



UCEA REVIEW

University Council for Educational Administration

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Summer 2017

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The UCEA Program Design Network: Universities Leveraging Strengths of Collaborative Improvement Communities

Kathleen M. Winn & Michelle D. Young
UCEA

In 2014, UCEA institutional representatives and executive committee members launched an appreciative inquiry process to guide thinking and planning for UCEA's future. The UCEA Program Design Network (UCEA-PDN) emerged from this process as a signature initiative. Importantly, the UCEA-PDN builds on UCEA's research and development work and its success in fostering collaborative networks by supporting intentional collective action around continuous program improvement and fosters collective engagement in leadership preparation design, redesign, and improvement. We are enthusiastic to report 25 UCEA member institutions registered their programs to engage in this initiative. The commitment of these more than 100 individuals demonstrates wide dedication to UCEA's principle of continuous program improvement.

UCEA-PDN Framework

The UCEA-PDN framework is derived from UCEA's experience with program improvement, research, appreciative inquiry, design thinking, and improvement science. The UCEA-PDN improvement work involves purposeful dialogue, inquiry, and analysis to understand preparation programs' organizational contexts, program strengths, theories of action, and articulated steps to advance improvement efforts.

The UCEA-PDN is structured to engage UCEA faculty within cross-institutional teams in one of five focused, facilitated program design networked improvement communities (PD-NICs). Derived from research, the UCEA-PDN framework is informed by UCEA's experience with both program improvement and the work of the Carnegie Foundation around improvement science. This project is grounded in these understandings:

1. UCEA programs have the interest in and capacity to engage in continuous improvement concerning their preparation programs for educational leaders.
2. UCEA programs' improvement efforts will significantly benefit from engaging in intentional networked communities.
3. Improvement efforts must be designed with practicing educational leaders in mind.
4. It is critical to understand faculty expertise and program strengths and how such expertise and strengths might be leveraged in the improvement process.

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Contributing to the *Review*

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

Deadlines: April 1, August 1, December 15

5. Improvement science offers a useful and concrete process for disciplined experimentation through iterative testing of new program practices and processes.

Recognizing different programs have different programmatic areas in which to focus efforts, UCEA offered multiple target improvement areas from which institutions might choose. Thus, at the heart of each PD-NIC is a problem domain within educational leadership preparation programs. The five problem domains selected for the UCEA PD-NICs have been areas linked to quality preparation outcomes within the research literature and are as follows:

- Preparation Partnerships;
- Candidate Recruitment, Selection, & Evaluation;
- Mentorship & Coaching;
- Curriculum, Instruction, & Coherence; and
- Powerful Learning Experiences (with an emphasis on equity).

The program domain anchors PD-NICs and wider UCEA-PDN activity focus the work of PD-NIC participants and stimulate the collective action of participants toward program improvement. The UCEA-PDN model for improvement is based on the following four fundamental questions that each PD-NIC is addressing:

1. What are we trying to accomplish?
2. How will we know that a given change is an improvement?
3. What changes can we make that will result in improvement?
4. What will we do next, based on what we have learned?

Focus on Improvement

The UCEA-PDN's focus on improvement is bolstered by the work of the Carnegie Foundation for the Advancement of Teaching. In *Learning to Improve: How America's Schools Can Get Better at Getting Better*, Bryk, Gomez, Grunow, and LeMahieu (2015) translated the major ideas of improvement science to educational settings. According to the Carnegie Foundation (2017), the Core Principles of Improvement Science include the following:

1. Make the work problem specific and user centered.
2. Focus on what works, for whom and under what set of conditions.
3. Examine the system that produces the current problem/outcomes.
4. Identify measures of key outcomes that will enable you to track if a change is an improvement and anticipate the unintended consequences of improvement work and measure those as well.
5. Engage in cycles of plan, do, study, and act (PDSA) in order to learn and make improvements based on that learning.
6. Accelerate improvements through networked communities.

The tools of improvement science have been utilized within the UCEA-PDN to foster program changes that will have a significant positive impact on the aspiring leaders enrolled in UCEA programs. Furthermore, in addition to building faculty capacity to use improvement science to foster program change, UCEA is also working to develop resources that faculty can use to develop building- and district-level leaders who are adept in the science of improvement.

UCEA-PDN Engagement

This project is engaging faculty teams in a process of program self-evaluation, design, and improvement through three signature learning experiences: PD-NICs involvement, purposefully designed improve-

ment work, and UCEA study visits.

PD-NICs. Program faculty are assigned to a PD-NIC with other UCEA institutional representatives who have similar leadership preparation program goals (i.e., problem domain of focus). PD-NICs are by nature collaborative networks in which participants identify and work toward common goals by leveraging processes associated with improvement science. These faculty teams participate in facilitated collaborative meetings designed to support participating programs' priority area of redesign (e.g., selection, partnerships, mentoring, curriculum, pedagogy). Together, PD-NIC members collaboratively explore research and best practice, use tools of improvement science to examine and improve elements of their preparation program, share and develop new resources, and provide other PD-NIC members with constructive feedback and support.

PD-NIC meetings are held online every 4–6 weeks, and asynchronous engagement is supported through UCEA Networking Tool—an online networking and learning platform. PD-NIC members also have the opportunity to participate in face-to-face meetings at the UCEA and AERA annual meetings as well as during a study visit.

Improvement work. Improvement work involves purposeful dialogue, inquiry, and analysis to understand preparation programs' contexts, strengths, theories of action, and articulated steps to advance improvement efforts. Based on a framework devised by the Carnegie Foundation for launching a viable networked improvement community, PD-NICs begin their work with the following domains of activity:

- Conducting a program self-assessment that clearly identifies program strengths and weakness, particularly around the PD-NIC focal area;
- Identifying an improved future state with clear unambiguous and measureable goals;
- Learning the philosophy and practices of Design Thinking and Improvement Science;
- Developing a theory of improvement that specifies high-leverage drivers hypothesized to help make progress toward a clear, unambiguous, and measurable aim;
- Using improvement research methods that specify a concrete approach to disciplined experimentation through iterative testing of new routines and practices related to the high-leverage drivers; and
- Building a measurement and analytic infrastructure that enables the network to formatively track progress and learn from efforts to experiment with process improvements. (Russell, 2016, p. 3)

UCEA study visits. In addition to ongoing program design and improvement work, UCEA-PDN members will have an opportunity to engage in study visits during the fall of 2017 that are intentionally designed around the PD-NIC focal areas. Study visits will take place at universities whose leadership preparation programs have been recognized by the UCEA-sponsored Excellence in Educational Leadership Preparation (EELP) award. The EELP award recognizes those programs that demonstrate excellence in educational leadership preparation, strong alignment to UCEA membership standards, and commitment to UCEA's mission to advance the preparation and practice of the educational leaders for the benefit of all children and schools.

The purpose of the study visits is to coordinate inquiry-based experiences for educational leadership faculty that offer an opportunity to see and experience exemplary leadership preparation programs and practices, engage in generative discussions that foster the deepening of professional knowledge, and spark program innovation. The UCEA study visits will offer UCEA-PDN faculty meaningful opportunities to explore key issues in building partnerships, candidate selection and recruitment, mentorship and coaching, program coherence, pedagogy, and student assessment. The design and schedule of the study visits will be tailored to align with the focus of each PD-NIC.

Leading, Organizing, and Engaging in the UCEA-PDN Work

Leadership, organization, and engagement in the UCEA-PDN work are the collaborative responsibilities of the UCEA-PDN. PD-NICs are purposefully comprised of faculty members from five different participating institutions; one facilitator who is a university faculty member who serves as an organizer and a liaison between UCEA and the UCEA-PDN; and a knowledge worker who is a doctoral student or early career scholar, assigned to document the work taking place during each UCEA-PDN meeting. Programs were integrated into the PD-NIC that best represented their program design interests. The participants of the UCEA-PDN are listed in the following table.

UCEA-PDN Work and Meeting Structure

The work of the UCEA-PDNs is supported through several organizational structures: facilitators, online meetings and the UCEA Networking Tool platform. Formal PD-NIC meetings are held primarily online (with the exception of face-to-face meetings at the UCEA convention and AERA conference), and asynchronous engagement is supported through the UCEA Networking Tool platform. Each UCEA-PDN meeting is focused on goals specific to the needs of individual PD-NICs and in alignment with best practice that calls for quality professional development; the UCEA-PDN work is framed to be ongoing. During meetings, PD-NICs engage in the following domains of activity:

- Conducting a program self-assessment that clearly identifies program strengths and weakness, particularly around the UCEA-PDN focal area;
- Identifying an improved future state with clear unambiguous and measureable goals;
- Learning the philosophy and practices of Design Thinking and Improvement Science;
- Developing a theory of improvement that specifies high-leverage drivers hypothesized to help make progress toward a clear, unambiguous, and measurable aim;
- Using improvement research methods that specify a concrete approach to disciplined experimentation through iterative testing of new routines and practices related to the high-leverage drivers; and
- Building a measurement and analytic infrastructure that enables the network to formatively track progress and learn from efforts to experiment with process improvements. (Russell, 2016, p. 3)

Anticipated Benefits

Participation in the UCEA-PDN is projected to result in multiple benefits including the opportunity to improve or redesign elements of educational leadership preparation programs in collaboration with a team and with the support of colleagues in the UCEA network. In addition, through active engagement, UCEA program faculty will have the opportunity to partake in high-quality professional learning experiences that will build their skills and understanding in the use of improvement science and design thinking. UCEA anticipates the impact, however, to extend beyond individual UCEA programs. For example, as UCEA program faculty's knowledge and expertise in improvement science increases, they will be better prepared to incorporate improvement practices within the classes they teach to in-service educational leaders. Thus, the benefits of participation extend well beyond the individuals and programs involved in the initiative.

Conclusion

Over the years, UCEA has implemented several high-impact initiatives focused on supporting quality in educational leadership preparation, including its participation in the development of leadership and program standards, its investment in developing the research base focused on educational leadership preparation, and its program evaluation work. This work has provided important insight into and resources to support effective educational leadership preparation. In order to build on UCEA's legacy of

promoting quality leadership development, UCEA will document learning from the UCEA-PDN. Subsequently, UCEA will share resources developed through the UCEA-PDN initiatives with other institutions to foster the designing for improvement approach across the profession. Finally, in its role as network facilitator, UCEA will seek opportunities to bring visibility to program's participating in UCEA-PDN.

The UCEA institutions engaged in this important work are making positive strides to elevate their programs and increase their capacities to engage meaningfully and efficiently in improvement work. We congratulate the participants in their dedication to the UCEA-PDN and are looking forward to continuing to work with the UCEA-PDN in supporting their improvement endeavors.

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- Russell, J. (2016, January 13). *How to launch a productive network* (Web log). Retrieved from <https://www.carnegiefoundation.org/blog/how-to-launch-a-productive-network/>

Table

Participants of the UCEA Program Design Network (UCEA-PDN) and Program Design Networked Improvement Communities (PD-NICs)

UCEA HQ support team		Michelle Young, Katie Winn, Sara Dexter, and Marcy Reedy			
PD-NICs	Preparation Partnerships	Candidate Recruitment, Selection, & Evaluation	Mentorship & Coaching	Powerful Learning Experiences (with an emphasis on equity)	Curriculum, Instruction, & Coherence
PD-NIC facilitators	Karen Sanzo, Old Dominion	Casey Cobb, University of Connecticut	Richard Gonzales, University of Connecticut	Mariela Rodriguez, University of Texas at San Antonio	David Eddy Spicer, University of Virginia
PD-NIC knowledge workers	Bryan VanGronigen, UCEA/University of Virginia	Wesley Henry, University of Washington	Gopal Midha, UCEA/University of Virginia	Catherine Robert, University of Texas at San Antonio	Amy Reynolds, UCEA/University of Virginia
Participating institutions	<ol style="list-style-type: none"> Ohio State University University of Utah New York University Sam Houston State University Florida State University 	<ol style="list-style-type: none"> Iowa State University Michigan State University Portland State University University of Iowa University of Texas Florida Atlantic University 	<ol style="list-style-type: none"> Auburn University University of Illinois–Chicago Northern Illinois University St. Louis University University of Virginia 	<ol style="list-style-type: none"> Penn State University University of Wisconsin–Milwaukee George Mason University University of Houston Washington State University 	<ol style="list-style-type: none"> Oklahoma State University University of Georgia Fordham University University at Buffalo Loyola Marymount University

Additional Resources

Bryk A. S., Gomez L. M., & Grunow A. (2010). *Getting ideas into action: Building networked improvement communities in education*. Stanford, CA: Carnegie Foundation for the Advancement of Teaching. Retrieved from <http://www.carnegiefoundation.org/spotlight/webinar-bryk-gomez-building-networked-improvement-communities-in-education>

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Young, M. D., Tucker, P., & Orr, M. T. (2012). *University Council for Educational Administration (UCEA) institutional and program quality criteria: Guidance for master's and doctoral programs in educational leadership*. Charlottesville, VA: University Council for Educational Administration. Retrieved from <http://3f7112qoj4l3y6ep2tqpwra.wpengine.netdna-cdn.com/wp-content/uploads/2014/07/UCEAProgramCriteria.pdf>

SEP³ Toolkit

STATE EVALUATION OF PRINCIPAL PREPARATION PROGRAMS



UCEA is thrilled to share with you a set of resources and tools designed to help states improve principal preparation by reforming their current approach to evaluating educational administration programs. Created in partnership with the New Leaders, the State Evaluation of Principal Preparation Programs Toolkit—or **SEP³ Toolkit**—provides essential guidance on implementing a more in-depth and rigorous principal preparation evaluation process, thereby enabling states to accurately assess quality promote improvement, and intervene in the case of performance that raises concerns. Download these materials:

www.sepkit.org



Echando Pa'lante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices

2017 UCEA Convention

Call for Proposals

See p. 27

2017 UCEA Graduate

Student Summit

Call for Proposals

See p. 30

Deadline: May 8, 2017

The UCEA Consortium Identifies and Addresses the Challenges Facing University Educational Leadership Preparation

Marcy A. Reedy & Michelle D. Young
UCEA

In the Fall 2016, UCEA collected survey feedback from the educational leadership community on the political and economic climates impacting institutions of higher education. Our goal was to better understand emerging challenges to university-based leadership preparation and how UCEA could work constructively with UCEA members to address these challenges. The feedback collected added context to trends that were already observed by the field, yet lacked fuller exploration. In this brief article, we explore the findings related to program competition, finances, and delivery.¹

UCEA recorded 48 responses to the Contextual Scan of Contemporary Educational Leadership Changes and Challenges survey from 42 unique institutions.

