Ohio State University; Karen Seashore Louis, University of Minnesota

Participants: Robert Donmoyer and Fred Galloway, University of San Diego; Carolyn M. Shields and Brad W Kose, University of Illinois at Urbana-Champaign

Even social justice-oriented activists eventually will want to know whether their efforts have been effective, and, to do this, they will need to measure, in some way, the impact that their activism is—or is not—having. It is also the case that university-based administrative preparation programs may not exist for long unless educational leadership scholars begin to respond to their critics with data that convincingly link leadership preparation efforts with graduates' on-the-job performance, and, ultimately, increases in student achievement. The purpose of this session is to explore leadership-related assessment and measurement issues in the current academic and policy environment. This exploration will be grounded by three papers that focus on measurement and assessment problems that the papers' authors confronted in recent research and/or evaluation studies they conducted.

Saturday, 1:00-2:20 p.m.  
17.8, Grand Ballroom, Salon K

Paper Session: *Supporting Students of Color*

Chair/Discussant: Carlos McCray, Georgia State University



*The Racial "Opportunity Cost" of Academic Success for Students of Color: Is it Worth it?*

Terah Talei Venzant Chambers, Kristin Huggins, Leslie Locke, and Rhonda Fowler, Texas A&M University

To effectively lead for student learning, school leaders must understand the complex role the school environment plays in mediating academic success, particularly for students of color. This paper explores racial opportunity costs and their relation to academic achievement. Interviews with 16 African American and Latino students revealed school factors and individual "protective" factors that exacerbated and/or alleviated these costs. School leaders must provide support, spaces, and opportunities where expressing a strong racial identity and a strong academic identity are not mutually-exclusive options.

*Encouraging Social Justice Coherence Through Cultural Autobiographies: Innovative, Provocative Reflections On Racial Identity*

Sylvia Mendez-Morse and Fernando Valle, Texas Tech University

Cultural autobiographies provoked critical reflection on cultural upbringing as well as racial/ethnic, gender, class, or language background and provided transformative lessons that encouraged students to relate how these aspects of themselves influenced their work. The innovative aspect of specifically considering how their racial or cultural identity, especially for white students, provided a foundation for developing cultural coherence and developing a social justice perspective in these aspiring school leaders.

*The Practice of Racism Among "Social Justice" Educators in Perpetuating the Racial Achievement Gap*

Evelyn Young, Boston College

This study employs a CRT perspective to examine the persistence and prevalence of racism that exists in urban schooling. Through a mix of professional development training and inquiry-based dialogue, the researcher used a qualitative action research case study methodology to engage a group of administrators and teacher leaders in critical discourse to raise their awareness to the systemic roots of racism in educational policy and practice as well as to engender a co-construction of antiracist pedagogy. Analysis of the data revealed four personae of racism: the conscious perpetrators; the unconscious perpetrators; the deceived perpetrators/activists; and the enlightened perpetrators/activists.

*"I Could Have Been In The Streets, But I Got Interested In College." Narratives Of High Poverty, High Minority Public School Graduates In The Pursuit Of Higher Education*

Richard Reddick, Anjalé Welton, Danielle Alsandor, Jodi Denyszyn, and Spencer Platt, University of Texas at Austin

Students of color in high-minority, high-poverty (HMHP) high schools are experiencing worrisome trends in achievement. With labels such as "low performing" or "at-risk," it is important to understand how students at such schools find pathways to collegiate success. This mixed-method study explores graduates' attitudes and motivations, their postsecondary trajectories, and the meaning making of their experience attending a high poverty, high minority high schools in an urban district in Central Texas.

**17.9, Grand Ballroom, Salon C**

Innovative Session: *PEA Framing The Field Of Education Politics: Themes And Readings As Helpful Resources*

Session Organizer: Ann Allen, The Ohio State University

Participants: Julia Ballenger, Stephen F. Austin State University; Bruce Cooper, Fordham University; Arnold Danzig, Arizona State University; Vance Randall, Brigham Young University; Stacey A. Rutledge, Florida State University

This is an innovative session to engage participants in the use of theoretical frameworks used in educational politics research. The session is designed to learn about the Politics of Education Association's user-developed catalogue of frameworks and help users explore how these frames can be used to enhance teaching, research, and practice. Participants will also practice building new "frames" that could be included in the catalogue.

### 17.10, Grand Ballroom, Salon D

Symposium: *Principal, Teacher And Teacher Education Students' Beliefs About Children From Diverse Backgrounds*

Session Organizer: David Zyngier, Monash University

Participants: David Zyngier and Meredith O'Bree, Monash University; Sarah Nelson and Patricia Guerra, Texas State University

This symposium reports on a joint international study across a number of teacher education institutions between Monash University (Victoria, Australia) and Texas State University-San Marcos. The research seeks to understand the impact of deficit beliefs of pre and in-service teachers and their leaders to students from culturally, linguistically and economically diverse (CLEd) backgrounds and how these beliefs may be altered (or remain the same) over a period of time in schools. The findings add to an emerging body of research that suggests that comprehensive school reform models fail because they focus only on the technical aspects of schooling, ignoring the central role of teacher beliefs in this process. This significant and innovative research enables comparison and contrast between different teacher cohorts over time, place and space because it focuses on the effect of changes (if any) of beliefs about students' diversity and student educational outcomes.

### 17.11, Grand Ballroom, Salon J

Innovative Session: *The New DEEL: Reflecting on Innovative Partnerships between Researchers and Practitioners*

Session Organizer/Chair/Discussant: Joan Poliner Shapiro, Temple University; Chair/Discussant: Steven Jay Gross, Temple University

Participants: Jean Cate and Lisa Bass, University of Oklahoma; Mary John O'Hair, University of Kentucky; Anthony H. Normore, California State University-Dominguez Hills; Colleen Larson, New York University; Michael Dantley, Miami University; Judy Alston, Ashland University; Gail Furman, Washington State University; Patricia Ehrensall, George Washington University; Philip Woods, University of Gloucestershire (UK); Kathy Sernak, Rowan University; Marla Israel, Loyola University Chicago; Lisa A. W. Kensler, Auburn University

The New DEEL (Democratic Ethical Educational Leadership) is an educational movement that includes educational faculty and practitioners from more than twenty research-based institutions and from four different countries. This innovative session proposes to bring together educators to focus on six strands discussed in this proposal. Participants will choose one of strands and join a working group, led by informed facilitators, to further develop an aspect of the New DEEL.

### 17.12, Platinum Ballroom, Salon 1

Symposium: *Linking Leadership, Learning, and Equity: Reflecting on Practices and Partnerships for Leading Special Education in 21st Century Schools*

Session Organizer: Jean B Crockett, University of Florida

Participants: Jean B Crockett, University of Florida; Thomas Skrtic, University of Kansas; Mary Lynn Boscardin, University of Massachusetts; Bonnie Billingsley, Virginia Technical University

Perspectives on research supporting linkages among leadership, learning, and equity for students with disabilities will be explored. This session will focus on innovations for the learning of students with disabilities based on scholarship and practice integrating ethical, fiscal, instructional, and relational aspects of leadership. Multiple lenses will explore capacity building strategies, including but not limited to democratic practices, professional standards, interdisciplinary pedagogies that cross academic borders, and collaborative partnerships.

## Session 18, Saturday, 2:30-3:40 p.m.

### 18.1, Orange County Ballroom, Salon 1

Paper Session: *Education Policy: Charter Schools and Choice*

Chair/Discussant: Yongmei Ni, University of Utah



*How School Administrators and Teachers Respond to School Choice Policies*

Wang Jun Kim and Peter Youngs, Michigan State University

Based on surveys and interviews, this study found that educators did not respond to competition in the ways that school

Saturday, 2:30-3:40 p.m.

choice proponents predicted. Educators do not believe that they are losing or gaining students due to school quality. In addition, educators in both the losing and the gaining districts did not seem to spend much time examining the reasons why they were losing students, what kinds of students came to their districts and left for other districts, and what strengths their competitors had.

*Student Composition in Charter Schools: The Intersection of State Policy, School Practice, and Parental Choice*

Adriana Villavicencio, New York University

The purpose of this study is to examine how student composition is formed in charter schools, particularly in terms of race and ethnicity. Utilizing a case-study analysis of four New York City charter schools whose student composition varies by racial and ethnic diversity, this study shows how student composition is influenced by (1) school-level decisions over recruitment, selection, and retention; (2) state-level charter policies over student enrollment guidelines; and (3) parent views of charter schooling and their local charter schools.

*Post-Punctuation Politics: The Evolution of Charter School Policy in North Carolina*

Wayne D. Lewis, University of Kentucky; Tamara V. Young, North Carolina State University

This study explores the evolution of charter school policy in North Carolina since the passage of charter school legislation in 1996. It tests Lacireno-Paquet and Holyoke's (2007) hypothesis of policy reversion following the enactment of dramatic new policies. The study's findings indicate that since the passage of charter school legislation, traditional public school interests in North Carolina, led by the North Carolina Association of Educators, have regained a position of dominance in education policy making. Traditional public school interests' access to Democratic legislators in the General Assembly has been instrumental in blocking amendments to charter school policy that would raise or remove the statewide cap of 100 charter schools.

## 18.2, Orange County Ballroom, Salon 2

Paper Session: *School Reform and Success In Urban Schools*

Chair/Discussant: Mark A. Gooden, University of Texas-Austin



*How One Historically Underperforming, Rural, Predominantly African American High School Achieved Academic Success*

Gerri Maxwell, Texas A&M University, Kingsville; Jim Scheurich, Texas A&M University

This paper provides the results of a study conducted on an historically underperforming, predominantly African American high school and the ways this high school through a process of "trial and error" and struggles over the course of four years ultimately succeeded in establishing a professional learning community, not only among the teaching staff on the campus, but among the community as well. The four-step process this school used to turn itself around will be shared.