Notably, 43 out of the 48 respondents indicated that their university-based preparation program had experienced an increase in competition for students over the last 5 years. In comparison, only one respondent indicated that competition had not increased, and another four respondents were unsure. Whereas the primary source of competition (online, public sector, private sector, residency programs, etc.) varied among respondents, the common experience of increased competition among educational leadership faculty members suggests that increased competition is significantly impacting the field.

Another revealing set of responses focused on budgetary resources. When faculty were asked about a change in budget for their leadership preparation program over the last 5 years, 46% of faculty reported a decrease in their program's budget, 27% reported no budgetary change, and only 12% reported an increase in their program's budget. An additional 15% of respondents were unsure if there had been a budgetary change. When asked if their university's budget model was fair and equitable, almost half (46%) of respondents indicated that, in their opinion, it was not. These responses suggest at least some degree of budgetary stress impacting the field.

Finally, it was illuminating to see how many faculty members experienced a change in the nature of delivery for their preparation programs: 63% of respondents reported adopting more online or hybrid/blended course offerings. The motivation behind this change in course delivery was also important: 63% of respondents reported that the driving force for online learning was to "better serve students' needs."

With these responses in hand, members of the 2016 UCEA Plenum were asked to consider whether these trends effected their own programs; whether they were significant enough to warrant

UCEA engagement; and, if so, how UCEA might be able to work with its member institutions to address some of these challenges.

Members of the Plenum began their deliberations by identifying two issues deemed to be both *important* to take on as well as *realistic* for UCEA, in particular, to take on: (a) establishing what counts as a high-quality online leadership preparation program and (b) developing understanding and capacity among state education officials to differentiate between high- and low-quality leadership preparation programs. We provide additional insight into each of these issues below.

Establishing what counts as quality within online educational leadership preparation programs garnered the strongest agreement as an issue that UCEA should and could realistically take on. The plenum expressed concern about the wide variation in quality among online programs as well as the lack of guidance concerning quality features of online programming that could guide the development of high-quality online courses and programs. To further unpack this concern, members of the Plenum identified a number of poignant questions for UCEA to consider: What does a high-quality online program look like? How do graduates from online and traditionally delivered preparation programs differ in their preparedness for a leadership position? Could UCEA's INSPIRE leadership preparation program evaluation suite be used to evaluate the effectiveness of online programming, or would new survey tools be needed? What aspects of leadership preparation are a more natural fit for online instruction, and which aspects require face-to-face interaction? The Plenum expressed hope that through addressing some of these questions, UCEA could positively impact the quality of online program offerings.

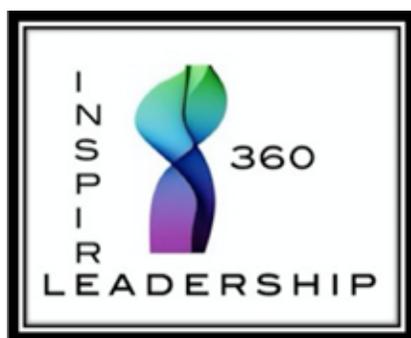
The second issue the Plenum felt was realistic and important for UCEA to take on was capacity among state education officials to differentiate between high- and low-quality leadership preparation programs. The Plenum pointed out that UCEA already has developed a research-based understanding of quality leadership development as well as tools for examining program quality and fostering improvement. These resources, Plenum members argued, should be shared with state officials and leveraged to market "what matters" in leadership preparation. In particular, the Plenum felt that branding members of the UCEA consortium as representing the high-quality end of the leadership preparation spectrum was imperative. In response to this and other feedback, UCEA released in January a new report entitled, *A Deeper Look: INSPIRE Data Demonstrates Quality in Educational Leadership Preparation* (Winn et al., 2017).² The report synthesizes data drawn from a valid and reliable program evaluation survey—the INSPIRE Preparation Program

¹ For a full analysis of response data from the Contextual Scan of Contemporary Educational Leadership Changes and Challenges survey, please contact Marcy Reedy at UCEA: mar5q@virginia.edu.

² Winn, K. M., Anderson, E., Groth, C., Korach, S., Pounder, D., Rorrer, A., & Young, M. D. (2017). *A deeper look: INSPIRE data demonstrates quality in educational leadership preparation*. Charlottesville, VA: UCEA. Available at <http://www.ucea.org/initiatives/policy-work-initiatives/>

Survey—that distinguishes UCEA members as high quality educational leadership preparation providers.

The results of the Contextual Scan of Contemporary Educational Leadership Changes and Challenges and the subsequent conversations of the UCEA Plenum highlight several significant trends impacting the work of educational leadership preparation programs. Although some of the trends, like budgetary stress, are more difficult for UCEA and its members to take on, others are directly within UCEA's wheelhouse, including working to develop understanding and capacity to fairly and accurately evaluate educational leadership preparation, branding UCEA membership as models of quality preparation, and establishing what counts as quality in online programming for educational leaders. With its members, UCEA will be expanding its efforts in each of these areas. Contemporary educational leadership may be experiencing a period of changes and challenges, but the end goal remains the same: making sure every school has a qualified and well-prepared leader.



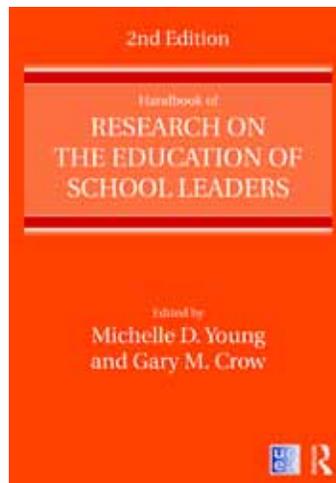
The Initiative for Systemic Program Improvement through Research in Educational Leadership (INSPIRE) Surveys include a suite of evaluation resources made available by the UCEA Center for the Evaluation of Educational Leadership Preparation and Practice. These surveys are available for leadership preparation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

www.ucea.org/resource/inspire-leadership-survey-suite/

<http://twitter.com/UCEA>

NEW: Second Edition of the *Handbook of Research on the Education of School Leaders*

Michelle D. Young & Gary M. Crow, Editors



“A landmark book. The highest quality and most comprehensive resource on the education of school leaders available.” - Joseph Murphy, Frank W. Mayborn Chair of Education and Associate Dean, Peabody College, Vanderbilt University

“*The Handbook of Research on the Education of School Leaders* 2nd edition is the source book to use for designing a leadership curriculum for

the future. As K-12 schools face increased pressure to improve student outcomes, the educational leadership skill set is changing to meet the demands of an instructionally focused curriculum. This book is a must have for understanding how best to train school leaders to lead instructionally focused schools based upon ‘the most up-to-date research on the field.’ - James E. Berry, Professor of Educational Administration, Eastern Michigan University and Executive Director, National Council of Professors of Educational Administration

Available for pre-order at Amazon
Routledge ISBN-13: 978-1138850323. ISBN-10: 1138850322

The Handbook of Research on the Education of School Leaders (2nd ed.) brings together empirical research on leadership preparation and development to provide a comprehensive overview and synthesis of what we know about preparing school leaders today. With contributions from the field's foremost scholars, this new edition investigates the methodological foundations of leadership preparation research, reviews the pedagogical and curricular features of preparation programs, and presents valuable insights into the demographic, economic, and political factors affecting school leaders. This volume both mirrors the first edition's macro-level approach to leadership preparation and presents the most up-to-date research in the field. Updates to this edition cover recent state and federal government efforts to improve leadership in education, new challenges for the field, and significant gaps and critical questions for framing, researching, evaluating, and improving the education of school leaders. Sponsored by UCEA, this handbook is an essential resource for students and scholars of educational leadership, as well as practitioners, policymakers, and other educators interested in professional leadership.



CALL FOR PROPOSALS

Hosting the
Editorial Functions of the

EDUCATIONAL ADMINISTRATION QUARTERLY



The Journal of Leadership
for Effective & Equitable
Organizations

Deadline for Full
Proposals:
May 15, 2017



For over 50 years, EAQ has led the educational leadership and administration field in presenting cutting-edge methodologies and related empirical research. Leading authorities in scholarly publication regularly rank EAQ among the top journals in education. EAQ is one of the few journals in the field that has presented prominent empirical and conceptual articles focused on timely and critical leadership and policy issues of educational organizations. The journal embraces both traditional and emergent research paradigms, methods, and issues. It particularly promotes the publication of rigorous and relevant scholarly work that enhances linkages among and utility for educational policy, practice, and research arenas.

The goal of the editorial team and the journal's editorial board is to promote sound scholarship and a clear and continuing dialogue among scholars and practitioners from a broad spectrum of education. The editorial team's responsibilities include refining the journal's mission, soliciting articles, overseeing the peer review process, and editing submissions in a timely manner; managing an effective editorial board; and collaborating with the publisher to increase the journal's visibility and readership. Upon appointment, the editor will participate in a comprehensive editorial orientation conducted by the publisher. A stipend is provided.

The successful applicant will have faculty with a strong publication record in the field and demonstrated experience with the editorial process (as editor, associate editor, or editorial board member). Faculty serving on the editorial team should also be well networked in the field.

Submission

The full proposal must be submitted by **May 15, 2017**. A decision will be announced at the 2017 UCEA Annual Convention. Training and transition will begin in September 2017. The new editorial term will assume full leadership of EAQ beginning January 2018.

Inquiries: UCEA Executive Director, Michelle D. Young, mdy8n@eservices.virginia.edu, or Michael P. O'Malley, Associate Director of Publications, mo20@txstate.edu. Submit letters of intent and full proposals to Michael O'Malley.

Key Questions to Be Addressed

1. EAQ has been the premier academic journal in educational administration for over four decades. As a host university and editorial team, what is your vision for the journal and how will you fulfill it?
2. Who are the proposed editor and the associate editors for EAQ? What is your proposed editorial strategy? How will responsibilities be allocated to the various editorial positions?
3. What qualifications make the proposed EAQ editor and associate editors strong candidates? Do their previous professional experiences include meeting multiple, and at times conflicting, agendas? (Be sure to attach current vitas of members of proposed editorial team). How is disciplinary expertise in educational administration, leadership, and policy as well as paradigmatic and methodological expertise represented on the proposed editorial team?
4. Will there be release time for the editors to ensure effective performance of their editorial responsibilities? Please explain.
5. How will the functions of the Managing Editor (the day-to-day business of the journal) be handled? Will the university be able to provide graduate assistants and part-time secretary?
6. Are there other particular features of your faculty, department, college, or university that have positive implications for your taking on this editorial task?
7. What opportunities will be provided for graduate students to participate in the editorial process?

Guidelines for Submitting Proposals

When submitting a proposal to host EAQ, please address the key questions listed here. The UCEA Executive Committee must have a clear understanding of the resources available within your institution to support the editorial offices of EAQ. If you have questions, please contact Michael O'Malley, Associate Director, mo20@txstate.edu

Proposals must include the following materials:

- A letter of interest,
- A current curriculum vitae of each editorial team member,
- A prospective editorial strategy for EAQ (1 to 2 pages), and
- A statement from an administrator of the applicant's institution or organization describing support for the appointment.

Please submit the above materials by **May 15, 2017** to be eligible for consideration.

Contributions Required of the EAQ Host University

I. Personnel

A. EAQ Editor (approximately 5 days per month or 25-33% of professional time)

1. Primary functions:

- a. Manage the flow and review of manuscripts.
- b. Edit all copy (Sage does copyediting).
- c. Oversee the management of the publication (e.g., ensuring that sufficient copy is on hand for each issue) and meeting publication deadlines; work collaboratively with the EAQ production editors at Sage.
- d. Conduct an annual meeting of the EAQ Editorial Board at the UCEA convention.
- e. Correspond with the UCEA central office personnel, editorial board members, and authors who have submitted manuscripts.
- f. Supervise the work of associate editors, managing editor, graduate assistants, and secretary.
- g. Submit an annual report to the UCEA Executive Committee regarding the status of the journal.
- h. Recommend editorial appointments to the UCEA Executive Committee.

2. Desirable Qualifications:

- a. an outstanding record of scholarly publication and service on editorial review boards
- b. intense interest in being editor;
- c. expertise in research design and methods;
- d. experience in English or journalism;
- e. familiarity with the field of educational administration and with the kinds of topics currently relevant to the field; and
- f. ability to communicate to members of the editorial board, through both written and oral means, procedural and substantive changes needed in their work.

B. Other Personnel Duties and Qualifications (associate editors, managing editor, graduate assistants, secretaries, etc.): The configurations of personnel used by the universities hosting EAQ have varied, depending on resources. To better understand what the tasks and demands of the job are and what kinds of configurations might work, prospective respondents should confer with the current EAQ editor and her staff prior to assembling a proposal.

II. Equipment and Materials. Computers, printer, word processing, scanning, mail merge capacity, serverspace, e-mail, Internet access, fax and photocopy machines, postage, office supplies, furniture, space, and other pertinent materials.

III. Travel. Support to send the Editor to the annual meetings of the EAQ Editorial Board, traditionally held at the UCEA convention.

Support Provided to Host

- UCEA provides an Annual Editorial Stipend.
- UCEA hosts the Annual Editorial Board Meeting.
- Sage Publications provides an online manuscript submission and review system.
- Sage Publications provides copyediting services.
- Sage Publications provides an annual performance report of EAQ.

Estimated Annual Costs of Hosting EAQ

- Editor(s): Release time for editor and possibly associate editor(s)
- Support Personnel to fulfill managing editor responsibilities: at least one half-time administrative assistant or graduate assistant(s) (approximately 20 hours per week); support for training the managing editor
- Travel to EAQ Editorial Board Meeting at the UCEA annual convention
- Limited expenses associated with copying and other supplies.



Policy Regarding Selection of EAQ Host University

1. The search for a host university should be publicized as broadly as possible, including memos to Plenum Representatives.
2. All UCEA member universities (this applies to full members only) have equal access to the selection procedures.
3. The following criteria should apply to the selection of the host university:
 - a. The university must hold current and full membership in UCEA.
 - b. The university must demonstrate commitment to the purposes of EAQ and its maintenance and improvement.
 - c. The university must possess the resources and willingness to make the contributions required of the EAQ host university for 5 years.
4. The host university for EAQ will be selected by the UCEA Executive Committee.
5. The host university will be responsible for EAQ January 15, 2018 through January 14, 2023.
6. Changes in the editorial policy of the journal must be done in consultation with the UCEA executive director and associate director of publications.
7. Changes in executive editorial personnel that might occur during a term must be done in consultation with the UCEA executive director and will not take effect until approved by the Executive Committee.