*Math and Science Academic Success in Four Large, Diverse, Urban High Schools*

Kathryn Bell McKenzie, Jim Scheurich, Linda Skrla, and Delores Rice, Texas A&M University

Low math and science achievement in large, diverse, urban high schools, particularly for African American and Latino/a students from low income families, is a serious concern and creates significant leadership issues for urban school leaders who want to lead for learning. This study examined the significant success that four large, diverse, urban high schools had in raising the achievement level of African American and Latino/a students in math and science.

*Reexamining the Research: Leadership for Educational Equity and Excellence*

Floyd Beachum, Lehigh University; Carlos R. McCray, Georgia State University

This paper presents a qualitative comparison of two previously conducted ethnographies. The first study utilizes ethnographic strategies of data collection within a case study approach focusing on the school practices and relationships among educators that foster success among African American students. The second study reports on an ethnographic study of 25 teacher leaders in five schools within a large Midwestern city school district. Emergent themes from both studies include: communication, accountability, relationships, and empathy (C.A.R.E.).



*On the Front Line: Complexities of Promoting School Reform Through the Eyes of Urban Principals*

Shuana Tucker, Marlon James, Anyisia Peni Mayer, Morgaen Donaldson, Casey Cobb, Jason Irizarry, and Vanessa E. Kass, University of Connecticut

This article explores urban principals' perspectives of organizational impediments to a state sponsored school reform initiative called Census. The purpose of this work is to provide voice to urban principals as they seek more effective implementation of the Census Initiative across eight urban school sites in the Northeastern region of the US.

### 18.3, Orange County Ballroom, Salon 3

Paper Session: *Exploring The Key Organizational Features of Schools*

Chair/Discussant: Michael Owens, Wayne State University

*Individual Academic Optimism of Secondary Teacher: A Confirmatory Factor Analysis*

Patrick Fahy, Hsin-Chieh Wu, and Wayne K Hoy, Ohio State University

This study is an investigation of teacher beliefs that are likely to foster greater student achievement in the classroom. Educational leaders need to develop school cultures and teacher beliefs that facilitate student achievement. To these ends, the current inquiry frames the theoretical and operational issues that are necessary to develop teacher beliefs that lead to higher levels of student learning and achievement in schools. Individual academic optimism of teachers is conceptualized; then a confirmatory factor analysis using structural equation modeling is performed to validate the construct. Further, a second hypothesis is developed and tested to support the predictive validity of individual academic optimism. Finally, conclusions are drawn about academic optimism and its application by school leaders to improve schools.

*The Impact of Social Isolation on the Job Satisfaction of New Principals*

Scott C. Bauer and S. David Brazer, George Mason University; L. Edward Stephenson, Prince William County Schools (VA)

This paper examines a model that situates social isolation as a variable that mediates the impact of factors widely studied in the research on the quality of work life and the job satisfaction of new principals. Results show that isolation mediates role of social support, but not other factors, in predicting satisfaction, providing limited support for the hypothesized model.

*The Ties of Change: A Longitudinal Exploration of the Social Networks of Leaders*

Alan J. Daly, University of California, San Diego

Studies suggest the importance of the central office in reform and offer strategies for building relations between district offices and sites to enact change. What is frequently overlooked is that these reforms are socially constructed. Therefore, examining the underlying social networks between leaders over time may provide insight into change. This longitudinal case study uses social network analysis and interviews to examine the relationships between central office and site leaders engaged in reform.

*Boundary Spanning: A Key to Systemic Reform in Special Education Service Delivery*

Martin Scanlan, Marquette University

This empirical study examines systemic reform in special education service delivery. It investigates factors promoting the implementation of the learning consultant model within a system of schools in a manner that strengthens the capacity of the school to provide inclusive service delivery for students with special needs. It compares and contrasts how leaders at these systems implemented the model, identifying boundary spanning as a central component to success.

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Saturday, 2:30-3:40 p.m.

#### **18.4, Orange County Ballroom, Salon 4**

Conversation/Dialogue: *UCEA Center for the Study of Academic Leadership: Add Women & Stir: Gender Issues in Educational Leadership Departments*

Session Organizer: Edith A. Rusch, University of Nevada-Las Vegas

Participants: Whitney H. Sherman, Virginia Commonwealth University; Danna M. Beaty, Tarleton State University; Karen Sanzo Crum, Old Dominion University; April Peters, University of Georgia; Gary M. Crow, Indiana University; Martha McCarthy, Indiana University; Diana Pounder, University of Central Arkansas; Norma Mertz, University of Tennessee; Betty Malen, University of Maryland; Mary Gardiner, University of Idaho; Deborah Verstegen, University of Nevada, Reno

The organizers of this conversation/dialogue represent a 40-year history of women's entry into the professoriate. Now that women and minorities represent 51% of tenure track faculty (Hackman & McCarthy, 2009), we are curious if and how the changing gender demographics have shifted conversations, cultural norms, and department policies and procedures. Department chairs, responding to junior faculty and "first women" in educational leadership departments, will set the stage for participant interaction.

#### **18.5, Grand Ballroom, Salons A & B**

Innovative Session: *Developing Leaders from the Inside Out*

Participants: Janice Fauske and Judy Carr, University of South Florida

This innovative session presents a research-based, comprehensive model and associated tools for developing leaders through individual and collective professional reflection, exploration, and action. The model can be used in leader preparation programs as well as school settings to develop individual and collegial leadership skills. The session demonstrates activities for examining leadership beliefs, values, and actions that look inward at the self a leader brings to the workplace and outward at how that self is received, nurtured or depleted in interactions with others. Participants will engage in a self awareness activity that activates introspection by exploring the model's elements.

#### **18.6, Grand Ballroom, Salons G & H**

Special Session: *Developing The Next Generation of Urban Leaders*

Participants: Michelle Young, UCEA; Barbara DeHart and Mary Poplin, Claremont Graduate University; Lisa DeVaux, Dallas Independent School District (TX); Gretchen Givens Generett, Duquesne University; Mark Gooden, University of Texas at Austin; Maria Luisa Gonzalez, University of Texas at El Paso; Danielle Hayes, University of Texas at Austin; Stephen Jacobson, University at Buffalo/SUNY; Lauri Johnson, Boston College; Colleen Larson, New York University; Jack Leonard, University of Massachusetts-Boston; Carlos McCray, Georgia State University; Khaula Murtadha, Indiana University; Ann O'Doherty, University of Texas at Austin; Margaret T. Orr, Bank Street College; Elizabeth Reilly, Loyola Marymount University; Andrea Rorrer, University of Utah; Alan Shoho, University of Texas at San Antonio

During this informal working session, members of the Urban Leadership Development Project will share their work to date developing curriculum modules for urban school level leaders. The theories of actions behind module designs and the powerful learning experiences designed to promote growth will be shared. All those interested in urban leadership development are welcome to join in the conversation.

#### **18.7, Platinum Ballroom, Salon 4**

Conversation/Dialogue: *Testing Assumptions in the Connection Between Leadership and Learning: Insights from National Studies*

Session Organizer: Michael S. Knapp, University of Washington

Participants: Michael S. Knapp, Bradley Portin, Michael A. Copland, and Meredith Honig, University of Washington, Kenneth Leithwood, OISE/University of Toronto; Kyla L. Wahlstrom and Karen Seashore Louis, University of Minnesota

This conversation/dialogue session explores three assumptions concerning presumed relationships between leadership, on the one hand, and student learning, on the other: the benefits of teacher leadership, the cost-effectiveness of investment in data-based practice, and the negative effects of high-stakes accountability on instruction. Two panels from research teams carrying out recent, differently designed national studies of leadership and learning comment on the logic, theoretical soundness, and empirical support for these assumptions.

### 18.8, Grand Ballroom, Salon K

Conversation/Dialogue: *The Good, the Bad and the Ugly: A Critical Conversation About Dissertation Research*

Participants: Fenwick W. English, University of North Carolina at Chapel Hill; Rosemary Papa, Northern Arizona University

This is session will follow a presentation of the outcome of a study of more than 1,000 dissertations completed in educational leadership in the last three years and an assessment of their quality and the places where they were awarded. Part of the conversation will pertain to what sort of criteria should be used to determine dissertation quality and its capability of making a significant contribution to the field?

### 18.9, Grand Ballroom, Salon C

Symposium: *The Nordic Study of the Superintendency: Cross National Comparisons*

Session Organizer: Lars G. Björk, University of Kentucky; Chair: Theodore Kowaski, University of Dayton; Discussant: Jukka Alava, University of Jyväskylä

Participants: Lars G. Björk, University of Kentucky; Leif Moos, University of Aarhus, Copenhagen; Olof Johansson, Umeå University (Sweden); Elisabet Nihlfors, Uppsala University (Sweden); Jan Merok Paulsen, Hans Christian Høyer, and Kjell Brynjulf Hjertø, Hedmark University College (Norway); Mika Risku, Pekka Kanervio, and Jukka Alava, University of Jyväskylä (Finland)

During the last two decades global competition heightened concern for the economic well being of nations, fueled demands for education reform, questioned superintendents' role in national education reform, and underscored the importance of leadership for learning. The Nordic study of the superintendent (Denmark, Finland, Norway and Sweden) presents findings on superintendent's characteristics, roles and the nature of leadership in municipalities. These studies offer an unprecedented opportunity for cross national comparisons.

### 18.10, Grand Ballroom, Salon D

Conversation/Dialogue: *Learning for Leading/Leading for Learning*

Session Organizer: Janet Chrispeels, University of California, San Diego

Participant: Peggy Burke, Transformative Inquiry Designs for Effective Schools

This session will provide an opportunity for a panel of university faculty, professional developer, school district administrator, principals and lead teachers to explore with the audience our learning from a three year partnership that focused on providing professional development for leadership teams, which in turn supported their grade level colleagues in leading for learning.

### 18.11, Grand Ballroom, Salon J

Innovative Session: *Engaging Emerging Scholars in Studying Latina/o Leaders: Methodology, Advocacy and Politics*

Session Organizer: Monica Byrne-Jimenez, Hofstra University;

Participants: Sylvia Mendez-Morse, Texas Tech University; Elizabeth Murakami Ramalho, University of Texas at San Antonio; Frank Hernandez, Hamline University

Research in Latina/o leadership faces methodological and theoretical limitations. Questions of participant identification, diversity and researcher positionality, challenge all researchers. In this innovative session, organizers will share their national study of Latina/o leaders to foster discussion of these issues. Collaborative research in Latina/o leadership is crucial to support emerging scholars and sustain a research agenda. Organizers envision this as the first of several working sessions to foster faculty development.

## Keep Updated on UCEA News!

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Saturday, 2:30-3:40 p.m., 3:50-5:00 p.m.

**18.12, Platinum Ballroom, Salon 1**

Symposium: *Getting Back to Teaching and Learning: Student-Centered Issues in Data-Based Decision-Making*

Session Organizer: Jeff Wayman, The University of Texas at Austin; Chair/Discussant: Sam Stringfield, University of Louisville

Participants: Jeff Wayman, Shana Shaw, and Vincent Cho, The University of Texas at Austin; Brianna Kennedy, University of Southern California; Amanda Datnow and Vicki Park, University of California, San Diego; Alex J. Bowers, University of Texas at San Antonio

Accountability policies have brought increased attention to the gathering and reporting of student data. Implicit in these policies is the expectation that schools and districts will modify practice based on these data. Regardless of the approach to data use or the type of leadership involved, one point from research is becoming clear: A great degree of effective data use happens through the teacher-student interaction, but this rarely happens without effective leadership. In this symposium, we offer four papers that examine teachers and students as they use data to improve teaching and learning. These papers will highlight understandings that will be valuable to leaders who wish to make student learning the priority of their leadership.

**18.13, Platinum Ballroom, Salon 7 (NOTE: Session Meets 3:00-5:00 p.m.)**

Special Session: *Graduate Student Workshop: The Dissertation and Beyond*

Organizers: Organizers: Bradley Carpenter, University of Texas; Heather Price, University of Notre Dame; Tirza Wilbon White, Emory University; Carl Keys, University of Virginia

Presenters: Betty Malen, University of Maryland; Rod Ogawa, University of California, Santa Cruz; Sonya Douglass Horsford, University of Nevada-Las Vegas

Sponsored by AERA Divisions A & L, this workshop aims to provide insight into the organization of the dissertation process and the development of a post-graduate research agenda. This session is intended to provide graduates with the following an opportunity to hear scholars share their experienced insight, interact (through Q&A) with respected scholars in an intimate setting, and network with leading scholars and peers.

**Session 19, Saturday, 3:50-5:00 p.m.**

**19.1, Orange County Ballroom, Salon 1**

Paper Session: *Leadership, Teaching and Issues in Instructional Leadership*

Chair/Discussant: Jay Peredes Scribner, University of Missouri



*Fostering Department Chair Instructional Leadership Capacity: A Strategy For Sustainable High School Reform*

Hans W. Klar, University of Wisconsin-Madison

In this paper, I provide the preliminary findings of an empirical study, which examines ways in which urban high school principals foster the instructional leadership capacity of their department chairs to enhance instructional capacity and student achievement in their schools. The findings explicate the process of broadening and deepening instructional leadership capacity. Additionally, the findings contribute to the paucity of research on the contributions of department chairs in high school reform efforts.

*Differing Perspectives: How Teachers and Principals View the Use of School Data*

Matthew Militello, Karen Terrell Jackson, and Yuling Wang, North Carolina State University

This study reports on the findings of a Q-methodology study of how principals and teachers are using data in their practice. Teachers were asked to categorize their use of data in their pedagogical practice while principals were asked to categorize based on data in regard to decision-making. Results indicate that principals use data for practice and program improvement while teachers use data to improve individual teaching practice.

*The 'Dead Ends': Reconsidering the Influence of Community to Improve Student Learning*

Christa A. Boske, Kent State University; Lillian McNery, University of Houston Clear Lake; Jennifer Spiegts-Binet, Samford University

The issues facing aspiring school leaders to lead for learning, especially within school communities serving children and families from marginalized populations, is at the forefront of discussion in school leadership preparation programs. This one-year qualitative study, based in the tradition of narrative inquiry, examined how three school leaders, six teachers, 42 students and five support staff members understood the influence of cultural landscapes in developing personal and school community identity.

### *Leaders Support for Effective Instruction*

Yvonne Goddard and Roger Goddard, Texas A&M University

The purpose of this paper was to examine the role of school and district leadership in establishing and sustaining a systematic focus on effective instructional practice in one district. Qualitative findings indicate that coordinated school and district leadership can act in concert to send a coherent message to teachers about the importance of differentiated instruction to student learning that creates a student-centered culture with a pervasive focus on instructional effectiveness.

## **19.2, Orange County Ballroom, Salon 2**

Paper Session: *From University Deans to Students - Issues in Higher Education*

Chair/Discussant: Charles L. Slater, California State University - Long Beach

### *Diamonds In The Rough: How Personal Experience, Professional Knowledge, And Environment Shaped First Year Experiences Of Four Deans*

Bruce H Kramer, University of St. Thomas; Ernestine K Enomoto, University of Hawaii Manoa

Given the tremendous pressures placed on American higher education institutions, we were initially interested in how academic deans were coping. We explored how faculty members transitioned from teaching into deanships. Using qualitative methods, we interviewed four newly appointed deans (three male, one female; two minority; three interim and one dean). Our findings suggest the extend to which unique experiences, professional knowledge and environment shape the preparation to becoming a dean.

### *Leading Learning: Enhancing The Learning Experience Of University Students Through The Anxiety Audit*

Felix Maringe, University of Southampton (UK)

Student anxiety in HE is an under researched area, yet its impact on student progression, performance, retention and achievement is quite significant. The paper reports on an institution based case study undertaken at University of Southampton over a three year period beginning in 2006. An anxiety audit was maintained for 180 students administered three times per year to each of the students. The study found that international students express more anxiety across a range of determinants for their university experience than home students. Female students exhibit greater anxiety for Place factors while male students tend to be more anxious about Price factors of their HE experience.

### *The Role of Instructors in the Construction of a Safe Space in Women's Studies Classrooms at a University in the United States*

Tomoka Toraiwa, Nagoya University

In this paper, I discuss the very important role that instructors play in the construction of a safe space in women's studies classrooms at a university in the United States. This paper explores the ways in which both students and instructors speak of the role of instructors in the construction of a safe space and how such a space is constructed from "above": through instructors exercising some control in the classroom.

## **19.3, Orange County Ballroom, Salon 3**

Symposium: *District Central Office Transformation: The Promises and Challenges for Educational Leadership*

Session Organizer: Michael A. Copland, University of Washington; Chair/Discussants: Meredith Honig, Juli Lorton, Morena Newton, and Lydia Rainey, University of Washington

This symposium asks: How can school district central offices can participate productively in efforts to help all students learn at high levels? The symposium features three papers drawn from an extensive cross case analysis of three urban districts

Saturday, 3:50-5:00 p.m.

engaged in “central office transformation.” Central office transformation focuses on the entire district central office as the main unit of reform, and is about fundamentally remaking central office administrators’ work practices and their relationships with schools in support of teaching and learning improvements for all students. Papers highlight the nature of central office transformation, and feature a close analysis of the work practices of key central office leaders inside the three districts.

#### **19.4, Orange County Ballroom, Salon 4**

Conversation/Dialogue: *Learning to Lead: Challenges and Opportunities Encountered in Preparing American Indian and Alaska Native School Leaders in Mainstream Colleges and Universities*

Session Organizer: Susan C. Faircloth, The Pennsylvania State University

Participants: Grayson Noley, University of Oklahoma; John Tippeconnic, Jane Frances Harstad and Hollie Jonel Mackey, The Pennsylvania State University; Dana Christman, Colleen Bowman, and Brian Dixon, New Mexico State University

This session will address the challenges, opportunities and important lessons learned in developing and sustaining leadership preparation programs for American Indian and Alaska Native students in mainstream institutions of higher education. Participants will identify and discuss ways in which faculty and students work to resolve the tension between living and learning in western-based educational environments and preparing to work with Native schools and communities.

#### **19.5, Grand Ballroom, Salons G & H**

Conversation/Dialogue: *UCEA Joint Center for the Study of the Superintendency and District Governance*

Participants: Thomas Alsbury, North Carolina State University; Theodore J. Kowalski, University of Dayton; Meredith L. Mountford, Florida Atlantic University; George J. Petersen, California Polytechnic University, San Luis Obispo

This conversation/dialogue session will provide an opportunity to introduce the new co-directors of the UCEA Joint Center for the Study of the Superintendency and District Governance as well as an overview of the current work being conducted through the center. The remainder of the session will be devoted to a conversation with participants and panelists about critical issues, concerns, perspectives and future and current lines of scholarship and collaborative projects that may be facilitated by the Center.

#### **19.6, Platinum Ballroom, Salon 4**

Symposium: *Educational Leadership and Ecological Sustainability: Rethinking Leadership for Learning in 21st Century Schools*

Session Organizer: Lisa A. W. Kensler, Auburn University; Chair/Discussants: Molly Killingsworth and Christy Cabezas, Auburn University

Participants: Lisa A. W. Kensler, Auburn University, Gail Furman, Washington State University, Carolyn M. Shields, and Brad W. Kose, University of Illinois at Urbana-Champaign; Jeffrey S. Brooks, University of Missouri; Anthony H. Normore, California State University-Dominguez Hills

Ecological sustainability may be the most critical issue of the 21st century and “will require concerted interactive efforts among disciplines, many of which have not yet recognized, and internalized, the relevance of environmental issues to their main intellectual discourse” (McMichael, Butler, & Folke, 2003). This symposium seeks to spark increased involvement in the work of preparing school leaders with the knowledge, skills, and disposition for engaging in efforts toward a sustainable future.