Policy Regarding Selection of EAQ Host University

1. The UCEA executive director and associate director for publications shall hold continuing membership on the Editorial Board.
2. The editor shall submit editorial team nominees for review and appointment by the UCEA Executive Committee prior to their assuming editorial duties. All members of the editorial team, including the editor, serve at the pleasure of the UCEA Executive Committee. Terms of members of the editorial team will ordinarily be coterminous with the editor's term.
3. The editor's slate of editorial board nominees (including those being recommended for a second consecutive term) shall be reviewed and appointed by the Executive Committee at its annual fall meeting. In reviewing the editorial board membership roster, the Executive Committee shall oversee general commitment to criteria of rigorous scholarship, the agreed-upon editorial policy of the journal, UCEA membership representation, and diversity and shall assure these criteria by directly communicating any concerns with the editor or, in the case of serious and repeated disregard for the criteria, by replacing the editor. The EAQ Editorial Board will have 50 members.

Newly named members of the editorial board shall assume their positions September 15 or January 15 of the year following appointment.

Up to 15 seats may be given to scholars not affiliated with UCEA member universities. Whenever a member of the EAQ Editorial Board is no longer affiliated with a UCEA member university, the term of office shall terminate at the end of the calendar year in which the affiliation is broken. The regular procedure for selecting new Editorial Board members shall be followed in filling such a vacancy. The term of the new appointee shall be equivalent to the unexpired term of the predecessor.
4. The Executive Committee shall appoint a new EAQ editor and/or other editorial team members whenever this becomes necessary. While the hosting agreement is in effect, the host institution (or team of collaborating editors) shall nominate individual(s) to fill vacancies on the team, but it is reserved to the Executive Committee to approve these appointments.



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Associate Director of Publications, Michael P. O'Malley, mo20@txstate.edu

Grad Student Column & Blog: Submissions Welcome

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

www.ucea.org/graduate-student-blog/

RESOURCES FROM UCEA

UCEA offers a variety of resources for research, teaching, practice and evaluation. We invite you to explore UCEA's journals, books, briefs, webinars, curriculum modules and other resources offered free of charge and available through our resources page at ucea.org



SEP³ Toolkit: State Evaluation of Principal Preparation Programs

This set of resources and tools is designed to help states improve principal preparation by reforming their current approach to evaluating educational administration programs. Created in partnership with the New Leaders, the SEP³ Toolkit provides essential guidance on implementing a more in-depth and rigorous principal preparation evaluation process, thereby enabling states to accurately assess quality, promote improvement, and intervene in the case of performance that raises concerns. Download these materials at www.sepkit.org



INSPIRE-Leadership Survey Suite

A survey suite developed to assist graduate programs in educational leadership with program understanding, improvement, and planning. The INSPIRE Leadership follows the initial work of UCEA-LTEL SIG, which began in 2000, and the subsequent survey and evaluation work of the UCEA Center for the Evaluation of Educational Leadership Preparation & Practice that began in 2008. In 2011, UCEA refocused its efforts on creating a valid and reliable survey suite. From this development work, the INSPIRE Leadership Survey Suite emerged.



A Policymaker's Guide: Research-Based Policy for Principal Preparation Program Approval and Licensure

(Anderson & Reynolds, 2015)

This publication explores state legislative code, rules and regulations, and State Board of Education documents for the 50 states and the District of Columbia.



Developing Evaluation Evidence: A Formative and Summative Evaluation Planner for Educational Leadership Preparation Programs

(Orr, Young, & Rorrer, 2013)

This publication was developed and produced by the UCEA Center for the Evaluation of Educational Leadership Preparation and Practice.



Institutional and Program Quality Criteria: Guidance for Master's and Doctoral Programs in Educational Leadership

(Young, Orr, & Tucker, 2012)

A guidebook consisting of rubrics for masters and doctoral programs in educational leadership, grounded in UCEA's Institutional and Program Quality criteria, which differentiate between very effective, effective, and developing practices.



Developing a Purposeful and Coherent Leadership Preparation Curriculum

(Orr, O'Doherty, & Barber, 2012)

This publication outlines both a process and a set of tools to aid program faculty in articulating and aligning leadership expectations and their program content and fostering program coherence. Included in the guide are worksheets to collect curricular information and analyze courses regarding standards alignment, content coherence, and relevance to program goals and priorities. The guide can be used for new program development or to evaluate an existing program for renewal and revision.

Point/Counterpoint

Reinvigorated Call for Charters and Choice in the Trump Era—The Case of Kentucky

W. Kyle Ingle

University of Louisville

In the divisive 2016 U.S. Presidential campaign, education policy was not an issue that was at the front and center of the debate. Immigration issues were at the fore, and education policy was a secondary issue at best. However, President Trump's postelection nomination of Betsy DeVos as the U.S. Secretary of Education mirrored the divisiveness of the Presidential campaign. Her nomination resulted in objections from Democrats (and some Republicans too), public protests (Goldstein, 2017), and the slimmest of confirmation votes. DeVos was narrowly confirmed as Education Secretary on February 7, 2017, after Vice President Mike Pence cast the tie-breaking vote in the U.S. Senate. Among the key policy actors and organizations that joined the chorus of disapproval of the DeVos nomination were the two main national teacher unions, both of which were united in their disapproval of her nomination and confirmation (Bass, 2017; Gonzalez, 2017).

With changes in the executive and legislative branches of the federal government, it remains to be seen how these shifts in party dominance will shape education policy moving forward, but we do have some clear signals. DeVos has voiced support for more state decision-making power, a trend that already had begun with the most recent reauthorization of the Elementary and Secondary Education Act—the Every Student Succeeds Act in 2015. The legislation contracted the federal role in education. A clear example of this is educator evaluation mandates. The Every Student Succeeds Act now permits states and districts to develop and implement evaluation systems without proscription from the U.S. Department of Education as to the specific characteristics or measures of effectiveness that states must use in their evaluation systems, but requires that states with evaluation systems make public the criteria used in the evaluations.

Secretary DeVos also has signaled clearly her intention to expand school choice options through charter schools, school voucher programs, and tax credit scholarship. In Kentucky, the November 2016 elections yielded Republican domination in both legislative chambers and the governor's mansion. Following up on a campaign promise, Republicans forwarded legislation to create charter schools. Depending on one's perspective, this either further challenges to the institution of public education in the commonwealth or offers an opportunity to challenge the status quo and foster innovation.

Debating these issues are two scholars from the Commonwealth of Kentucky:

- **Dr. Wayne D. Lewis** (PhD, North Carolina State University) is an Associate Professor in Educational Leadership Studies and an affiliated faculty member with the African American and Africana Studies Program at the University of Kentucky in Lexington. Dr. Lewis's scholarship focuses on educational leadership and policy, the politics of education, and student of color success. Wayne is a former a middle and high school special education teacher in public school districts in Loui-

siana (New Orleans Public Schools and St. Charles Parish Public Schools) and North Carolina (Wake County Public Schools). Dr. Lewis also currently serves as the Executive Director of Educational Programs on Governor Matt Bevin's Education and Workforce Development Cabinet.

- **Andrew C. Bailey** (MEd, Teacher Leadership, University of Louisville) is a high school teacher with 10 years of classroom experience with Jefferson County Public Schools in Louisville, Kentucky. Andrew also serves as the elected treasurer of the Jefferson County Teachers Association. Andrew is pursuing his EdD in Educational Leadership and Organizational Development at the University of Louisville. His research focuses on policies and leadership practices that facilitate deeper learning in the classroom and labor relations in P-12 education.

I thank them both for contributing their perspectives to this debate.

The Case for Charter Schools in Kentucky

Wayne D. Lewis

University of Kentucky

Kentucky Education & Workforce Development Cabinet

After many years of charter schools being debated and several years of charter school legislation stalling in the state legislature, in March 2017, Kentucky Governor Matt Bevin (R) signed House Bill 520 into law, making the Commonwealth of Kentucky the 44th state in the U.S. to adopt charter school legislation. Although the details of charter school legislation vary significantly from state to state, conceptually, the idea that these are public schools of choice with increased flexibility and autonomy granted in exchange for greater or different *types of accountability* is relatively consistent across the states (Fusarelli, 2003; Lewis, 2013; Lewis & Fusarelli, 2010) and is certainly true of Kentucky's new charter school law.

As has been the case with other states' adoption of charter school legislation, changes in control of government precipitated the passage of Kentucky's charter school law. In November 2016, conservative Republican Matt Bevin, whose campaign platform included the expansion of parental school choice in the state, defeated state Attorney General Jack Conway (D) in the race to become the state's next governor. Bevin replaced Democrat Steve Beshear, who had held the seat for the previous 8 years. Then, in January 2017, Republicans took control of the state House of Representatives, which had been the last remaining chamber of a southern state legislature under Democrat Party control. Now with control of both chambers of the legislature and the governor's mansion, and considerable support for charter school legislation from Republicans

in both chambers of the legislature, the passage of charter school legislation in Kentucky seemed eminent. So, while considerable debate surrounded the details of charter school legislation, few Kentuckians were surprised that a bill permitting the establishment of charter schools became law during the 2017 legislative session.

National and state charter school advocates are excited about the passage of House Bill 520. The new law provides a mechanism through which additional public schools of choice may be established by groups of parents, educators, community members, or nonprofit organizations. The new law permits such groups all over the state to apply to local school boards to have charter schools authorized. Additionally, groups in the state's largest two counties (Fayette County and Jefferson County) may apply to the mayors of Lexington and Louisville to have charter schools authorized. While local school boards and mayors of those cities are the only charter authorizers named, the law established an appeals process for charter applications, renewals, and revocations through the Kentucky Board of Education, which may decide at the end of that process to require that a local school board authorize a charter application that body deems to be of high quality.

Observers should be optimistic about Kentucky's new charter school law. As the 44th state to adopt a charter school law, Kentucky has had the benefit of lessons learned in many other states. Many of those lessons informed the design of the state's legislation, and those lessons are likely to guide the development of administration regulations for charter schools and the oversight for charters provided by their charter authorizers. Further, with a plethora of successful charter schools, charter networks, and alternative organizational and instructional approaches now in place around the nation, Kentucky's charter sector will begin to grow from a very different place than states who were early adopters of charter school legislation. Parts of Kentucky's law have been influenced by strong provisions from laws in Colorado, Indiana, Maine, New Mexico, Louisiana, Washington, and Washington, DC. Additionally, the expertise of reputable national organizations with expertise in charter school policy, including the National Alliance for Public Charter Schools and the National Association of Charter School Authorizers, benefited state legislators tremendously as they crafted Kentucky's law.

Kentucky's charter school law is very likely to lead to the establishment of additional high-quality public school options for parents across the state, with the greatest concentration of those schools in Lexington, Louisville, and Northern Kentucky (Cincinnati metropolitan area). Local and national organizations and groups of educators in the state began expressing interest in applying or charters even before the law's passage. Interest in establishing charter schools in Kentucky has only grown since the bill's passage.

While the promulgation of administrative regulations by the Kentucky Department of Education will provide specific guidance for the charter application process, the new statute sets forth clear guidance and expectations for who can apply for charters; what information must be included in charter applications; and the standards charter authorizers are to use in deciding whether to authorize, renew, and revoke charters. Further, the law requires that every charter authorized in the state be given final approval by the Commissioner of the Kentucky Department of Education. The law stops short of an automatic closure provision for academically underperforming charter schools, but enough is provided in the law to ensure that only high-quality applications will be authorized and that authorizers will only continue to renew charters for schools

that provide evidence that they have met or made *significant progress* toward achieving the specific performance targets identified in their respective charters.

Opponents of charter school legislation in Kentucky have questioned whether additional public school options created with a charter school law would cater primarily to middle-class and affluent families. Kentucky's law allows schools to be established anywhere in the state and does not require that charter schools' missions cater specifically to the needs of low-income students. Yet provisions make it very likely that a sizeable portion of the children served by charter schools will be low-income students. First, the law encourages charter authorizers to "give preference to applications that demonstrate the intent, capacity, and capability to provide comprehensive learning experiences to" students at risk of academic failure and students with documented disabilities. Next, charter schools would be permitted to grant enrollment preference for students who meet federal eligibility requirements for free or reduced-price lunch and students who attend persistently low-achieving noncharter public schools. Additionally, conversion charter schools are required to give enrollment preference to students attending the school in the year prior to the school's conversion. Noncharter public schools may convert to charter schools in Kentucky only if the school's performance ranks in the bottom 5% of schools at its level (e.g. elementary, middle, high) and a minimum of 60% of parents of students in attendance at the school sign a petition requesting that the school be converted.

Outside of the language of the law, we know from experience in other states that the parents most likely to dis-enroll their children from traditional public schools and enroll them in charter schools are parents who do not believe their children are being served well or appropriately by traditional public schools (Connell, 2016; Gross & Lake, 2014; Lewis & Danzig, 2010). Parents who believe their children are being served well in traditional public schools have not been less likely to dis-enroll their children from those schools to try charter schools. I doubt seriously that satisfied parents will exhibit different charter school enrollment behavior in Kentucky. But given the performance outcomes for low-income children in Kentucky's traditional public schools, it is likely that low-income parents will give charter schools consideration. In the 2015-2016 school year, only 36% of middle school students qualifying for free or reduced-price meals scored proficient or higher on the state's standardized mathematics examination; only 24% of African American middle school students scored proficient or higher on that examination. The numbers are even more startling in Jefferson County (Louisville), where only 27% of students qualifying for free or reduced-price meals scored proficient or higher on the state's standardized mathematics examination; only 22% of African American middle school students scored proficient or distinguished on that examination. Something significant must change with the education of those students, and it is highly likely than many of their parents will consider options other than the schools their children currently attend.

Finally, observers should be optimistic about Kentucky's new charter school law because it will almost certainly inject a healthy dose of competition into the state's public education system, forcing local school districts to work harder to meet the needs of low-income students. Although local school districts have always competed to attract and retain middle-income students, school districts have not been forced to work to attract and retain students from

low-income families. Middle-class and affluent parents dissatisfied with a traditional public school or school district use social and political capital to have their children moved to another school, move their residence to another school district, or pay tuition for their children to attend a private or parochial school. But regardless of how dissatisfied low-income parents become, school district leaders have been able to rely on the public dollars that follow low-income students to their districts. Why? Because low-income parents seldom have the means to relocate to a school district that better meets the needs of their children. Public charter schools will provide low-income families in Kentucky with additional public school options, forcing school districts to work harder to retain those students and their accompanying state and federal dollars. Pushing school districts to compete for low-income students by better serving them and their families may have a greater impact on the education of Kentucky's most vulnerable children than any school reform the state has seen in the last 30 years.