#### **19.7, Grand Ballroom, Salon K**

Symposium: *Partnership with Practitioners in Development of an Ed.D. Program*

Session Organizer: Louise C. Adler, California State University, Fullerton

The symposium provides a review of partnerships with practitioners in the development of the Ed.D. program at California State University. State law mandated substantial and meaningful participation by PreK-12 partners. Partners participated in every step of the implementation and operation of the program. Both practitioners and university faculty will share their perspectives about this process in the symposium.

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### 19.8, Grand Ballroom, Salon C

Symposium: *Learning from Mistakes: The Promise and Possibility of Understanding School Decline*

Session Organizer: Craig D. Hochbein, University of Louisville; Chair/Discussant: Daniel L. Duke, University of Virginia

Participants: Craig D. Hochbein, University of Louisville; Daniel L. Duke, University of Virginia; Sam Stringfield, University of Louisville; Margaret Terry Orr, Bank Street College

In this symposium, four researchers demonstrate the promise and possibilities of studying school decline to not only prevent school failure, but also improve already chronically low-performing schools. The symposium presentations will address the theoretical, methodological, ethical, and practical aspects of studying school decline, as well as report findings from a large-scale longitudinal study of elementary schools with declining academic performance.

### 19.9, Grand Ballroom, Salon D

Symposium: *Assistant Principals: Employment, Demographics, and Retention in Texas*

Session Organizers: Michelle D. Young, UCEA; Ed Fuller, University of Texas at Austin

To address the paucity of research on assistant principals, we have organized a symposium of interrelated papers that examine assistant principal career paths from: (1) teaching into the assistant principalship, (2) assistant principalship into the principalship, and (3) assistant principalship out of school leadership roles. The papers draw on the same longitudinal state databases in order to explore related questions about the influence of personal characteristics, preparation program characteristics, and school characteristics as they influence assistant principals' careers at each juncture from entry to departure. Our intent is show patterns within and among these relationships over the arch of assistant principals' careers.

### 19.10, Grand Ballroom, Salon J

International Community Building Session: *Educational Research Delegation to South Africa - Bilateral Exchange on Critical Issues*

Session Organizer: Brenda Hood, University of Washington

Multi-media presentation on the Educational Research Delegation led by the AERA president to South Africa. The bilateral exchange delved into how to structure education to facilitate movement out of poverty and address challenges from cultural and linguistic diversity. Discussions with educators, policy-makers, researchers and community focused on policy and infrastructure issues involved in creating culturally responsive classrooms and reform. This session highlights efforts to support and improve leadership for learning.

### 19.11, Grand Ballroom, Salons A & B

International Community Building Session: *Sustaining Success: International Successful School Principals Revisited*

Session Organizer: Stephen L. Jacobson, University at Buffalo - SUNY; Chair/Discussant: Bruce Barnett, University of Texas - San Antonio

Participants: Stephen L. Jacobson, University at Buffalo - SUNY; Lauri Johnson, Boston College; Rose Ylimaki, University of Arizona; David Gurr, Lawrie Drysdale, and Helen Goode, University of Melbourne (Australia); Olof Johansson, Umeå University (Sweden)

Sustaining school success means developing the capacity to self-renew. Research teams from Australia, Sweden and the US report findings from a follow up to the International Successful School Principalship Project (ISSPP), using data collected five years after the original study. Sustaining success is an on-going effort to facilitate organizational learning through self-renewal and personal and collective professional growth that often necessitates organizational redesign and continued staff development.

### 19.12, Platinum Ballroom, Salon 1

Special Session: *Information Session on Membership in UCEA*

Participants: Mary Driscoll, New York University; Fenwick W. English, University of North Carolina-Chapel Hill; James W. Koschoreck, University of Cincinnati; Andrea Rorer, University of Utah; Cindy Reed, Auburn University; Alan Shoho, University of Texas at San Antonio

During this session, current and former UCEA Executive Committee members will provide information and answer questions about membership in UCEA. All attendees are welcome.

*How Does The Leadership Behaviors Of The School Principal Influence The Participation Of Latino Immigrant Parents?*

Alicia Miguel, Kansas City Missouri School District; Barbara Nell Martin and Linda Bigby, University of Central Missouri

The purpose of this case study was to explore the connection between the leadership behavior and actions of an urban school principal and the parent involvement of Latino immigrant parents. The study findings revealed two themes that emerged from the actions of the principal: 1) Institutional Receptivity, and 2) Awakening to Self-Reliance. The implications of this inquiry for practice in education could affect both PreK-12 institutions and higher education institutions as they address the issues of diversity in schools, parental involvement, and giving voice to the marginalized, thus creating truly inclusive school climates.

*Extending The Conversation: Advocating For An Inclusive And Pragmatic Approach For Social Justice Leadership*

Elke Chen, University of Maryland, College Park; David DeMatthews, University of Maryland, College Park

The purpose of this poster is to suggest that social justice advocates must think about how to make educational leadership programs inclusive and capable of preparing future school leaders for the complex and challenging environments they will face. The authors have critiqued and responded to a set of recommendations for a social justice education leadership program. The aim of this poster is to provoke further discussion about how we design future school leadership programs.

*Impact Of An Authentic Campus Experience On Rural Parents: Implications For The Development Of Partnerships*

Shelly Ellis, Shellie Sue Gammill, and Scott Wilson, University of Oklahoma

This exploratory study provides empirical evidence of the impact created by an authentic campus experience on rural parents' knowledge of postsecondary opportunities for their children and the implications for educational leaders. This study utilizes a sample of 7th grade parents from middle schools in rural areas of a south central state. The authentic campus experience is measured both quantitatively and qualitatively to determine the outcomes.

*Factors that Encourage or Impede Advancement or Attainment of Leadership Positions by Muslim Women wearing Hijab*

Victorie J. Hollwell, Metropolitan Community College-Penn Valley (MO); Barbara Nell Martin, University of Central Missouri

The purpose of this study was to identify factors that encouraged or impeded Muslim women wearing hijab from attaining or advancing in positions of leadership. The researchers viewed the study through the lens of Critical Race Theory (CRT), which challenges traditional educational beliefs and practices. The overarching questions guiding this investigation centered on strategies Muslim women who wear hijab have used to overcome adversity and how institutions supported the aspirations of these women. The results of this inquiry could impact both K-12 institutions and higher education institutions as they address the issue of engaging Muslim students, creating inclusive climates, and hiring Muslim staff, faculty, and administrators.

*Twenty-Something Gay Men: A Comparison of High School Experiences*

Dustin A. Bailey, Indiana University

My purpose with this topic is to provide a window into the high school experiences of GLBT students who were impacted by a variety of school administrative decisions. Hopefully with additional knowledge about the experiences of this marginalized group, school administrators will be more equipped to reflect on their decisions and on the potential impacts of these decisions on this culture of young people. Many student groups have been restricted in schools, and the often hidden nature of GLBT individuals doesn't provide enough feedback to practicing school administrators about the effects of their decisions on students. Many people carry a deep-rooted hatred for their school experience, in most cases due to unfair treatment, or the lack of a welcoming environment by which to express themselves openly.

*Satisfaction Levels Among International Students In Korea; A Case Study Of Students At Korea University*

Min-jung Kim and Ju Young Jeong, Korea University

Attracting international students is of great interest for higher education institutions in Europe, North America,



and—increasingly—Asia. But little research has been done on the academic performance and success of overseas students at Asian universities. This study aims to examine some academic problems and difficulties that foreign students face at one university in Korea, which holds vital implications for devising early intervention measures for a successful overseas study experience.

*Is Co-teaching a Benign or a Liberating Practice?*

Leonard C. Burrello, University of South Florida; Marilyn Friend, University of North Carolina-Greensboro; Jane Rhyne, Charlotte-Mecklenburg Schools District

When a school district decides to implement a new practice demanding structural changes, it often fails. Using a critical lens we try to determine if a urban district appears to have gone beyond the technical to the necessary cultural changes to re-distribute power in the relationships between teachers and students in inclusive classrooms. We use three of Purpel and McLaurin's (2004) paradoxes to illuminate what occurred here.

*The Impact of Principals' Time Devotion on Student Achievement: Findings from Urban Elementary Schools in the University's*  
Seunghee Han and Seoung Joun Won, University of Missouri

Data analyses from 53 urban elementary school principals showed that principals spent more than 40 % of their time in administrative and management duties, 12.84 % of their time in developing curriculum and pedagogies, 14.33 % and 18.92 % of their time in maintaining and interacting with parents and communities and individual students, respectively. The patterns of principals' time allocation differ by school contexts including level of poverty and achievement, and three types of instructional, public, and relational leaders influenced positively on student achievement when controlled for school context.

**19.14, Platinum Ballroom, Salon 2**

Fireside Chat: *Reflecting on a Lifetime of Achievements: A Conversation with the 2009 Roald F. Campbell Lifetime Achievement and Master Professor Award Winners*

Participants: Karen Seashore Louis, University of Minnesota; Joan Poliner Shapiro, Temple University

Facilitator: Karen Osterman, Hofstra University

This session provides a forum for the Campbell Lifetime Achievement and the Master Professor Award winners to reflect and share with the audience how they got to this point in their careers. This session also affords the award winners an opportunity to share their recent work with the audience.

**Session 20, Saturday, 5:10-6:20 p.m.**

**20.1, Orange County Ballroom, Salon 1**

Paper Session: *Building Leadership Capacity through District-wide Partnerships*

Chair/Discussant: Andrea Rorrer, University of Utah

*Translational Leadership: Building Districtwide Capacity through Innovative Partnership & Practice*

Thomas Alsbury, Matthew Militello, Bonnie C. Fusarelli, and Karen Terrell Jackson, North Carolina State University

This paper reports the preliminary findings of a new district-level program called the Innovation Leaders Academy (ILA) partnering North Carolina State University and low performing, rural, high minority districts. The ILA uses a newly developed organizational learning assessment tool that incorporates sustainability and cultural measures and a new theoretical construct coined translational leadership. Study results show an increased capacity for innovation reform in participating districts.

*Improving Leadership for Learning by Developing a Cohesive Leadership System*

Gina Schuyler Ikemoto, Catherine Augustine, and Gabriella Gonzalez, RAND Corporation; Jennifer Lin Russell, University of Pittsburgh

This presentation presents findings from a Wallace Foundation funded study of efforts in 10 states and 17 districts to create cohesive leadership systems. We found that some states had more cohesive systems than other states. In the more cohesive

Saturday, 5:10-6:20 p.m.

systems, principals were more likely to report having supportive working conditions and were more likely to report spending time on key practices that research associates with improved teaching and greater learning.

*Developing Leaders And Districts: An Interactive Analysis*

Margaret Terry Orr, Bank Street College; Monica Byrne-Jimenez, Hofstra University; Richard W. Lemons, University of Connecticut; Andrew Lachman, Connecticut Center for School Change

This paper examines the interdependent influences on four school districts when collaborating with two intermediary organizations to develop teachers and assistant principals for leadership positions. While the program's purpose was a human resource strategy—to develop aspiring leaders to lead low-performing schools—it had direct and indirect district systemic reform implications. This paper explores the nature of these implications and how these surfaced as the program was implemented.

**20.2, Orange County Ballroom, Salon 2**

Paper Session: *Leadership and Leading for Student Success*

Chair/Discussant: Gary Crow, Indiana University



*Education Sin Fronteras: Understanding Undocumented Immigrant Latina/o Students' Experience of School Membership*

Jesús Rodríguez, California State University, Long Beach

This study explored undocumented immigrant Latina/o students' experience of school membership / belonging. A phenomenological qualitative research design formed the basis of data analysis which provided the framework for a master narrative on the immigrant experience. The results of the research identified four exemplars: the master narrative of the immigrant experience, integration, the experience of frustration, and a profound sense of motivation and resiliency. The research has implications for undocumented students' access to higher education.

*Intersecting Policy and Professional Development: District Office Leadership for Equity, Inclusion and Social Justice*

George Theoharis, Syracuse University; Elise Frattura, University of Wisconsin - Milwaukee

This paper provides a textured analysis of the advances in equity central office administrators achieved. We address the following question: How are district administrators advancing social justice? This paper focuses on one way these district leaders advanced equity and inclusion - providing all students regardless of disability and home language with education at the same schools/classrooms as their peers. Their approach included district policy and professional development changes.

*Leading Learning for All Students: School Leaders' Conceptualizations of Fairness Inside Their Schools*

Sue Feldman, University of Washington

This paper shares findings from a study of school leaders' conceptions of fairness (equity, equality, justice) inside their schools. This study emerged from a larger study of school leadership in 15 schools in four urban districts. It offers insights into the situated, interactive nature of fairness in schools. It also provides a comprehensive theoretical framework for further research into the on-going social dilemmas that school leaders confront daily.

**20.3, Orange County Ballroom, Salon 3**

Paper Session: *Professional Learning Communities II: Leadership and Explorations of PLCs*

Chair/Discussant: Jonathan Weathers, University of Colorado — Colorado Springs

*Professional Learning Communities for Urban High School Academic Success: A Case Study*

Kristin Huggins, Jim Scheurich, and James R. Morgan, Texas A&M University

One of the most promising school reform efforts is reculturing schools into professional learning communities. Through an organizational learning lens, this case study based upon research conducted over one year in two professional learning communities in a recently low performing urban high school suggests the importance of the leadership facilitation of professional learning communities as well as the importance of teacher learning about student learning through professional

learning communities.

*A Case For Professional Learning Communities (PLC's) and Servant Leadership*

David G. Geurin, Bolivar R-I School District (MO); Robert L. Watson and Cynthia J. MacGregor, Missouri State University

The purpose of this research is to examine the relationship of professional learning communities (PLC) to servant leadership in schools, the servant leadership in Missouri schools as perceived by teachers and administrators, and the relationship of servant leadership characteristics to characteristics of professional learning communities. A central issue in the study was to determine to what extent schools in Missouri are perceived as servant-led organizations. From this examination of servant leadership in schools, the study seeks to examine what characteristics of servant leadership are most predictive of PLC characteristics; and conversely, what characteristics of PLC are most predictive of servant leadership characteristics.

*Rethinking Leadership At The Speed Of Change: Principal Self-efficacy, Learning Organizations And Their Influence On Student Achievement*

Andrea E. Evans, Northern Illinois University; Kristina Astrid Hesbol, Illinois State University; Corinna Crane, University of Illinois-Urbana Champaign

This project is an investigation of the relationships between school principals' self efficacy, their view of the school as a learning organization, and student learning. A sample of 250 principals, representing national geographic and urbanity designations, will participate in this study. They will be asked to respond to two electronic surveys, the Learning Organization Inventory (LOI) and the Principal Self Efficacy Survey (PSES). The Principal Self-Efficacy Survey (PSES) is a 22-item instrument to be used to measure reported self-efficacy. These principals will also be asked to complete the 50-question Learning Organization Inventory based on behaviors that reflect each of Senge's (1990) five disciplines as components of a learning organization. This survey generates responses that indicate the degree to which a principal perceives the presence of the learning organization behaviors (disciplines) in the school.

## 20.4, Orange County Ballroom, Salon 4

Paper Session: *Race and Gender Issues in Education: From the Classroom to the Principalship*

Chair/Discussant: Latish Reed, University of Wisconsin-Milwaukee

*Educating Vulnerable Girls: Understanding Challenges in a Girls Center of Excellence in Kenya*

Kennedy Ongaga, University of North Carolina Wilmington; Mary Ombonga, Pender County Schools, NC

This proposal highlights challenges a Girls Center of Excellence, which is part of an intervention strategy to empower girls who are vulnerable to gender insensitive cultural practices, poverty and HIV and AIDS. Most of the girls who attend the center are either rescued or escape from female genital mutilation and early and pre-arranged marriages. We share the challenges and opportunities.

*Gender Entrapment and the Black Female Principal*

Noelle Witherspoon, Louisiana State University

This paper explores the actions that four Black female principals employ to achieve socially just outcomes for the students and the subsequent labels placed upon these principals. Womanist theory offers a unique standpoint and analysis of gendered and raced social constructions in the lives of Black female principals. Forced into supporting district leadership or policy, these principals manifest a form of "gender entrapment" (Richie, 1996) articulated as labels constructed for them. By examining and analyzing interviews with these principals, this paper also explores how they continue to re-construct these labels in the interpretation of policy to interrogate marginality, promote social justice, and initiate social activism in their schools.

*Spiritual W.E.A.P.O.N.S: The Role of Black American Religio-spirituality in the Administration of Black Female Principals*

Noelle Witherspoon and Dianne Taylor, Louisiana State University

Using narrative analysis, the intersectionality of gender, race, and religio-spirituality highlighted the relationship of past and current religio-spiritual leadership practices that contest the status quo of most University's schools. Four texts

Saturday, 5:10-6:20 p.m.

written as spiritual narratives illuminate the continuing tradition of religio-spirituality as a “weapon.” As metaphor, “weapon” represents religio-spirituality as a means to challenge naïve, conservative, androcentric, business models ubiquitous in our increasingly complex society (Shields, 2004). As an acronym of the findings, W.E.A.P.O.N.S represents Word, Wisdom and Witness; Ethics of Religio-spirituality; Armor and Activism; Perseverance and Prayer; Ontology and Epistemology; Naming; and Spiritual Fruit. Our study contributes to reconceptualizing educational administration by emphasizing the voices of Black women principals.

## 20.5, Grand Ballroom, Salons A & B

Paper Session: *Vision Casting and Culture Building*

Chair/Discussant: Robert O. Slater - University of Louisiana - Lafayette

### *Cognitive Load and School Culture: Multi-Case Studies during School Culture Building*

Kent Peterson and Yi-Hwa Liou, University of Wisconsin - Madison

Researchers and policymakers continue to raise questions about the preparation and professional development of school principals to enhance cognition and school culture shaping. Few have examined the level of cognitive load associated with nurturing positive cultures or working to transform toxic cultures. This paper examines the nature of cognitive load and principals' tasks using case studies of four principals who maintain positive cultures and four who improve toxic cultures.

### *Principals' Perceptions of Visionary Leadership: A Qualitative Investigation*

Janene W. Hemmen, Stacey Edmonson, and John R. Slate, Sam Houston State University

In this study, we interviewed 12 practicing principals who graduated from ELCC-recognized or ELCC-denied building level programs regarding their perceptions of visionary leadership. Our focus was on these principals' perceptions of visionary leadership as developed during (throughout) principal preparation programs. From a qualitative analysis of the interviews, nine metathemes emerged concerning visionary leaders: (a) knows the entire organization, (b) builds a culture of teamwork, (c) motivates stakeholders, (d) knows role in change process, (e) builds relationships, (f) communicates, (g) contends with the challenging role, (h) is knowledgeable of resources, and (i) is a human resource specialist. All nine metathemes were evident in the interview data from both the practicing principals of both ELCC-recognized and denied principal preparation programs.

## 20.6, Grand Ballroom, Salons G & H

Special Session: *Memorial Session for Dr. Ronald Takaki*

Organizer: Alan Shoho, University of Texas at San Antonio

Facilitator: Rodney Ogawa, University of California, Santa Cruz

Participants: Judy Alston, Ashland University; Jeffrey S. Brooks, University of Missouri; Ernestine K. Enomoto, University of Hawaii; Susan Shoho-Uyemura, California State University, Fullerton; Autumn Tooms, Kent State University; Michelle D. Young, UCEA

Ronald T. Takaki was slated to deliver the Texas A&M Social Justice Lecture at this year's conference before his unexpected death in May 2009. Known as one of the most prolific scholars who helped pioneer the field of ethnic studies and wrote animated histories about Blacks, Asians, Latinos, and other marginalized Americans during four decades on the University of California (UC) Berkeley faculty, Takaki was the author and editor of more than 20 books, including *Iron Cages: Race and Culture in 19th Century America* (1979), *Strangers From a Different Shore: A History of Asian Americans* (1989), *A Different Mirror: A History of Multicultural America* (1993), and *Double Victory: A Multicultural History of America in World War II* (2000). Takaki taught UCLA's first African American history class. When the young Japanese American, sporting a crew cut, walked into the classroom for the first time, the students, some wearing Afros and dashikis, fell silent. One student finally spoke up. “Well, Professor Takaki,” the student said in a challenging tone, “what revolutionary tools are we going to learn in this course?” Takaki replied, “We’re going to study the history of the University’s as it relates to African Americans. We’re going to strengthen our critical-thinking skills and our writing skills. These can be revolutionary tools if we make them so.” He wound up at Berkeley in 1972 where he established UC Berkeley’s Ph.D. program in ethnic studies, the first of its kind in the nation and taught the courses there for 28 years, often turning students away for lack of seats. “If he wanted to, he could have had 1,000 students each term,” said retired ethnic studies professor Roberto Haro, who had taught with Takaki at Berkeley.