The Question of Kentucky's Underfunded Public Schools: Charter Schools Are Not the Answer

Andrew C. Bailey
Jefferson County Teachers' Association

Charter schools are an educational reform that has been a divisive one. As Davis and Raymond (2012) noted, "Media attention toward charter schools tends to either demonize or canonize their practices, and data are regularly marshaled to strengthen the case" (p. 225). As a member and officer of the Jefferson County Teachers Association, I am no different. Teacher associations represent the interests of our members and the core beliefs that they are passionate about, such as bettering the students and communities we serve. Some traditional public school teachers may express an academic curiosity about charter schools and what may result when they come to pass in Kentucky. Teachers are academics. To not question the possibilities is anti-intellectual. While it is true that teacher associations have assessed the potentialities, my particular association is skeptical of charter schools, and we advocate against them. Researchers have noted that teacher associations are actually not reflexively resistant to reforms that benefit students, teachers, or communities. Teacher associations have shown a willingness to adapt and play active roles in shaping reforms (Young, 2011). That said, our membership is united that charters at the expense of underfunded traditional public schools are not the answer. Here I contend that charter schools are not the answer to fixing Kentucky's underfunded public schools. At the core of this piece is that charter schools come at the expense of traditional public schools—and done so on questionable evidentiary grounds, grounds that are mixed at best. Drawing upon research, I will show that charter schools as a source of innovation have been found to be more ephemeral than reality. Charter schools lack transparent accountability—a public demand and practical reality of traditional public schools. Charter schools being granted "greater hiring flexibility" in the name of innovation is a policy that works against the students that such schools and policy are supposed to serve. In terms of whom charter schools are supposed to serve, this is questioned, too (profits versus the public good). Then

there are the claims that charter schools outperform traditional schools in student outcomes and efficiency.

Charter schools do not have the same transparent accountability as their traditional public school counterparts. Research suggests that, like traditional public schools, there is wide variation in student outcomes among charter schools. For example, Davis and Raymond (2012) found that charter school quality was demographically and geographically uneven. Indeed, only 17% of charter schools outperformed their local education markets. Charter school proponents contend that such schools are a means of encouraging innovation and increasing choice opportunities for students and their parents. However Preston, Goldring, Berends, and Cannata (2012) found little evidence that charters are particularly innovative. In terms of choice, Tuttle, Gleason, and Clark (2012) examined the challenges of offering "choice," which often comes in the form of lottery-based mechanisms. So how much choice will there actually be for students and parents under the new Kentucky charter laws? Furthermore, there are already mechanisms for choice in school districts such as Jefferson County Public Schools. Will the new laws allow more choice in other portions of the state? If charter schools have not been shown to improve student achievement at consistently higher rates than traditional public schools, then why create charters that will siphon valuable resources away from established traditional public schools?

Research reveals that teacher quality matters, and that there is wide variation among teachers in their individual abilities to increase student achievement scores (Hanushek, 2011; Harris & Sass, 2011). Charters are frequently exempted from requirements to hire certified teachers or offer professional development that helps to grow great teachers. Teaching is a tough job, and applicants who actively seek and complete education-related college degrees and qualify for state certification serve as valuable signals to those responsible for hiring the best teachers they possibly can for the awesome responsibility of teaching our nation's youth. Teachers are public servants. Unlike traditional public schools, charters exist for one reason only: to make money for private companies at the expense of the public and most importantly America's children. If legislatures want to fix public schools, they need to start by properly funding them. Defunding public schools to create charters may eventually result in the closure of many fantastic public schools that parents entrust their children to every day. Without equal access to great public schools, how will we educate the next generation of leaders, business owners, and citizens?

Charters are often exempt from requiring that their students take the same state tests as public school students. By not having the same accountability standards as public schools, charter schools have a lack of transparency that opens the door to for-profit management companies and results in a huge potential for malfeasance, including the temptation to enrich investors instead of the lives of students (Dingerson, 2014). Charter schools are repeatedly pushed by lobbyists who seek to privatize schools, transferring already scarce public dollars to for-profit companies (Saltman, 2007). Without transparent public accountability, a low-performing—and even failed—charter school can make a great sum of money for investors (Dykgraaf & Lewis, 1998). In the eyes of investors, charter schools only need to be in business long enough to turn a profit.

The vast majority of charter schools do not do a better job of educating students than public schools (Bunka, 2011). Charter schools also do not improve student achievement or close the

achievement gap more quickly than public schools. On average, charter schools do not have a statistically significant impact on student achievement or achievement gaps (Gleason, Clark, Tuttle, & Dwoyer, 2010). Even charter schools that use a true lottery system to select their students do not buck this trend. Students of a lower socioeconomic status do worse on achievement tests than their more well-to-do peers. This has been shown to be the case in every school system in the world, not just the United States (Ravitch, 2013). America does not need to fix public schools; America needs to fix the inequalities that traditional public schools, children, and their parents face (Armor, 2003; Rumberger & Palardy, 2005). Charter schools are not the answer to addressing this problem; less than 17% of charters outperform public schools, and the clear majority of those that outperform public schools do so because of reduced or eliminated populations of minorities and special education students, who typically score lower on standardized tests (Strauss, 2014).

To teach at a public school in Kentucky, one must be considered highly qualified, meaning the teacher holds a master's degree (or higher) in the subject that the teacher teaches. Charter schools may be exempt from this requirement in Kentucky and therefore could hire less experienced teachers (or even those without a certification or even a bachelor's degree). Having very few or even zero highly qualified teachers in the school may result in a significantly higher percentage of teacher attrition and burnout because teachers have not yet proven themselves successful in the classroom. The unlicensed teachers may not have the necessary qualifications or skills to ever succeed in the school environment, yet they are still put in the classroom with children and expected to raise test scores at any cost. Given that charter schools have higher levels of teacher burnout than public schools nationwide, as well as less qualified people teaching students (Goldring, Gray, & Bitterman, 2013), the charter school classroom is a less stable environment, which is more likely to lower achievement rates (Ronfeldt, Loeb, & Wyckoff, 2013).

Students are less likely to bond with their teachers when there is a high amount of teacher turnover (Renzulli, Macpherson Parrott, & Beattie, 2011). When students form bonds with their teachers, there are less discipline problems in the classroom, and higher academic achievement occurs (Crosnoe, Johnson, & Elder, 2004; Gregory, Cornell, & Fan, 2011). Public schools tend to retain teachers and offer professional development for teachers and staff centering on educating all students and building relationships. Charter schools do not have to require professional developments at all, let alone development courses on building relationships with students to facilitate deeper learning. Charters often have a difficult time finding an experienced teacher to replace any staff member who quits and are forced to hire a less experienced person. The average charter school teacher lasts just 4 years in the classroom (Rich, 2013). This cost savings may be a boon to the charter school's profitability but is most certainly a detriment to the students who attend it. Instead of choosing to grow a pool of outstanding professional teachers to work with students (like public schools do), charters repeatedly place ineffective adults in the classroom, as reported by the New York City Charter School Center (2013), which stated that their turnover rate is double and sometimes triple that of public schools.

This highlights an important point: charter schools are often only in existence to make money. Unprofitable charter schools have been known to close midyear (Helms, 2014), a fact that investment

companies warn their investors about (Seymour, 2009). Since the inception of charter schools, investment groups have been advising people to invest in charter schools, while simultaneously warning them that many charters can default and investments will be null and void. People are not donating to charter schools out of the goodness of their heart or to help students succeed; they are making an investment to make money. The inability to make a profit from public education explains why so few people donate to our underfunded public schools. Even if a charter school is labeled nonprofit or public, the school still can hire an education management organization to handle the day-to-day business of the school. Education management organizations are for-profit private companies that benefit from public tax dollars that are intended to go to students, not private companies (Eastman, Anderson, & Boyles, 2017). This loophole allows profiteers to make money from public funds that otherwise would have gone to students.

Charter school proponents contend that such schools are more efficient than traditional public schools. However, Gronberg, Jansen, and Taylor (2012) found that while per unit costs were lower than traditional public schools, charter schools were no better or worse in efficiency than traditional schools. Money to operate charter schools comes from the same pool of public money that would have been allocated for public schools. Whatever money is given to a charter comes at the expense of students in public schools (Hornbeck, 2017). This is especially true for students of color, special education students, and those from a lower socioeconomic status (Miron, Urschel, Mathis, & Tornquist, 2010). When funding for public schools is reduced, academic performance test results go down, and the case for charter schools looks appealing. The total funds available to schools (public or charter) often do not increase significantly because tax rates are increasingly being held equal or even reduced by school boards. There simply is not currently enough money to support either type of school, let alone both charter and public schools at the same time. Charters use this excuse as their rationale for cutting basic services that the public school still must provide: transportation, special education services, books, after-school activities, and sports, for example. Decreasing the pool of money that is used to support these services does not reduce the cost of the services for the public school. As not all students on a bus will stop attending their public school, the bus, its driver, and other costs are still incurred. Because the charter does not have the funding for the services either, parents are the ones that must pick up the tab or send their children to the now severely underfunded public school. If the public school system decides to reduce bus routes, it effectively ends the ability of lower income students to have school choice (Bonds, Sandy, & Farmer-Hinton, 2015).

Teachers have an expression that is oft repeated: "There is no silver bullet for education." We cannot answer every problem that exists within public schools right now because we are talking about ever-changing human beings, not identical widgets, as privateers and charter advocates will have you believe. Although teachers cannot tell the Kentucky legislature how to fix every problem within the world of education, we can point out effective ways to help the individual students in our classrooms right now. We need more freedom in the classroom to individualize instruction, we need more time with our students during the day; we need more teachers in schools to combat overcrowding; and yes, we need more money for supplies. We, the professionals whom parents entrust with their children, know a thing or two about education. When it comes to

fixing Kentucky's underfunded public schools, a teacher who says, "The best solution is more charter schools" is a rarity indeed.

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EAQ's William J. Davis Award Winners:

**Christopher Day, Qing Gu, &
Pam Sammons**

Congratulations to Christopher Day, Qing Gu, and Pam Sammons, recipients of the 2017 William J. Davis Award! The William J. Davis Award is given annually to the authors of the most outstanding article published in *Educational Administration Quarterly* (EAQ) during the preceding volume year. The Davis Award was established in 1979 with contributions in honor of the late William J. Davis, former associate director of UCEA and assistant professor at the University of Wisconsin–Madison. The award was given for the following article, with the accompanying abstract:

Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 52, 221-258. doi:10.1177/0013161X15616863

This article illustrates how successful leaders combine the too often dichotomized practices of transformational and instructional leadership in different ways across different phases of their schools' development in order to progressively shape and "layer" the improvement culture in improving students' outcomes. Empirical data were drawn from a 3-year mixed-methods national study that investigated associations between the work of principals in effective and improving primary and secondary schools in England and student outcomes as defined (but not confined) by their national examination and assessment results over 3 years. The research provides new empirical evidence of how successful principals directly and indirectly achieve and sustain improvement over time through combining both transformational and instructional leadership strategies. The findings show that schools' abilities to improve and sustain effectiveness over the long term are not primarily the result of the principals' leadership style but of their understanding and diagnosis of the school's needs and their application of clearly articulated, organizationally shared educational values through multiple combinations and accumulations of time and contextsensitive strategies that are "layered" and progressively embedded in the school's work, culture, and achievements.

<http://eaq.sagepub.com/>



2017 William L. Boyd Workshop

Registration is now open for the 2017 William L. Boyd National Education Politics Workshop. The Politics of Education Association, UCEA, Division L of AERA, and the Great Lakes Center invite graduate students and recent doctoral graduates to a special 2 1/2-hour workshop. The William L. Boyd National Educational Politics Workshop, scheduled on the first afternoon of the AERA annual meeting, will give emerging scholars (students and pretenure faculty members) the opportunity to learn about current and promising research in the politics of education field and interact with leading politics of education scholars.

When & Where

The workshop will take place on **Thursday April 27, 2017** from 3:30-6:00 pm at a location convenient to AERA conference hotels.

Registration Form

The form is available at the following URL:

<https://docs.google.com/forms/d/e/1FAIpQLSeDgwgMnlocDCHA2EhWQofO01IYwckJ3EiEYi3ctsF8sNSPMg/viewform>

Eligibility

Students with an interest in educational politics and currently enrolled in graduate schools in the U.S. or abroad are welcome to attend as are educational researchers who earned their doctoral degrees after March 1, 2016. There is no fee to attend, but space is limited. Applicants whose research interests are not clearly tied to education politics will not be accepted. The opportunity to submit an application will end **January 17, 2017** at 5:00 pm or when we reach maximum capacity. If you have any questions, please contact Dr. Dana Mitra at dmitra@psu.edu or Dr. Lauren Bailes at lpbailes@gmail.com.

A Conversation With Mariéla A. Rodríguez

Juan Manuel Niño

The University of Texas at San Antonio

Mariéla A. Rodríguez, PhD, is Associate Dean in the Graduate School at the University of Texas at San Antonio (UTSA). She serves as Director of Teaching, Learning, and Professional Development. Dr. Rodríguez also holds a faculty appointment in the Department of Educational Leadership and Policy Studies at UTSA. She earned her PhD in Educational Administration from New Mexico State University on a Kellogg Fellowship. During the 2016 UCEA convention, Dr. Rodríguez was elected president of the consortium and is currently preparing the upcoming convention in the fall. Her research interests focus on school leadership that supports additive bilingual education programs, specifically dual language instruction. Some of Dr. Rodríguez's works have been published in the *Journal of School Leadership*, the *International Journal of Leadership in Education*, and the *Journal of Equity & Excellence in Education*.

JMN: Thank you so much for setting some time aside in your busy schedule to answer some questions for the *UCEA Review*.

MAR: Of course, Dr. Niño, thank you.

JMN: Lets begin talking about your years in practice; what were your roles in K-12 before transitioning into academia?

MAR: Certainly. My career began as an educator in elementary school settings. My very first job was as a first grade teacher. I still remember my first group fondly. My experience in that setting included bilingual education, gifted education, and inclusion practices. In those efforts I was able to work with a diverse group of students as well as their parents and families. I understood the value of integrating community, language, and heritage into the classroom setting.

JMN: How long was your experience in the K-12 setting?

MAR: I spent about 6 years in elementary in two different school districts. I was a reading specialist in my last position before moving full time to my doctoral studies at New Mexico State University. I was able to receive a fellowship under the WK Kellogg Foundation under the Hispanic Border Leadership Institute (HBLI). It was a grant promoting doctoral degrees for persons who were interested in the principalship and superintendency. At the time that I applied for the fellowship, I was very interested in becoming a superintendent. I thought it would be a great way to earn my doctorate and then return home, to the Rio Grande Valley, and be able to give back.