**20.7, Platinum Ballroom, Salon 4**

Paper Session: *School Personnel III: Evaluating School Personnel*

Chair/Discussant: Stephen L. Jacobson, University at Buffalo - SUNY

*Evaluating School Principals: A Pilot Study. Feedback For Improved Leadership Performance And Student Academic Outcomes.*  
Marla Israel and Anastasia Kokkinis, Loyola University Chicago

The State of Illinois passed P.A. 94-1039 legislating that each school district shall establish a yearly principal evaluation plan. This study sought to understand the state of principal evaluation since the inception of this 2006 legislation. This research suggests that supervisors must have specific knowledge and skills to perform meaningful principal evaluation that could lead to improved leadership performance and student academic outcomes. Implications for superintendent leadership education are discussed.

*Principals' Perceptions Regarding the Role of the Professional Development and Appraisal System in Teacher Supervision*  
Steven D. Busch and Angus J. MacNeil, University of Houston; George Robinson, Brazosport Independent School District (TX)s

Best practice and current research supports the need for principals to move away from teacher evaluation practices that place them in the role of an expert authoritative inspector. Instructional leaders must practice shared leadership, collegiality, and collaborative models of principal-teacher interaction. The results of this study are reported with respect to each of the four interview questions presented to the 269 responding principals regarding the perceptions of their roles as supervisors of teachers.

*The Culturally Competent Administrator: Oregon's Experience in Developing Administrator Standards and Evaluation Rubrics*  
Kim Sherman and Phil McCullum, University of Oregon; John Lenssen, Oregon Leadership Network

This presentation traces the history of Oregon's work in defining cultural competence for school administrators, in including cultural competency in each of the six core administrator licensure standards, and finally, in defining behaviors that can be observed and measured in culturally competent administrators.

*Understanding Experts: Using Scenarios to Measure Educational Leadership Expertise*  
Jason Taylor Huff, Vanderbilt University

Scholarship in the area of educational leadership expertise has made mixed progress in two areas: 1) the content or domains that comprise this expertise, and 2) valid instruments that measure it. This paper presents the results of a study that developed scenarios and scoring rubrics to measure principals' educational leadership expertise in three primary areas. All the scenarios focused on typical situations regarding instruction that a principal might encounter in her/his work. The researcher solicited feedback from a national group of content experts to evaluate the scenario measures' ability to tap leadership expertise. This paper reports content experts' feedback on the measures and how they were modified to better capture leadership expertise, and it compares the results of the scenario analyses and scoring to previous uses of scenarios to measure such expertise.

**20.8, Grand Ballroom, Salon K**

Symposium: *The Role of Feedback and Coaching as Tools for Leadership Development*

Session Organizer: Ellen Goldring, Vanderbilt University; Chair/Discussant: Philip Hallinger, Institute of Education, Hong Kong

Participants: Ellen Goldring, Leonard Bickman, Catherine Smith, Warren Lambert, Vanderbilt University, Peter Goff, Katherine Taylor Hanes, Madeline Mavrogordato, and Mark Cannon, Vanderbilt University

The purpose of this symposium is to report about an ongoing, random experiment that is developing a system to provide systematic feedback from teachers to principals about the effectiveness of their leadership. The goal of this experiment is to determine if and how systematic feedback from teachers and coaching surrounding that feedback influences both the quality of that leadership and in turn, student achievement. The specific research questions are: Does a system of ongoing feedback to principals from teachers about their instructional leadership practices improve principals' leadership? Does principal coaching on how to use the ongoing feedback from teachers enhance the effect of feedback on principals' leadership?

Saturday, 5:10-6:20 p.m., 6:15-9:00 p.m.

**20.9, Grand Ballroom, Salon J**

*Symposium: Leadership Preparation in the Context of Partnership, Cohort and Interdisciplinary Approaches: Three University Models*

Session Organizer: Gaetane Jean-Marie, University of Oklahoma; Chair/Discussant: Margaret Grogan, Claremont Graduate University

Participants: Gaetane Jean-Marie and Gregg Garn, University of Oklahoma; Jeffrey S. Brooks, University of Missouri; Lisa A. W.

Kensler, Christy Cabezas, and Molly Killingsworth, Auburn University; Anthony H. Normore, California State University, Dominguez Hills; Julie Slayton, Los Angeles Unified School District

In the United States, leadership preparation programs are revamping traditional approaches to preparing school leaders by exploring a variety of innovative possibilities (Jackson & Kelley, 2002). These include problem-based learning, cohorts, collaborative district-university-community partnerships, rich in-field experiences, scenario-based case studies, and the use of distance learning and technology (Jackson & Kelley, 2002; Silverberg & Kottkamp, 2006). This symposium explores the efficacy of innovative and interdisciplinary approaches to leadership preparation implemented at three universities.

**Barbara L. Jackson Scholars Network Workshop and Reception**  
**Saturday, November 21, 6:15 p.m. - 8:00 p.m.**  
**(By Invitation Only)**

**The Barbara L. Jackson Scholars Network program is in honor of Barbara L. Jackson, a professor and leading scholar, for her contributions to the discipline. The program will provide mentoring and a support network for future educational leadership professors, to help prepare them for entry into higher education.**

**New scholars will be introduced and a reception will follow. All current and former Jackson Scholars and mentors are encouraged to attend. Please be prompt.**

**A special thank you goes out to:**

**Claremont Graduate University, University of San Diego, and University of Texas at San Antonio**

**California Education Leadership Summit:**  
***Ensuring Strong Leadership for Our Public Schools***

**Saturday, 6:30-9:00 p.m.**

**Grand Ballroom, Salon E**

**Moderators:**

Anthony H. Normore, California State University, Dominguez Hills

Louise C. Adler, California State University, Fullerton

Joan Bissell, California State University, Chancellor's Office

**Panelists:**

Paula Cordeiro, Dean, School of Leadership and Education Sciences, University of San Diego

Karen Symms-Gallagher, Dean, Rossier School of Education, University of Southern California

Marquita Grenot-Scheyer, Dean, College of Education, California State University, Long Beach

Christopher Steinhauser, Superintendent, Long Beach Unified School District

William M. Habermehl, Orange County Superintendent of Schools

Darline P. Robles, Los Angeles County Superintendent of Schools

Jane Russo, Superintendent, Santa Ana Unified School District

The California Education Leadership Summit provides an exceptional opportunity to participate in a discussion of the most challenging issues confronted by distinguished educational leaders. The nationally recognized Superintendents from Los Angeles and Orange County Departments of Education and Long Beach and Santa Ana Unified School Districts and the Deans of Education at California State University Long Beach, the University of San Diego, and the University of Southern California share perspectives on creating alliances across institutions to sustain strong public schools in extraordinarily difficult times. Join the discourse with these prominent educational leaders as they reflect on their leadership and learning strategies and share their visions of the keys to meeting the challenges we all face.

## Session 21, 8:00 a.m.-12:00 p.m.

8:00-11:00 a.m.

### 21.1, Orange County Ballroom, Salon 1

Workshop: *Online Leadership Cases to Support the Development of Administrative Decision Making*

Organizers: Pamela D. Tucker and Sara L. Dexter, University of Virginia

These organizers will offer a three-hour interactive session to immerse participants in a newly developed online learning environment for supporting the use of case methods in leadership preparation programs. The presenters will walk participants through a case and briefly share their research findings on student learning outcomes. The cases, using Educational Theory Into Practice Software (ETIPS), have been designed to scaffold administrative decision making in a variety of virtual yet realistic school settings. The embedded questions elicit a systematic analysis of a case in a data-rich setting and allow students to receive feedback on their thinking from instructors. These leadership cases are designed to be used as an integral component of academic coursework to develop administrative decision making and begin building bridges to the world of practice.

Capacity: 20 participants

\*Please be sure to bring a laptop with a wi-fi card for internet access.

8:00-9:00 a.m.

### 21.2, Orange County Ballroom, Salon 4

Meeting: *Program Center Advisory Board Meeting*

Organizer: Julian Vasquez Heilig, University of Texas at Austin

Participants: Jane Clark Lindle, Clemson University; Bradley Portin, University of Washington; James Earl Davis, Temple University; Kathleen Brown, University of North Carolina at Chapel Hill; Teresa Akinyi Wasonga, Northern Illinois University; Scott McLeod, Iowa State University; Nancy Evers, University of Cincinnati; Meredith L. Mountford, Florida Atlantic University

8:00 a.m.-10:00 a.m.

### 21.3, Orange County Ballroom, Salon 2

Workshop: *UCEA-Wallace Foundation Workshop I: How District-University Partnerships Influence Leadership Preparation Programs*

Organizers: Tricia Browne-Ferrigno, University of Kentucky; Margaret Terry Orr, Bank Street College

Participants: Thaddeus Dumas, University of Louisville; Lynne Wheat and Judy Mullins, Jefferson County Public Schools (KY); Juanita Simmons, University of Missouri-Columbia; Sheila Smith-Anderson, St. Louis Public Schools (MO)

This work focuses on models of district-university collaboration in leadership development. Model one focuses on standards. A key aspect in working together in this model is the co-construction of leadership standards that would be used for Candidate selection, curriculum development, candidate assessment and principal selection. The second model involves the co-construction and collaborative delivery of the entire leadership program. The training will focus on what is possible, what the strengths and weaknesses of each approach are, what steps would need to be taken to initiate each model or to strengthen current partnerships to reflect either model, time will also be dedicated to overcoming common challenges and garnering institutional support.

8:00-10:00 a.m.

### 21.4, Grand Ballroom, Salon C-D

Meeting: *Journal of Research on Leadership Education Board Meeting*

Editor: Edith A. Rusch, University of Nevada-Las Vegas

Associate Editor: James R. Crawford, University of Nevada-Las Vegas

Managing Editor: Dan Gianoutsos, University of Nevada-Las Vegas

Editorial Board: Vincent Anfara, University of Tennessee-Knoxville; Margaret Barber, Lehigh University; Bruce Barnett, Elizabeth Murakami-Ramvalho and Maricela Oliva, University of Texas at San Antonio; Allison M. Borden, University of New Mexico; Tom Chenoweth, Portland State University; James Earl Davis, Temple University; Diane Dean, Illinois State University; Ernestine

Sunday, 8:00 a.m.-12:00 p.m.

Enomoto, University of Hawaii; Gordon Gates, Washington State University; David Gurr, University of Melbourne; Donald Hackmann, University of Illinois-Urbana Champaign; Gary Ivory, New Mexico State University; Gaetane Jean-Marie, University of Oklahoma; Adrianna Kezar, University of Southern California; Bob Johnson, University of Utah; Jonathan Lightfoot, Hofstra University; Catherine Lugg, Rutgers University; Jacky Lumby, University of Southampton; James Lytle, University of Pennsylvania; Carlos McCray, Georgia State University; Rhonda McClellan, University of Texas-Arlington; Scott McLeod, Iowa State University; Anthony Normore, California State University-Dominquez Hills; Margaret Terry Orr, Bank Street College; Bradley Portin, University of Washington; Nona Prestine, Pennsylvania State University; Susan Printy, Michigan State University; Rick Reitzug, University of North Carolina-Greensboro; Diane Riccardi, Clemson University; Stacey Rutledge, Florida State University; LeTefy Schoen, North Carolina State University; Whitney Sherman, Virginia Commonwealth University; Scott Sweetland and Tatiana Susptsyna, Ohio State University; Autumn Tooms, Kent State University; Shuangye Chen and Allan Walker, Chinese University of Hong Kong; Carolyn Wanat, University of Iowa; Jia Wang, Texas A&M University; Charles Webber, University of Calgary; Noelle Witherspoon, Louisiana State University

The second half of this meeting is open to anyone interested in enhancing reviewer skills and quality manuscript review techniques. A panel of award-winning reviewers, including Donald Hackmann, Miles Bryant, JoAnne Cooper, JoAnne Barbour, Bruce Barnett, Jeffrey Brooks, and Anthony Normore, will be featured.

9:00-11:00 a.m.

### 21.6, Grand Ballroom, Salons A & B

Meeting: *Journal of Cases in Educational Leadership Board Meeting*

Editor: Gerardo López, Indiana University

Editorial Board: Enrique Aleman and Andrea Rorrer, University of Utah; Judy Alston, Ashland University; Lisa Bass, University of Oklahoma-Tulsa; Floyd Beachum, Lehigh University; Bill Black, University of South Florida; Catherine Lugg, Rutgers University; Daniel Duke, University of Virginia; Scott Ferrin, Brigham Young University; Richard Fossey, University of North Texas; Lance Fusarelli, North Carolina State University; Rochelle Garner, Wright State University; Mark Gooden, University of Texas at Austin; Madeline Hafner and Julie Mead, University of Wisconsin-Madison; James Koschoreck, University of Cincinnati; Robert Kottkamp, Hofstra University; Colleen Larson, New York University; Carlos McCray, Georgia State University; Kathryn Bell McKenzie, Jim Scheurich and Linda Skrla, Texas A&M University; Charles Russo, University of Dayton; Alan Shoho, University of Texas at San Antonio; Paula Short, Tennessee Board of Regents

21.7, 9:30 a.m.-12:00 p.m.

### Grand Ballroom, Salon K-J

Workshop: *UCEA Workshop: Assessing Leadership Effectiveness for Program Improvement*

Organizers: Andrea Rorrer and Karen Jackson, University of Utah; Margaret Terry Orr, Bank Street College; Margaret Barber, Lehigh University

This workshop will focus on assessing leadership effectiveness for the purpose of improving professional preparation. Presenters will discuss new direction in principal evaluation and its applicability to leadership preparation programs. Presenters will introduce the School Leadership Preparation and Practice instrument and discuss its psychometrics. Additionally, presenters will discuss the use of data from the SLPPS and other sources for improving leadership preparation programs.

10:00 a.m.-12:00 p.m.

### 21.8, Orange County Ballroom, Salon 2

Workshop: *UCEA-Wallace Foundation Workshop II: Preparing Leaders to Support School-wide Student Achievement*

Organizers: Ann O'Doherty, University of Texas at Austin; Gretchen Givens Generett, Duquesne University

In this workshop, UCEA will provide a screening of "The Principal's Story", a documentary. Following the screening, there will be a demonstration on how to use the documentary, the film clips, and the Field Guide in principalship preparation programs. The workshop highlights four specific leadership behaviors of particular importance to the success of the featured principals. Specifically, workshop participants will: Increase their ability to effectively and productively prepare principals for leadership that increases student achievement; Learn to use the film, film clips, tools, and strategies to support principals,



aspiring principals, and others; Reach a deeper understanding of the principal's role in leading instruction so that students from all groups achieve; Identify and use research to inform principal leadership.

\*Participants will receive a copy of "The Principal's Story" DVD.

**10:00 a.m.-12:00 p.m.**

**21.9, Grand Ballroom, Salons G & H**

Meeting: *Educational Administration Quarterly Board Meeting*

Editor: Linda Skrla, Texas A&M University

Associate Editors: Jim Scheurich, Kathryn Bell McKenzie, Terah Venzant-Chambers, Gwendolyn Webb-Johnson, Chance Lewis, Anthony Rolle, Mario Torres, Roger Goddard, Robert Miller, and John Hoyle, Texas A&M University

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**10:00 a.m.-12:00 p.m.**

**21.10, Orange County Ballroom, Salon 3**

Workshop: *NCATE/ELCC Program Assessment Training Workshop*

Organizer: Honor Fede, Educational Leadership Constituent Council (ELCC)

Registration Fee: \$75.00. There is a separate registration process from the UCEA convention to attend this workshop- please contact Ms. Honor Fede at [fedeh@principals.org](mailto:fedeh@principals.org) for registration materials by November 2, 2009.

Arthur Levine's report entitled, *Educating School Leaders*, is highly critical of traditional educational administration programs at colleges and universities. This workshop will feature discussion on the seven ELCC program assessments, how to develop assessment activities, scoring rubrics, and data collection that aligns to ELCC standards, changes to the ELCC standards effective fall 2010, and how to write a quality program report for NCATE/ELCC program review. Learn about the changes to the NCATE program review system and the new NCATE options that will be possible for submitting program reports. Participants will have an opportunity to review and discuss examples of different types of program assessments.

# AN INTRODUCTION TO UCEA

## *History*

The professional beginning for educational administration began in 1947 under the guidance of Walter Cocking, editor of *The School Executive* and E.B. Norton, professor of educational administration at Teacher College, Columbia, with the founding of the National Council of Professors of Educational Administration (NCPEA). The formation of the Cooperative Program in education administration (CPEA) by 1955 had 30 institutions receive grants to advance the study of school administration. CPEA is credited with giving birth to the University Council of Educational Administration (UCEA).

In 1954, members of the Cooperative Program in Educational Administration (Middle Atlantic Region) proposed an organization that would be devoted to improving professional preparation of educational administrators. To help establish such an organization, a central office with part-time staff was established on the campus of Columbia University, financed by a grant from the W. K. Kellogg Foundation to Teachers College of Columbia University. Between 1956 and 1959, with help from the staff at the Teachers College office, UCEA's constitution and by-laws were formulated, the organization's purposes were defined, and additional financial support was obtained in the form of a five-year grant from the Kellogg Foundation. The organization was officially founded in 1957, and the UCEA central office moved to The Ohio State University where a small, full-time staff was hired. In 1984, the central office was moved to Arizona State University, to The Pennsylvania State University in 1991, and the University of Missouri-Columbia in 1996. In 2006, UCEA's central office moved to the University of Texas at Austin.

Since its inception, UCEA has worked to improve the professional preparation of administrative personnel in both continuing education and pre-service programs. UCEA has been a major contributor to:

- Broadening the content of preparation programs for educational administrators,
- Extending use of more effective methods of inquiry in educational administration,
- Shifting educational administration from an anecdotal orientation to a more scientific one, leading to generalizations about organizations and leadership,
- Developing new instructional materials for administrator preparation programs,
- Fostering exchanges in research and in program development between professors and administrative leaders in the University's and their counterparts in other countries, and
- Continuing efforts toward standards of excellence in research and in preparation programs for administration.

More recently, UCEA also has focused considerable attention on strengthening relationships among institutions that prepare administrators for service and the school districts and other agencies in which administrators serve. UCEA's most recent initiative in this area is the development of the National Commission for the Advancement of Educational Leadership Preparation (NCAELP).

## *Financing*

Upon expiration in 1969 of a second five-year grant from the Kellogg Foundation, UCEA has been supported through a combination of membership dues; donations of resources, facilities, equipment and staff time from member institutions; sales of publications and instructional materials; and investment income. From time to time, UCEA also obtains external grants for special projects.