JMN: How was your experience as a doctoral student and Kellogg Fellow?

MAR: During my studies, part of the fellowship was to be an instructor for undergraduate courses and teacher preparation. I fell in love with university teaching, and the rest is history. Interestingly, the HBLI group I was with had fellows at different institutions: University of California, Riverside; Pan American University (now University of Texas-Rio Grande Valley), Arizona State, and New Mexico State, where I was.

Interestingly, the grant developers, who were professors from these institutions, saw the grant as a failure, as most of the fellows went into academia, and we did not return to be principals or superintendents. I always found that interesting, considering the professors were really contributing to advancing Latinos in academia. Incidentally, I saw one of the fellows a couple of years ago at a local conference in Texas and introduced him to my colleagues and students. I said to him, "See, it's not a failure, we are doing good things."

After completing my doctoral program, I was able to have a position as an academic at my hometown, The University of Texas at Brownsville. I spent a couple of years there before I transitioned to UTSA. My goal had always been to work with doctoral students because I had enjoyed my doctoral program so much. At the time Brownsville did not have an Educational Leadership doctoral program, but UTSA did. Also, UTSA is a Hispanic Serving Institution that I clearly support.

JMN: Was there a pivotal moment in your doctoral program that influenced you not to return to practice?

MAR: That's a great question. I know my first few years of the doctoral program I missed teaching so much that some principals in the area of Las Cruces allowed me to volunteer at their school. I would go and help out on Friday afternoons and perhaps read to a classroom of children. These were important experiences. They weren't disturbing my doctoral coursework, but I could have certainly spent more time on developing proposals and such. However, once I found that niche in higher education, teaching preservice teachers, I was able to connect my previous teaching profession to my current assignment. However, I still wanted to be superintendent when I graduated. I think the change there happened really after the 3rd year. I had begun some pilot research projects and just felt that this was the way I was going to go.

JMN: How did you go about considering the idea of becoming a professor?

MAR: While I was collecting data for my dissertation, I secured an instructor position at a small university. I was able to stay at home, and I was also able to complete my research project. Upon graduation, I was able to have my first assistant professor position at that same institution. Shortly after, I was able to make a jump to my current university, UTSA, where I am finishing my 12th year.

JMN: What roles have you had at this institution?

MAR: Within our university I have held several position. At the department level, I've been the graduate advisor of record. In this capacity, I've been the director of the graduate and doctoral program. After that, I was able to serve for one year as assistant department chair and was able to get a

broader view of the workings of the department beyond the graduate advising responsibilities. This academic year, I began an administrative appointment within the graduate school at UTSA as an associate dean. In this position I work with the student success and professional development team. Primarily, I work with graduate teaching assistant across the university.

JMN: Can you also share about your teaching responsibilities and how you started as an assistant professor?

MAR: Certainly, I've been with the Department of Educational Leadership and Policy Studies at UTSA for 12 years. During my tenure, I've had the opportunity to teach several master's and doctoral courses. I view this role as an opportunity for me to keep current with the happenings in the schools. Many of the doctoral students are school principals, and students in the graduate program are teachers. It's a good way to stay connected. One of the courses I enjoy teaching is the principal internship. In my department, we rotate who gets this opportunity. Not only is it a class, but it also includes the site visits to the schools and supervision of students in action. The visits to the schools energize me. I get to meet outstanding principals whom students are learning from. It helps me learn as well. Also, with the doctoral students and their mentoring, that really enlivens me. I would do that every day, oh wait, I do that!

Within our department, we are rooted in social justice, and we have a strong mission of outreach. One program I am very proud of is our off-campus doctoral program that is taught at a community college, about 90 miles away from San Antonio. Currently, we are serving the third cohort. Cohort I has a 100% graduate rate, Cohort II is halfway there, and Cohort III is halfway done with coursework. I have the honor of teaching Cohort III this semester and have truly enjoyed the teaching and mentoring experience. This program not only exemplifies the outreach and mission of the department, but also aligns with my purpose as an individual and as a professional, to give back to the community.

JMN: Can you share about the mentorship process you provide to your doctoral students?

MAR: I believe mentorship is a crucial element at every graduate program, at both the master's level and doctoral level. It may take a different shape with each degree. It's who I am. I like to help others and be of assistance. I learned this approach from my mentors, past and present. From each mentor, I learn styles of communication. I learn ways to reach students who might be ready to just stop with their program. In learning from my past and current mentors, I apply those strategies to the students I work with. I see it as a responsibility. It's a responsibility that is rooted in care and in love. I tell my students, "I couldn't be a mentor if I didn't love you." That's honestly how it works. We have friendship, and more importantly, we have a close relationship. It's seeing how I might assist in the fulfillment of their goals. I take that responsibility very seriously. It takes time and a lot of devotion. It's answering the phone at 2:00 a.m., with a doctoral student crying about being stuck on Chap-

ter 5 and can go no further.

JMN: So you're awake at 2:00 a.m. to answer the phone calls...

MAR: Yes, let me share with you an example. I was having a funny conversation with my husband and my phone rang. I said, "Excuse me, it's one of my doctoral students, and I need to take this." I had a student who had questions about the qualifying exam and was very nervous. I talked with her and I explained how it would be fine. I ended the call with "I love you" and hung up. My husband said, "Wow, that's impressive. You really mean that?" I said, "Yes, yes I do. I wouldn't have told her that if I didn't."

Mentorship is a key element of every graduate program. If we want to see our students succeed, we have a responsibility to show them the care. We all had mentors, and we need to continue that process of mentorship.

JMN: Mentorship is an never-ending process. Hopefully your graduates will continue that mentorship with the same kind of love and care that you instilled in them.

MAR: An important part of mentorship beyond the personal relationship is to definitely prepare students for the future. It's also about looking for a way to connect them to academia, taking them to conferences, having them present their own papers and copresenting with us. Ultimately, having them copublish and helping them publish on their own research. These are more technical strategies that are necessary but also a critical part of the mentorship relationship.

JMN: How was your experience as a junior faculty members? Any highlights, challenges, advice you would give to junior faculty members as they seek tenure in their institutions?

MAR: One thing to consider as a person of color, at least from my experience, early on, is to become visible. It's important to get tapped to serve on a scholarship committee, a review committee, or any other committees that involve important issues of social justice. My answer when asked to serve on those committees was yes, and yes, and yes. I felt that if I was not present, my voice could not be heard. I had to be present, be fair, and represent. There were other voices there as well. I was not the sole voice.

Additionally, you have to think short-term and long-term goals. I answered yes to all those committees as my goal was short term. Yes, I was there and made a difference in the selections and such. But in the long term, did that take time away from the presentations? Did that take time away from the publish-or-perish aspect? Long term I needed to get tenure. I needed to earn that level. In such way I would be able to participate in the decision-making process within the department, within the college, and at a broader level that would be more impactful for students.

You have to be selective in the committees you are asked to represent the Latino voice. Think long term; you have to focus on the writing, because you need to earn tenure so you can help more students later. It doesn't mean ignore students; I've never done that. Just look at the issues in prioritizing for yourself, but that in prioritizing for yourself towards academia, you are going to be more helpful in helping students in the future. My dissertation work focused on

dual language. I'm still continuing with that thread. I want to hear from principals to find a way to support students, teachers, and families.

JMN: In that vein, what work informs your scholarship?

MAR: I was a former bilingual teacher. My dissertation work focused on dual language education. Dual language came around after I had been a bilingual teacher, so I did not get that experience. But I support it. My dissertation research focused on the principal's role in additive learning programs for English learners, and primarily in dual language programs. That research continues to date. I've worked with several of my students who were writing dissertations about dual language programs, principalships, and English language learners. I want to learn from principals who are finding ways to support not only students and teachers, but also families within bilingual education programs, particularly in dual language. My interest really comes from my previous experience as a bilingual school teacher.

JMN: You transitioned from one practice to another practice.

MAR: You could say that, it just looks a little different. Now, I've transitioned into different roles. In my current position, with all the graduate and doctoral students I've mentored, my research trajectory is taking a different focus. I'm moving into now aspects of mentoring for doctoral students: what works, what's necessary, how we can do it better. I am moving more in that direction. Which again goes back to what you just said, in that my experience influences my scholarship.

JMN: Can you share about your experiences how you became involved with UCEA and what influenced you to become elected as president?

MAR: My first connection to UCEA was Former President Maria Louisa Gonzales. I was Dr. Gonzales's graduate assistant during my time at New Mexico State University. She was engaged in UCEA on the Executive Committee, as president, and then host. My first semester as a doctoral student I remember she came to see all the fellows in our cubby area. She asked who was going to UCEA. We all stared at her blankly and said, "What's that?" I was the only one who followed up with her. I think she saw my interest and potential. She said I should come. I said, "I could, but I'm not presenting anything." She said, "Yes, you are. You'll present with me." That's how it began. It was also an important example of mentorship for me. I've done the same now for my students.

JMN: Your introduction to UCEA was extended by a great leader and mentor...

MAR: During my first introduction to UCEA I was able to meet the Executive Committee because of her role in the consortium. I was able to meet some wonderful colleagues who at that time were people I read, and whom I still read. It was a great connection. I really enjoyed the leadership community. I was able to assist Dr. Gonzales in her prepresident year and assist with those efforts. Being socialized into what UCEA is and what UCEA stands for was very important to my development as a scholar. When I was able to secure my

own faculty position at a UCEA institution, I was selected by my peers to serve as the Plenum Session Representative. I was familiar with that because of the work I had done with Dr. Gonzales. I understood that it was a decision-making body of UCEA and its importance and its value. I served on that for 3 years as Plenum Session Representative, which is my department's requirement; then we rotate to give others the opportunity for leadership. Shortly after that, I was asked to put my name in for consideration for the Executive Committee and then was elected to the Executive Committee. Most recently, I was elected as UCEA president. I see it coming full circle with my primary mentor being a UCEA president and now I'm following in her footsteps.

JMN: Now that you are in this privileged role as president elect, how do you see it as a platform to bridge your work into the consortium?

MAR: I have some ideas to look at ways to encourage others who want to seek leadership positions with UCEA. Currently, we have a very active Graduate Student Council. I'm really grateful for what they are doing. I want to tap that energy of these scholars to look at ways in which we might be able to connect the Graduate Student Council membership with more of the work of the Executive Committee. That way it becomes a little more transparent and then they become more aware of the trajectories towards membership on the Executive Committee. It is our current scholars that will become Executive Committee members and UCEA presidents. Socializing and mentoring them while they are in their doctoral programs will be a peak phase. UCEA has a very successful mentoring program through the Barbara Jackson Scholars Network. The network will continue to move forward in the very capable hands of Holly Mackey and Lisa Bass. That effort will continue to be supported and perhaps expand in ways we haven't considered yet.

JMN: With expansion in mind, do you have any creative approaches you are anticipating or thinking about introducing into the UCEA program this year?

MAR: We are exciting about our conference theme, *Echando Palante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices*. The committee I'm working with are a wonderful group of people. We wanted to consider this theme to be more encompassing beyond traditional leadership preparation. We wanted the theme to invoke discussion about ways in which current school leaders and aspiring school leaders can serve as advocates for students and can uplift student voice. It is a crucial time in our political history in the way education systems are being affected directly. With some of the decisions being made, it's a viable time to bring forth a theme that reminds our educators that it's the students who make our school and who are our future—so let's go back to them. I encourage all of us who are former teachers to recall that. Recall the days when we were school teachers. If you recall your first day of practice and how that felt, we always put students first. Even though we have transitioned into different teaching positions, we still put students first. More specifically, I'm

inviting us to focus on the children in our schools around the country.

JMN: In essence, our priority is the diverse children in K-12 schools whom our preparation students serve now and years to come...

MAR: Yes, it is our responsibility as faculty and within the principal preparation programs to prioritize our students. Specifically, those of us within the UCEA consortium. We must always remember to push that forward in our lectures, in our scholarship, in our mentoring. As long as we keep that momentum, we will be making a difference for children in the future.

JMN: How do UCEA outreach efforts promote inclusive efforts to all other institutions?

MAR: UCEA is very connected to other principal preparation programs, to other institutions who may not be UCEA members. UCEA understands the value of sharing key research, effective strategies, and all this information with all who come in contact and who are preparing principals. Outreach efforts are not only in the U.S.; there is also an international connection. We have connections with policy boards and policy makers. These outreach efforts, through our leadership with Executive Director Michelle Young, give the sense that UCEA is pushing towards high-quality leadership all the time. Hence our motto, quality education all the time.

JMN: Anything else you would like to share with us about UCEA?

MAR: I thank you for this opportunity to be able to share my experiences within UCEA. It is an organization that is very dear to me. I'm excited to be able to give back in the ultimate role as the future president.

JMN: We thank you for the work you have done within UCEA. Also, I appreciate your time for our conversation.

MAR: Thank you.

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Innovative Programs: University Partnerships: Kansas State University's Approach to Programs and Leadership Development

Grace J. Liang
Kansas State University

Department of Educational Leadership

The Department of Educational Leadership at Kansas State University (KSU) is the home for the Educational Leadership Programs and the Adult and Continuing Education Programs. The department offers opportunities for graduate students to pursue an MS, EdD, or PhD degree with options leading to professional building or district licensure as school or district leaders and graduate certifications in adult learning and qualitative research for individuals already holding degrees in other fields. A sizable proportion of master's degree and professional license programming is accessible via distance-enhanced delivery. Since its first district/university partnership in 1987, the department has partnered across multiple school districts for numerous leadership academy iterations. In 2001, the department graduated its first district/university master's degree academy cohort and now has served 19 cohorts of 318 teacher leader participants. The department also incubated the leadership programs for undergraduate students, which is now known as the Staley School of Leadership Studies.