## *Governance and Staff*

UCEA's governance is vested in two official bodies, the Executive Committee and the Plenum. The Executive Committee is composed of nine individuals elected from member institutions. The Executive Committee makes decisions about appointments and compensation of personnel, develops plans for and makes recommendations to the Plenum, and, when necessary, makes interim program decisions. Executive Committee Officers consist of a President, who presides at all Plenary Sessions and Executive Committee Meetings; a President-Elect, who chairs the convention; and a Secretary Treasurer. The Plenum, comprised of one representative from each member university, elects the Executive Committee, helps make governance, finance, and membership decisions, provides linkages with member university faculty and students, and promotes programmatic involvement with UCEA. UCEA Central Staff are led by the UCEA Executive Director, whose responsibilities include working with the Executive Committee to build the vision, goals, and activities for UCEA consistent with its mission, and leading, supporting, managing, and executing the routine work of UCEA. Central Staff also include Associate Directors, an Events Manager, a Financial Director, and graduate assistants.

# AN INTRODUCTION TO UCEA

## ***UCEA Member Institutions***

Arizona State University  
Auburn University  
Brigham Young University  
Clemson University  
College of William and Mary  
Duquesne University  
Florida Atlantic University  
Florida State University  
Fordham University  
Georgia State University  
Hofstra University  
Illinois State University  
Indiana University  
Iowa State University  
Kansas State University  
Kent State University  
Lehigh University  
Louisiana State University  
Miami University  
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  
Saint Louis University

Sam Houston State University  
St. Johns University  
Temple University  
Tennessee State University  
Texas A & M University  
The Chinese University of Hong Kong  
University at Buffalo/SUNY  
University of Alabama  
University of Arizona  
University of Cincinnati  
University of Connecticut  
University of Dayton  
University of Florida  
University of Georgia  
University of Houston  
University of Illinois  
University of Iowa  
University of Kansas  
University of Kentucky  
University of Lincoln  
University of Louisville  
University of Maryland  
University of Minnesota  
University of Missouri-Columbia  
University of Nebraska Lincoln  
University of Nevada-Las Vegas  
University of New Mexico  
University of North Carolina-Chapel Hill  
University of North Carolina-Greensboro  
University of Northern Colorado

University of Oklahoma  
University of Oregon  
University of Pittsburgh  
University of Southampton  
University of Tennessee at Knoxville  
University of Texas-Austin  
University of Texas-San Antonio  
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  
Washington State University  
Wayne State University

## ***Partner/Provisional Member Institutions***

Bank Street College  
Bowling Green State University  
Cardinal Stritch University  
Northside Independent School District (TX)  
San Antonio Independent School District (TX)  
Portland State University  
Texas State University  
Texas Woman's University  
University of Texas-Pan American

## ***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.....The St. Anthony Wyndham, San Antonio, TX  
2007.....Hilton Alexandria Mark Center Hotel, Alexandria, VA  
2008.....Buena Vista Palace Hotel, Orlando, FL

## **Visit UCEA's website!**

UCEA provides a lot of information about the organization on its website, [www.ucea.org](http://www.ucea.org).

Visit UCEA's website for a review of UCEA's history, future initiatives, and the latest UCEA activities.

Browse the membership directory, convention information, events schedule, job postings, or purchase UCEA publications.

If you have any comments or suggestions, please feel free to call or e-mail UCEA.

# UCEA AWARDS

## 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—Austin
1990 .....	Paul V. Bredeson, 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, SUNY-Buffalo
1995 .....	Neil Theobald, Indiana University
1996 .....	Frances C. Fowler, Miami University of Ohio (Ohio)—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 Lopez, 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

The Culbertson Award was organized by former associate directors of UCEA. Individuals who are nominated must have been professors for six years or fewer and currently serve in a UCEA university. Contributions for which an individual may be nominated include: (a) innovation in administrator preparation; (b) a published book; (c) instructional materials; (d) development of a new course or program; and (e) a completed research project or related product. Donations to the Culbertson Award Fund are welcome.

# UCEA AWARDS

## The Roald F. Campbell Lifetime Achievement Award

The Roald F. Campbell Award was established in 1992 to recognize senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity and service.

1992 .....	Daniel E. Griffiths, New York University
1993 .....	Jack A. Culbertson, Ohio State University
1994 .....	David L. Clark, University of North Carolina-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 (Retired)
2008 .....	Catherine Marshall, University of North Carolina-Chapel Hill
2009 .....	Karen Seashore Louis, University of Minnesota

The Campbell Award for lifetime achievement is made at the discretion of the UCEA Executive Committee. Criteria used in selecting the recipient include: (a) longtime distinguished service as teacher/researcher in the field of educational administration; (b) superior contributions to the field's body of knowledge; and (c) recognized leadership efforts to improve the field, especially with regards to the preparation of educational administrators and/or professors of educational administration.

## 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, an 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 the 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 and Thomas Mayes, Lehigh University
2003 .....	Sandra Lowrey and Sandra Harris, Stephen F. Austin State University
2004 .....	Duane Covrig, Louis Trenta, and Sharon Kruse, University of Akron
2005 .....	Donald Leech, Valdosta State University Lorraine Miller, Duval County Public Schools
2006 .....	David Mayrowetz, University of Illinois-Chicago,

# UCEA AWARDS

	John Preston Price, Chicago Public Schools
2007 .....	David Strader, University of Texas-Arlington
2008 .....	Kerry S. Kearney, Oklahoma State University
	Judith K. Mathers, Oklahoma State University
2009 .....	Catherine A. Lugg, Rutgers University
	Autumn K. Tooms, Kent State University

## The Master Professor Award

The UCEA Master Professor Award is to be made to an individual faculty member whose record (as indicated by the following characteristics) is so distinguished that the UCEA must recognize this individual in a significant and timely manner. The attributes for choosing The UCEA Master Professor includes a professor who has a sustained record as outstanding teachers, 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; is considered to be an outstanding advisors and mentors of students as evidenced by mentoring students in research projects that address the needs of K-12 educational systems; has taken a leadership role in their academic unit, as administrators and/or leaders in educational endeavors. They have gained a regional and national reputation, as an educational leader and innovato; has provided outstanding leadership in promoting and supporting diversity in faculty, students, staff, programs, and curriculum in the field of educational leadership/administration; and has 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

## The Jay D. Scribner Mentoring Award

The Jay D. Scribner Mentoring Award will honor 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 to be 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 throughout this same time. Of particular note, is Jay D. Scribner's unique ability to reach across racial, class, and gender differences in his mentorship-nurturing scholars from under-represented backgrounds into a profession largely homogeneous in composition.

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-Chapel Hill

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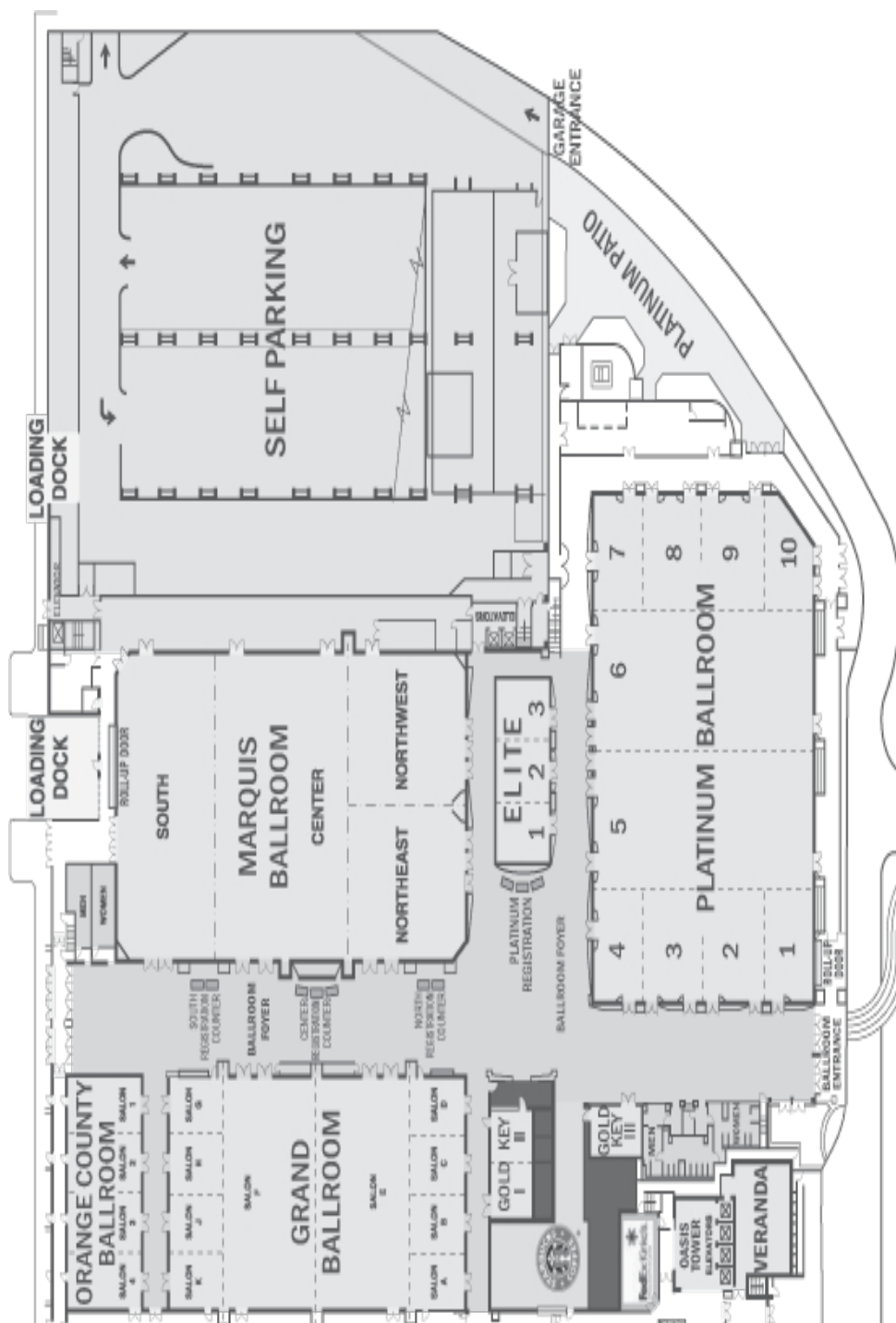
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