Educational Leadership Programs

While students may self-select into the MS program, which requires 36 credit hours for those who seek the building leadership license and 30 credit hours for those who do not, the Leadership Academy has become the primary model for the MS program. Such a district-based cohort model not only addresses the changing needs of aspiring leaders as they serve complex settings, but also builds lasting relationships with school district partners and communities. For each academy, the partnering district identifies local needs, selects the focus for the academy and its participants, and assigns and supports on-site mentors. The district and the KSU faculty work closely on planning and delivering the curriculum and activities. Utilizing a co-teaching structure, an experienced district leader from the partnering school district serves as the liaison and university adjunct instructor, teamed with a designated university faculty. Rather than a traditional approach of discrete course delivery, an integrated, spiraling curriculum energizes the attentiveness to new research and to changes in context of practice. Materials selected for the academies are grounded in contemporary research-based topics related to building leadership capacity at all levels (such as McREL research on leadership competencies, Lambert on teacher leadership, Fullan on change, and Kidder on ethics) and aligned with national standards and yet strategically tailored to create theory-to-practice connections that address the partnering district's unique contexts and needs. Also key to the 2-year academy's curriculum is the mentored field experience, where each academy participant is supported by a district-assigned one-on-one mentor; the KSU department provides mentor supports such as training and networking. Program assessments focus on high application combined with collaborative reflection;

students are expected to demonstrate growth in knowledge, skills, and dispositions through self-assessment, action research, and projects that target school and district goals. Further, across academies, various creative ways such as longer weekend sessions and technology-facilitated delivery via Polycom and Zoom have been used to overcome the challenges posed by geographic distance and to better meet the needs of the program participants. The latest leadership academies offer partnerships in a large, suburban school district; a co-partnership between two large, diverse, and rural districts; and a tribal community in another state.

Capitalizing on the increased faculty capacity in research methodologies in the college, the EdD program (a minimum of 94 graduate credit hours) recently had raised its degree requirement of the research courses to 15 credit hours. Parallel to a corpus of content courses, students are offered a sequence of research courses that expose them to both quantitative and qualitative approaches and integrate scaffolding for preparing components in a dissertation proposal. For clinical experience, students may choose from three major thrusts of training clinics, research and development projects, or on-site practica. Also, if planned and desired, course selection in the EdD program may simultaneously meet coursework requirements for the Kansas District Leadership initial license.

Professional Mentoring/Induction and Development: Kansas Educational Leadership Institute

Along with the MS and EdD programs, the Kansas Educational Leadership Institute (KELI) is another unit within the KSU College of Education committed to professional growth of educational leaders in Kansas schools. KELI is a collaborative partnership among multiple governmental agencies and professional organizations including the KSU College of Education, Kansas State Department of Education, Kansas Association of School Boards, United School Administrators of Kansas, and Kansas School Superintendents Association. The state requires every school district, beginning in 2015-2016, to provide or select an approved year-long program of mentoring and induction for all new leaders with an initial license. Program components must include an alignment to state and national leadership standards, a minimum of 40 contact hours and three face-to-face meetings, statewide networking opportunities, options for continued support during the 2nd year of practice, program evaluation, and criteria for selection of and training for mentors (Kansas State Department of Education, 2015). KELI has been ahead of these regulatory guidelines, beginning service to new superintendents in 2011 and new principals in 2013. What sets KELI apart from other mentoring and induction programs is that it is designed by Kansas practitioners and it exceeds these state benchmark requirements.

By 2017, the 6th year of its operation, KELI has served a record of 145 new superintendents, 120 new principals, and 12 new special education leaders (the last group was added in 2015).

As a state-approved mentoring and induction program and governed by a partner-based steering committee and an advisory council comprised of field-based practitioners, KELI's mission is twofold: (a) the induction and mentoring of new superintendents, principals, special education directors, and assistants in each of these areas and (b) the ongoing professional learning opportunities for district and school leaders and leadership teams. KELI utilizes a highly personalized approach to match mentors and mentees across the state that takes account of geographic location, building level and size, and the specific strengths and experiences of mentors. This process puts the conditions in place to enable strong mentor/mentee relationships to form. A cadre of trained and experienced mentors support new leaders in their first years of practice through individualized and on-site visits. Mentors observe new leaders in agreed-upon performance activities and use monthly checklists provided to mentees to discuss timely reports and tasks. KELI incorporates attendance at professional organization meetings and advocacy seminars, regional and statewide cohort networking, and professional learning as additional requirements in the program design to build capacity in new leaders. For its mentors, KELI offers targeted trainings such as coaching to help mentors to develop skills in listening, questioning, providing reflective feedback, and discussing challenging or sensitive local or national topics in a confidential environment. Because of the highly rural nature of Kansas, KELI's design addresses a critical need in rural settings by establishing strong mentoring relationships and unique networking opportunities that allow new leaders to optimize resources and collaborate in otherwise isolated locations.

In addition to the mentoring and induction of new leaders, the second layer of KELI's mission leads to it being a clearinghouse for information and a hub for organized professional development and networking opportunities. Jointly developed by the Kansas State Department of Education and other state administrative professional organizations (i.e., KSU College of Education, regional service center, United School Administrators of Kansas, and Kansas Association of School Boards), these professional development seminars have been held at various locations accessible to school leaders across the state, delivered by reputed scholars and practitioners as well key players in educational policy making. The seminars have attended to a variety of critical and emerging topics such as leadership in a trauma-sensitive learning environment, accreditation, social media and technology innovation, and preparation for new standards. Seminar attendees have noted that these seminars provide a vital link to examine and process state and national issues that impact local school district implementation. The relevancy, currency, and continuity structured in these learning opportunities fill a defined professional growth need for both new and veteran leaders in Kansas.

More information about Kansas State University's Educational Leadership programs can be found at: <http://coe.k-state.edu/academics/graduate/leadership.html>. More information about the leadership academies can be found at the Fall 2016 special issue of *Educational Considerations*: <http://coe.k-state.edu/edconsiderations/>. For information about KELI, please email keli@k-state.edu or explore <https://coe.k-state.edu/annex/keli/index.html>

Reference

Kansas State Department of Education. (2015). *District mentor and induction program guidelines*. Topeka, KS: Author.



KANSAS STATE
UNIVERSITY | College of Education



Journal of Research on Leadership Education

JRLE is an electronic peer-reviewed journal that focuses on articles from multiple epistemological perspectives. JRLE serves as an international venue for discourse on the teaching and learning of leadership across the many disciplines informing educational leadership. JRLE is edited by Gordon Gates and Sharon Kruse, Washington State University, and sponsored by the UCEA and Sage Publications.

<http://journals.sagepub.com/home/jrle>



Call for Nominations

2017 Exemplary Educational Leadership Preparation Award

Intent to Apply due **May 1, 2017 (Monday)**

Deadline to Submit Materials: **June 29, 2017 (Thursday)**

The Award

Quality leadership preparation is essential to quality leadership practice. Research reveals an important relationship between preparation and leaders' career outcomes, practices, and school improvement efforts. Exemplary university-based educational leadership preparation programs have authentic, powerful, and field-embedded learning experiences that connect research and theory with practice. To celebrate exemplary programs and encourage their development, UCEA has established an Award for Exemplary Educational Leadership Preparation. This award complements UCEA's core mission to advance the preparation and practice of educational leaders for the benefit of all children and schools.

Leadership educators are invited to nominate their programs for recognition at the 2017 UCEA Convention. The program or programs (up to three) determined most worthy of recognition will receive a cash award, an engraved plaque, and recognition in multiple UCEA publications. In addition, the award-winning program(s) will be recognized at a session during the 2017 UCEA Convention, on the UCEA website, and through a case-study publication.

This award will be made to programs within colleges, schools, and departments of education. For example, university-based programs preparing leaders to lead in elementary, middle, or high schools or programs focusing on the development of district-level leadership are eligible for recognition. More than one program within a department, school, or college of education may apply.

Award Criteria

Applications will be judged on the extent to which the program (a) reflects UCEA's research-based **UCEA Institutional and Program Quality Criteria** (available at the URL below) on the features, content, and experiences associated with effective leadership preparation and (b) has demonstrated evidence of program effectiveness. *The Handbook of Research on the Education of School Leaders* (2nd ed., Young & Crow, 2016) addresses both of these criteria in depth.

The Procedure

For the full set of award criteria and instructions, please visit:

<http://www.ucea.org/opportunities/exemplary-educational-leadership-preparation/>

Step 1: Read through the award criteria and instructions. Submit a statement of intent to apply (through the URL above) by **Monday, May 1, 2017**. Upon receipt of a program's intent to submit an Award Application, the program contact will be invited to an Award Dropbox Folder where program application materials should be deposited.

Step 2: Conduct a Self-Evaluation of your Program using the **UCEA Institutional and Program Quality Criteria Rubric** (at the URL above).

Step 3: Fill out an **EELP Cover Sheet** (at the URL).

Step 4: Prepare Parts I–V of the Award Application as described at the above URL. Save each part as a separate PDF file.

- o Part I: Program Description: The program description should align to the research-based UCEA Institutional and Program Quality Criteria and should be no more than 25 pages.
- o Part II: Course Content: Please provide syllabi for core courses in the program.
- o Part III: Field Work: Please provide a field work guide describing field work requirements, documentation, and assessments.
- o Part IV: Program Effectiveness: Evidence of program effectiveness can include information such as key findings from follow-up studies of graduates, a summary of accreditation evaluations and reviews, etc. However, please do not exceed 10 pages of evidence.
- o Part V: Faculty Vitae: Please provide a curriculum vitae for each faculty member who participates in the delivery of the program.

Step 5: Submit the Cover Sheet and Parts I–V by depositing them in the Dropbox noted in the explanation for Step 1.

Please Note: All materials must be submitted by **Thursday, June 29, 2017**.

Please email mar5q@virginia.edu or call (434) 243-1041 with questions.



Call for Nominations

2017-19 Jackson Scholars and Mentors

Deadlines: May 31 *Scholars*, June 12 *Mentors*

The UCEA Barbara L. Jackson Scholars Program Advisory Committee is calling for nominees for mentors and scholars for the 2017-19 Jackson Scholars cohort (a 2-year term). This program, which recently celebrated its 10th anniversary and has over 300 alumni, develops future faculty of color for the field of educational leadership and policy.

THE MENTORSHIP

The UCEA Barbara L. Jackson Scholars Program Advisory Committee is calling for nominees for **mentors** for the 2017-19 Jackson Scholars cohort (a 2-year term). Nominators of mentors are encouraged to consider colleagues who could mentor doctoral students of color during the 1st and 2nd years of their programs.

For the structured **mentoring** program feature, through ongoing media communications and face-to-face visits during the networking program features (see below), mentors will provide guidance in professional development, a model for students to reference when assuming mentor roles, and opportunities for networking. Mentors may also serve as sounding boards for scholars as they develop their dissertations, research agendas, and publications in preparation for entering the field of higher education.

For the **networking** program feature, institutions nominating mentors provide registration, travel, lodging, and meal funding for mentors to attend two UCEA annual conventions and two AERA annual meetings where they will (a) guide their scholars to engage in networking and (b) attend their scholars' 2nd-year presentations for which they also provide pre- and postsupport.

Who can nominate:

UCEA member institution faculty and faculty of non-UCEA member institutions may nominate (self-nominations accepted).

THE AWARD

The UCEA Barbara L. Jackson Scholars Program Advisory Committee is calling for nominees for **scholars** for the 2017-19 Jackson Scholars cohort (a 2-year term). Nominators are encouraged to nominate doctoral students between the 1st and 2nd year of their programs.

The Jackson Scholars Program develops future faculty of color for the field of educational leadership and policy. In the structured **mentoring** program feature, scholars are matched with experienced faculty mentors who provide guidance in professional development, a model for students to reference when assuming mentor roles, and opportunities for networking. Mentors may also serve as a sounding board for scholars as they navigate the phases of dissertation development, a research agenda, and publication in preparation for their entry into higher education.

In the **networking** program feature, nominating UCEA institutions provide registration, travel, lodging, and meal funding for scholars to attend two UCEA annual conventions and two AERA annual meetings where the scholars may engage in networking with guidance from their mentor.

Who can nominate:

A faculty member of a UCEA member institution (no self-nominations)

THE PROCEDURE

How (Part I):

Review the Memorandum of Understanding for **Jackson Mentors** or the Memorandum of Understanding for **Jackson Scholars** with both a department head and with the nominee. The Memorandum of Understanding is available at www.ucea.org/graduate-student-opportunities/jackson-scholars-program/

The institution should be able to cover the costs defined therein, and the candidate should be available and willing to attend the networking events and scholar presentations discussed. In some cases, as a result of the preliminary discussions of the Memorandum of Understanding with the department head and the nominee, the nominee may choose to assume some of the costs of the program.

How (Part II):

To proceed with formally nominating a candidate and declaring financial responsibility, kindly navigate to the following link: www.ucea.org/graduate-student-opportunities/jackson-scholars-program/

Nominations must be received by May 31, 2017 for Scholars and by June 12, 2017, for Mentors. Please email ucea@virginia.edu or call (434) 243-1041 with questions.



Call for Award Nominations

Deadline: May 31, 2017

Thank you for your commitment to and support of UCEA in advancing the preparation and practice of educational leaders for the benefit of schools and children. In order to recognize those individuals who have made significant contributions toward this goal, we encourage you to nominate individuals for the following awards who you believe deserve recognition for their efforts and excellence within the educational leadership community. You may also access more detailed information on each award by visiting our website:

http://www.ucea.org/opportunity_category/awards/

The following awards have a deadline of **May 31, 2017**:

- **Edwin M. Bridges Award**, given by UCEA annually for original, outstanding work in the area of research and/or development that contributes to our knowledge and understanding of how best to prepare and support future generations of educational leaders.
- The **Roald F. Campbell Award**, given to senior colleague recognizing a lifetime of excellent achievement.
- The **Jack A. Culbertson Award**, given to a professor in the first six years of his or her career for some outstanding accomplishment.
- The **Master Professor Award**, given to an individual faculty member whose record is so distinguished that UCEA must recognize this individual in a significant and timely manner.
- The **Jay D. Scribner Mentoring Award**, given to a educational leadership faculty who have made 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.

Nominations for these awards are welcome from faculty members of UCEA member institutions and partner institutions. All awards should include electronic submissions that include:

- The candidate's curriculum vitae;
- A letter addressing the contributions of the nominee relative to one or more of the selection criteria; and
- Support letters from individuals who have been directly mentored by the nominee, and/or individuals who can attest to the nominee's mentoring strengths, are strongly encouraged.

A UCEA committee appointed by Executive Director Michelle Young will review and evaluate the nominees. This committee will reserve the right to present this award to multiple candidates on any given year, or conversely, not to present this award should nominees not fully meet the selection criteria.

Please send nominations electronically to ucea@virginia.edu

Questions? Please call UCEA Headquarters at (434) 243-1041 or email us at ucea@virginia.edu



2017 UCEA Convention Call for Proposals

Echando Pa'lante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices

I. General Information

The 31st annual UCEA Convention will be held November 16-19, 2017 at the Sheraton Denver Downtown Hotel in Denver, CO. The purpose of the 2017 UCEA Convention is to engage participants in discussions about research, policy, practice and preparation in the field of education with a specific focus on educational leadership. Members of the 2017 Convention Program Committee are Mariela A. Rodriguez (University of Texas at San Antonio), Erin Anderson (University of Denver), Miriam Ezzani (University of North Texas), and Cristobal Rodriguez (Howard University).

II. UCEA Convention Theme

The 31st Annual UCEA Convention theme, *Echando Pa'lante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices*, is intended to encourage opportunities for reflective dialogue regarding the educational contexts that students, teachers, principals, and superintendents will be facing within a changing national climate and its impact on educational policy. The words in the theme *echando pa'lante* are a derivation of *echando para adelante*, which translates from Spanish as moving forward. Yet the terms imply more than just that action. They describe the will to keep going especially when times are tough and intrinsic motivation is needed to keep moving forward. Traditionally used within Latinx, Spanish-speaking communities, these words serve to inspire one to challenge themselves no matter what the odds. Within the 2017 UCEA Convention theme, *echando pa'lante* reflects the value of student voice and agency as they move forward in meeting their educational goals. The term also represents the advocacy work of school leaders who assist students in meeting their goals by creating and sustaining equitable learning environments.

The second part of the theme focuses on the words *rising* and *lifting* as they relate to the important role of school leaders. These terms represent the ways in which school leaders rise as advocates for students in times that the educational terrain may not be supportive especially for students from diverse and traditionally under-represented groups. Such groups include students who speak languages other than English, students participating in special educational programs, and students who identify as LGBTQ. Advocacy plays a crucial role in the support of student voice, engagement and learning. School leaders who incorporate advocacy into their leadership practices help to promote student well-being. As advocates, school leaders understand that their work is rooted in social justice. In this manner school leaders, together with teachers, parents, and community members help to lift students' spirits and voices as they move forward in their personal growth and educational attainment.

The terms *rising* and *lifting* are also symbolic as they represent the geographic landscape of the City of Denver, the convention city for the 2017 UCEA Convention, with its signature mountains and peaks. As such, the theme focuses on the various environments in which school leaders find themselves engaging as advocates for the students they serve. This includes advocacy work in schools, communities, and in challenging restrictive educational policies. This has clear implications for the important role of faculty in leadership preparation programs who must create opportunities for community engagement within field experiences and the value of engaging in research projects that highlight principals as advocates for student voice. Aspiring school leaders must see current leaders in action as advocates for students and the communities in which they lead. Such experiences should offer future school leaders in-depth opportunities to learn from and engage with leaders who uprise and uplift student voice and help to move students *pa'lante* in both academic and personal development, especially in contested terrain.

To address the 2017 UCEA Convention theme, "*Echando Pa'lante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices*," UCEA invites submissions that (1) offer analyses of leadership practices that support student voice, engagement, and learning; (2) examine how we prepare school and district leaders to support student voice, engagement, and learning; (3) explore the myriad ways of defining student voice, engagement, and learning; (4) support advocacy work in schools and local communities; and (5) support advocacy work directed at policy makers and elected officials.

The following suggested topics and related questions are provided to stimulate thinking about the 2017 UCEA Convention and theme *Echando Pa'lante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices*, although proposals addressing related themes are welcome.

- 1. Leadership that Uprises and Uplifts.** School leaders must be responsive to the diverse knowledge, strengths and needs that exist within and across multiple communities. How can leadership that uprises and uplifts bring life and vitality to educational organizations and local communities? How can such leadership support student voice, engagement and learning? How does such leadership create socially just and equitable schools that are inclusive and humane for all stakeholders? In what ways do school leaders finesse the competing demands of districts and communities in order to allow student voices to be heard and subsequent actions to be taken?
- 2. Leadership Development.** Leadership development is essential to leadership practice. How do the recently revised leadership standards inform leadership that uprises and uplifts? How can leadership development programs partner with districts and schools to prepare leaders to effectively lead in ways that support student voice, engagement and learning? What are the implications of de-

veloping leaders who can support student voice, engagement and learning for the various domains of high quality leadership preparation? In which ways are leadership preparation programs preparing leaders to embrace their roles as advocates for student voice?

3. **Student Voice.** Research indicates that when young people are listened to, involved in meaningful decision making and supported in expressing their views, they feel more confident and able to more effectively manage challenges that they encounter. What does student voice look like in practice? What organizational arrangements and support structures are needed to foster student voice? What impact does an emphasis on student voice have on the school culture? How does focusing on student voice influence relationship building and interactions among students and other educational stakeholders?
4. **Community Advocacy and Engagement.** Educational leaders must develop partnerships with community organizations, government agencies, community and faith-based organizations, and local businesses—all organizations that represent multiple constituents and contexts. How do educational leaders build empowering alliances that reaffirm the common good, foster empowered communities, and support student voice, learning and engagement? How do schools and communities benefit from such partnerships and how are they sustained over time? What is the role of leaders in uprising and uplifting student and community needs within the political realm?
5. **Educational Politics and Policy.** Educational policies and politics shape leadership and the relationships within and across school communities; yet rarely are communities involved in shaping educational policies. As communities become increasingly interconnected in ways that defy geography and borders, educators—at all levels—must become more skilled as policy advocates. What are some ways that school leaders involve students, parents and community members in helping to shape educational policies? What experiences and opportunities are incorporated in leadership preparation programs to promote the engagement of aspiring school leaders in policy development and decision-making?

The 2017 UCEA Convention Call for Proposals encourages submissions that explore the above themes as well as proposals focused on quality leadership preparation; research on global issues and contexts influencing the field of educational leadership and policy; effective preparation program designs and improvement efforts; successful coalitions that enhance leadership, policy work, and politics; collaborative research that enriches the community; and other issues that impact the current and future practice of educators and policymakers. Those engaged in research, policy, or practice in educational or youth-serving agencies may submit proposals for consideration.

III. UCEA Convention Session Types

- A. **Paper Sessions.** These sessions are intended for reporting research results or analyzing issues of policy and practice in an abbreviated form. Presenters are expected to provide electronic copies of papers. The proposal summary should include a statement of purpose, theoretical framework, findings, and conclusions. For research reports, also describe data sources and methods.
- B. **Ignite Presentations.** Ignite presentations are intended to stimulate informal, lively discussions using a cluster of four to five 5-minute presentations with no more than 20 slides per presentation, where each slide is displayed for approximately 15 seconds while the speaker addresses the audience. Ignite sessions are an ideal way to present innovations, effective strategies and tools, problems of practice, collaborations, etc. The proposal summary should be for an individual (5-minute) Ignite presentation that describes the purpose and topic of the 5-minute presentation, relevant literature, findings (if applicable), and examples of questions or areas to be addressed. Example of an “Ignite” Session: <http://www.youtube.com/user/iGNiTe?blend=1&ob=4#p/u/3/rqSkulkwQ98>
- C. **Symposia.** A symposium should examine specific policy, research or practice issues from several perspectives, contribute significantly to the knowledge base, and allow for dialogue and discussion. Session organizers are expected to chair the session and facilitate discussion. Symposium participants are expected to provide electronic copies of papers presented during the session.
- D. **International Community-Building Sessions.** These sessions, regardless of format (i.e., paper, symposia, conversation, etc.), require participants to be from two or more different countries. These sessions must focus on critical issues of leadership practice, development or research from multiple international perspectives. The proposal summary should describe the purpose of the session, the session format, and a list of the national contexts that will be represented.
- E. **Innovative Sessions and Mini-Workshops.** Proposals utilizing innovative presentation/interaction strategies are encouraged, such as web-based projects, films, and the use of technology to increase interaction and participation. The proposal summary should describe the focus and purpose of the session or mini-workshop (to be held during the convention), the innovative format, and how the format will enhance adult learning and discussion.
- F. **Critical Conversations and Networking Sessions.** These sessions are intended to stimulate informal, lively discussions around a series of provocative questions or research in process. Sessions may be structured in a variety of ways: 1) a session could include a panel of participants who facilitate and guide the conversation; 2) a session could be organized as a dialogue where the organizers and attendees discuss an issue or series of questions; or 3) a session could be structured to provide scholars with common research interests dedicated time to meet, plan, discuss and consider developing collaborative projects, papers, linked research, and other scholarly pursuits that will be a continued focus beyond the convention. The proposal summary should describe the purpose of the session, the ways in which participants will engage in conversation/dialogue, and examples of questions or areas to be addressed.
- G. **UCEA Film Festival.** Participants may submit 5-minute videos that explore broadly the landscape of quality leadership preparation, including research and engaged scholarship, preparation program designs and improvement efforts, policy work, and the practice of

educational leaders. These submissions cannot be submitted through All Academic. Additional details can be found in the UCEA Review and on the UCEA website: <http://www.ucea.org>. Video submissions are due July 31, 2017.

H. Post Convention Work Sessions and Workshops. These sessions, which provide both 2- and 4-hour sessions for scholars of similar interest, are encouraged for (a) groups of scholars who are working on projects directly related to the core mission of UCEA and (b) scholars who wish to present a workshop for faculty members attending the convention. Proposals should describe the purpose of the session, relevant literature, how the time will be used, the role and expertise of facilitators, outcomes for participants, and plans for disseminating information from the session/workshop to UCEA member institutions and the field.

IV. Submission Guidelines

Submission length **must not exceed 3 single-spaced pages** (approximately 1,500 words or 6,000 characters) using **12-point font (Times New Roman)**. References are **required** and **must not exceed 1 single-spaced page** (approximately 400 words or 2,200 characters). **Through the act of submitting a proposal, an individual is entering a professional agreement to review proposals for the convention, to attend and deliver the content described in the proposal, and in the event that a paper is being presented, the submitter agrees to share a copy of the work with convention attendees.** Furthermore, lead authors are required to upload an advance copy of their paper into the All Academic System through the UCEA Convention site 3 weeks prior to the convention (October 30, 2017). Ignite presenters are expected to upload a 2-page summary of the talking points they will be sharing at the convention prior to the October 30 deadline. **Failure to live up to these commitments may lead to the submission being removed from the convention program.**

V. Participation Limits

To promote broad participation in the annual convention, an individual may appear as first author on no more than two proposals. In addition, an individual may appear on the program no more than four times in the role of presenter. The participation limit does not include service as chair or discussant or participation in invited sessions or any session connected with UCEA headquarters, committees, or publications.

VI. Criteria for Review of UCEA Convention Proposals

All proposals will be subject to blind, peer review by two reviewers, which will occur electronically. **Proposals MUST NOT include names of session organizers or presenters.** Primary authors of submitted proposals agree to serve as proposal reviewers.

Research Paper Proposals will be evaluated for

- Relevance of the proposal to educational leadership and/or convention theme,
- Appropriateness of the theoretical/conceptual framework,
- Appropriateness of the methods, including analytical strategies,
- Anchoring of proposal content to relevant scholarly literature,
- Quality of writing, and
- Audience appeal.

All other proposals will be evaluated for

- Relevance of the proposal to educational leadership and/or conference theme,
- Thoroughness and clarity of the proposal,
- Consistency of proposal content and purpose with proposed format,
- Anchoring of proposal content to relevant scholarly literature, and
- Audience appeal.

VII. Proposal Reviewers

UCEA invites all convention attendees and participants to serve as reviewers for the 2017 Convention. **Through the act of submitting a proposal, an individual is entering a professional agreement to review proposals for the convention.** UCEA encourages submit- ters to invite their co-authors to participate in this important professional activity. Individuals can volunteer to serve as a reviewer on All Academic through the UCEA website.

VIII. Deadlines

Proposals must be received by **Monday, May 8, 2017, by midnight Eastern Standard Time.** All proposals must be submitted electronically at the link to be provided at the UCEA homepage (<http://www.ucea.org>). **This site will officially open April 7, 2017.**

IX. Graduate Student Summit

Successfully launched at the 2012 Convention in Denver, the Symposium will be returning once again this year for the 2017 Convention in Denver, CO. Doctoral students from UCEA member institutions are invited to submit proposals for this preconference event. Further details regarding the Graduate Student Summit call for proposals can be found on the Graduate Student portion of the UCEA website: <http://www.ucea.org/graduate-student-opportunities/graduate-student-summit/>



2017 UCEA Graduate Student Summit Call for Proposals

Echando Palante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices

I. General Information

The 6th annual UCEA Graduate Student Summit (GSS) will be held at the Sheraton Denver Downtown Hotel in Denver, Colorado. The summit will commence at **12:00 pm on Wednesday, November 15, 2017 and conclude at 11:30 am on Thursday, November 16, 2017.** The purpose of the 2017 UCEA Graduate Student Summit is to provide graduate students a space to engage in authentic dialogue about their scholarly work. This summit will offer opportunities to meet and network with graduate students and faculty, to present your work and receive feedback on your research. It will include:

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

II. Theme

The UCEA Graduate Student Summit is an extension of the UCEA Convention. In keeping with the UCEA Convention, students should demonstrate how their proposals for the GSS address the UCEA Convention theme, “*Echando Palante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices.*” Please refer to the 2017 UCEA Convention Call for Proposals for a full discussion of the 2017 theme.

III. Graduate Student Summit Session Categories

This year, we are providing three session categories, each of which provides a tiered outlet for ideas and works in various stages of completion. If you will have a manuscript-length paper completed by the end of October, you should submit a proposal for a paper presentation. If you have an idea that is in-progress, a useful strategy to share, or poignant idea/question to propose, you should submit a proposal for an Ignite! presentation. If you have an idea about a potential research project and/or have an outline developed, but would like feedback on how to proceed, you should submit a proposal for a roundtable presentation.

- A. Paper sessions.** These sessions are intended for reporting research results or analyzing issues of policy and practice in an abbreviated form. You should submit for a SINGLE paper presentation only—not an entire paper session. Presenters are expected to provide electronic copies of papers. Your submitted proposal summary should include a statement of purpose, conceptual/theoretical framework, findings (even if preliminary), and conclusions/implications. For research reports, also describe data sources and methods.
- B. Ignite! sessions.** These sessions are intended to stimulate informal, lively discussions using a cluster of four to five 5-minute presentations with no more than 20 slides per presentation, where each slide is displayed for approximately 15 seconds while the speaker addresses the audience. The intent of an Ignite session is to spark interest and awareness of multiple yet similar topics while encouraging additional thought and action on the part of presenters and members of the audience. Ignite sessions are an ideal way to present innovations, effective strategies and tools, problems of practice, collaborations, etc. You should submit for a SINGLE 5-minute Ignite! presentation only—not an entire Ignite! session. Your submitted proposal should be for an individual (five-minute) Ignite! presentation that describes the purpose and topic of the 5-minute presentation, relevant literature, findings (if applicable), and examples of questions or areas to be addressed. Example of an “Ignite” Session:
<http://www.youtube.com/user/iGNiTe?blend=1&ob=4#p/u/3/rqSkuIkwQ98>
- C. Roundtable sessions.** These sessions are intended for discussing works-in-progress where you may have an outline developed, but have not started writing the formal elements of a paper, collecting data, and/or drafting final assertions/implications. Presenters are expected to provide electronic copies of outlines. Your submitted proposal should include the overall topic, research questions, relevant literatures you are pulling from, and a general outline for the research study.

Sample proposals for each will be posted to the UCEA graduate student development webpage at <http://gradstudents.ucea.org> in mid-March. Please refer to those exemplars as you craft your own proposal. Should you have questions about proposal drafting, feel free to email the UCEA Graduate Student Council at uceagradconnex@gmail.com.

IV. Criteria for Review of Proposals

To participate in the GSS as a presenter, you must submit a proposal, and that proposal must be accepted. All proposals will be subject to blind, peer review by the UCEA Graduate Student Council and at least two outside reviewers. **The text of the proposal must not include your name.** Priority will be given to single-author papers or papers co-authored by graduate students. The lead author of each proposal also agrees to serve as a reviewer for other GSS proposals. An author's failure to live up to either of these commitments may lead to the proposal being removed from the GSS. Proposals will be evaluated for:

- Relevance of research problem, policy, or topic to the convention theme and/or broader discourse in the field regarding leadership preparation;
- Thoroughness and clarity of the proposal;
- Conceptual/theoretical framework, methods, analysis, and presentation of findings (for empirical research); and
- Significance, especially for PK-12 educational leadership and/or PK-20 education policy.

V. Participation Guidelines and Proposal Deadlines

Graduate students engaged in research, policy, or practice in educational or youth-serving agencies may submit proposals for consideration. Proposals must be received by **11:59 pm EST on Monday, May 8, 2017**. All proposals must be submitted electronically at the link to be provided at the UCEA homepage (<http://www.ucea.org>). **The site will open on Friday, April 7, 2017.** Please follow the prompts for submitting to the 2017 GSS.

You may submit more than one proposal to the GSS, and you may submit the same proposal to both the GSS and the UCEA Convention. Please note that these submissions are separate. If you submit a proposal to the GSS and also wish to submit it to the UCEA Convention, you must go through all the same steps in the AllAcademic system, but through the pathway for the UCEA Convention, too.

Submission length **must not exceed three (3) single-spaced pages** (approximately 1,500 words or 6,000 characters; excluding references and tables/figures) using **12-point font (Times New Roman)**. References are **required and must not exceed one (1) single-spaced page** (approximately 400 words or 2,200 characters). **The text of the proposal must not include your name.**

The lead author of the proposal is required to upload an advance copy of the work into the AllAcademic system through the UCEA Convention site three (3) weeks prior to the convention (Wednesday, October 25, 2017). This is required for your faculty mentor to review your work in order to be able to offer specific, relevant feedback. By submitting a proposal, too, the lead author of the proposal also agrees to serve as a reviewer for other GSS proposals. An author's failure to live up to either of these commitments (uploading an advance copy and/or failing to serve as a reviewer) may lead to the proposal being removed from consideration and/or the GSS program.

Please carefully review your proposal before submitting it. The AllAcademic system directly copies the information provided in the proposal for the program, so check your title, author names, and affiliations.

VI. Summit Registration

The summit immediately precedes the 2017 UCEA Convention. Registration for the 2017 UCEA GSS will be available online through the UCEA registration site in June 2017. The cost of attending the 2017 Graduate Student Summit will be announced along with the regular convention registration rates. **The cost of registering for the UCEA Convention is separate fee, and registration for both the UCEA Convention and the GSS is required for admission to the GSS.**

If you have questions at any time, please feel free to email the UCEA Graduate Student Council at uceagradconnex@gmail.com

UCEA Employment Resource Center

UCEA Job Search Handbook. The *UCEA Job Search Handbook*, located on the UCEA website (www.ucea.org), is an online resource for aspiring educational leadership faculty members and the institutions that prepare them. Topics include preplanning, preparing an application, the interview, postinterview tactics, negotiations, and sample materials.

UCEA Job Posting Service. UCEA provides, free of charge on its website, links to job position announcements. To submit a posting for the website, please e-mail the URL for the position announcement (website address at your university where the position description has been posted) to ucea-list@virginia.edu.

<https://members.ucea.org/edleadershipjobs>

2017 Excellence in Educational Leadership Awards

The Excellence in Educational Leadership Award is for practicing school administrators who have made significant contributions to the improvement of administrator preparation. Each year, the UCEA Executive Committee invites member university faculties to select a distinguished school administrator who has an exemplary record of supporting school administrator preparation efforts. This is an unusual award in that it affords national recognition, but individual universities select the recipients. It provides a unique mechanism for UCEA universities to build good will and recognize the contributions of practitioners to the preparation of junior professionals.

José G. Boza, Jr., is an educational leader who has taught middle and high school students and has served in various administrative capacities in large, medium, and small urban and rural school districts. Most recently he has dedicated his time in the development of aspiring and incumbent educational leaders as the Director of Educational Leadership with the **DeKalb County School District** in Georgia. This work has included the creation and implementation of multiple leadership development initiatives and academies, the design of a Continuous Improvement System, the deployment of the National SAM Innovation Project, the development of a Performance Coaching Conceptual Framework, the utilization of the Vanderbilt Assessment of Leadership in Education instrument, and participation in the National Association of Secondary School Principals' Assessment Center. José was nominated by the University of Georgia. José also has written and been the recipient of several competitive grants, including the Wallace Principal Supervisor and Leadership Development Initiative, Reading First, Smaller Learning Communities, 21st Century Community Learning Centers, and Early Learning. José earned a BS in Biology, an MEd in Administration and Supervision, and an EdD in Educational Leadership from the University of Central Florida. He has presented at local, state, national, and international conferences on the topics of middle school education and teaming, special education and the benefits of co-teaching, and multiculturalism. He has co-authored several paper presentations dealing with transformational change in schools, district and university partnerships, as well as equity and diversity. José has served on boards of numerous civic organizations such as the Clarke Community Federal Credit Union, Georgia Museum of Art, United Way of Northeast Georgia, Athens Area Arts Council, Communities in School, Partnership for Protecting Children, and Goshen's Adult Literacy Program. He also co-facilitated Clarke County's Multicultural Task Force, served as the president of Goshen's Human Relations Commission, and was a member of the Mayor's Advisory Council in Goshen, Indiana. José was born in Cuba and immigrated to this country, via Spain, in the early 1970s when he was in middle school. He was the first in his family to attend and graduate from a university. José is a devoted husband to his wife Linda, and is a father of five children.

Mr. Lou Cerreta is an experienced educator and leader. His specializations include Florida certification in Elementary Education and Educational Leadership, Professional Leadership Development, and Professional System Initiatives. He is visionary and strategic in his approach to designing systems to support schools, administrators and teachers. Mr. Cerreta currently serves as **Pinellas County Schools'** Director of Professional Development. His responsibilities include all aspects of leadership development, beginning with aspiring leaders, Level II Principal Certification, executive leadership development, as well as new administrator onboarding and development. Lou Cerreta models exemplary leadership. He consistently contributes to the improvement of administrator preparation at the University of South Florida, where he is greatly valued.

Dr. Paul E. Coakley, Jr., an up-and-coming 40-year-old educator, is the superintendent of **Centennial School District** serving Gresham and Portland, OR. Prior to being named superintendent, Dr. Coakley served as the assistant superintendent and interim superintendent. Dr. Coakley holds a doctorate in education from Portland State University (PSU) and has worked as a school administrator for 8.5 years, mostly as a principal of Hudson Park Elementary in the Rainier School District. Earlier, he worked as a literacy coach at Portland's King Elementary. Dr. Coakley is the son of Paul E. Coakley Sr., who is well-known in Portland-area education circles from his years as principal at Tubman Middle School, Roosevelt High, and Gresham High. Paul E. Coakley Jr. grew up and went to school in Gresham, so he knows the Centennial School District well. Dr. Coakley teaches in the PSU principal preparation program and has served on numerous committees to ensure that PSU prepares future leaders to lead for equity and that the program reflects the needs of changing schools in Oregon. He is widely respected and revered for his strong, collaborative leadership and focus on ensuring all kids reach their dreams.

Dr. Renee Corneille, EdD, is the principal of **St. Anthony Middle School (SAMS)**, located just outside of Minneapolis, MN. Dr. Corneille holds a bachelor's degree in psychology, a master's degree in social studies education, a doctorate in education, and licensure as both a principal and superintendent, all earned at the University of Minnesota. In addition to her strong leadership of SAMS for the past 8 years, Dr. Corneille teaches as an adjunct professor at the University of Minnesota and serves as a facilitator for the Minnesota Principals Academy, a rigorous 18-month executive development program for school leaders. She is certified by the National Institute for Scholl Leadership in Washington, DC. Her contributions to the university and school leadership stretch far beyond teaching. Dr. Corneille hosts numerous administrative interns a year and collaborates with university faculty to host research projects in the building she leads. Most recently she collaborated with Dr. Karen Seashore Louis and her graduate students as they examined caring school leadership. Renee and her staff at SAMS are committed to "providing students with authentic learning experiences in a caring environment."

Dr. Paul Cruz is the superintendent of the **Austin Independent School District** (AISD), serving more than 83,000 students and 12,000 employees. Dr. Cruz guides the district in realizing the vision to reinvent the urban school experience. Under Dr. Cruz's leadership, the AISD graduation rate is at an all-time high, students are performing well on the state's accountability system, and AISD is ranked among the best in the country on the Nation's Report Card. Dr. Cruz has worked on the development, implementation and expansion of various initiatives at AISD, including the Creative Learning Initiative, dual-language programs, Early College High Schools, Family Resource Centers, preK for 3- and 4-year olds, social and emotional learning, and STEM (science, technology, engineering and math). Dr. Cruz began his career in education in 1987. He worked as a teacher, campus administrator, central office administrator, and superintendent in Corpus Christi, San Antonio, and south Texas. He also served as the deputy commissioner for dropout prevention at the Texas Education Agency. He currently serves as a board member for the Austin Area Research Organization, Austin Ed Fund, and Austin Partners in Education. Having set a personal goal to earn a doctorate before he turned 30, Dr. Cruz received his PhD in educational leadership from the University of Texas at Austin at the age of 29. In his doctoral program, Dr. Cruz was a fellow in the Cooperative Superintendency Program, which is designed to prepare future urban school superintendents. He received a BS in Education from the University of Texas at Austin, with a specialization in English, and an MS in Educational Administration from Corpus Christi State University. He was nominated by Texas State University.

Susanne Jerde is currently serving as the chief academic officer of **Highline Public Schools**. Susanne began her teaching career in Highline in 1984, and since then has served as principal of McMicken Heights Elementary, director of Title 1/LAP/ELL, and instructional leadership executive director supervising schools K-12. Susanne holds a superintendent's certificate from Seattle University, a master's from Seattle Pacific University, and a BA in elementary education from Central Washington University. She was nominated by the University of Washington.

Dr. Naomi Landau is currently assistant principal of the **Louis F. Simeone School** in Queens, NY. She has been in that position since March 2015. Previously, she worked as a staff developer and first-grade classroom teacher. In her current role she focuses primarily on staff development in the areas of teacher effectiveness, the Common Core Learning Standards, collaborative inquiry in teacher teams, and using assessments to inform instruction. In addition to her work in the New York City schools, Dr. Landau is an Adjunct Associate Professor at St. John's University. She teaches graduate-level research and data analysis classes. In teaching these challenging classes, she has developed numerous materials and resources to support student learning. Her outstanding teaching has been greatly appreciated, and she has been invited to serve on doctoral dissertation committees by former students. Her teaching is current, research informed, and humanist in approach, and she is an outstanding contributor to the doctoral program. Dr. Landau received her EdD in Instructional Leadership from St. John's University in 2014 and received that year's Outstanding Dissertation Award.

She has presented research on developing oral language through the arts at the New York State Associate for Bilingual Education, as well as research on teacher collaboration and leadership.

Dr. James F. Lane began working as the superintendent of **Chesterfield County Public Schools** in Virginia, one of the largest 100 school divisions in the nation, on July 1, 2016. In his first year in Chesterfield, he worked with community leaders to create an innovative transition plan focused on student engagement, equity, and a strong culture of excellence. Previously, Lane was the superintendent in Goochland County, where he was named the 2017 Virginia Superintendent of the Year. He has been recognized by the White House for his innovative instructional programs, and his previous district received prestigious national recognition with the Flashlight Award for District Data Use for creating a balanced and authentic assessment system with a reduced focus on standardized testing. Dr. Lane was also recognized by Style Magazine as one of the Top 40 Under 40 in Richmond; was selected by Rich Tech as the 2016 Education Innovator of the Year; recognized by the National School Public Relations Association as a national Superintendent to Watch in 2016; and recently was honored with the VASCD Impact Award for his work to bring an innovative regional high school, CodeRVA, to fruition. Lane holds a bachelor's and a master's degree in teaching from the University of North Carolina at Chapel Hill, a Master of School Administration degree from North Carolina State University, and an EdD from the University of Virginia. Dr. Lane resides in Chesterfield with his wife and two children.

Dr. Erin McGurk currently serves as the Director of Educational Services for **Ellington Public Schools** in Connecticut, where her primary responsibilities are leading district work in curriculum, instruction, assessment, and professional learning. She has served in a variety of roles across her career. She began as a teacher in a residential treatment facility for students with emotional disturbance and went on to serve as a special education teacher and curriculum specialist in the West Hartford Public Schools. She has worked as a consultant at the Special Education Resource Center (SERC) working in the areas of literacy, diversity, and inclusion. She has two decades of experience in teacher education, serving as an instructor for courses in general and special education at Saint Joseph College (now University of Saint Joseph), University of Hartford, and Central Connecticut State University (CCSU). While at CCSU, she created and directed the Partners in Attracting and Retaining Teachers program, designed as a partnership between CCSU and Hartford Public Schools. Dr. McGurk holds a BA in French and a BA in Psychology (cum laude) from Washington University in St. Louis. She earned a master's degree and a sixth year certificate in Special Education at Saint Joseph College and an EdD in Educational Leadership from CCSU. Dr. McGurk joined the faculty of the University of Connecticut Administrator Preparation Program (UCAPP) as a Professor of Practice in the fall of 2013, serving as an instructor for the Curriculum Lab course. She also has served as a UCAPP mentor.

Ms. Sharon Olguin has been the director of the Alliance for Leading and Learning Project for the **Albuquerque Public Schools** (APS) since August 2013. The ALL Project, a partnership between APS, the University of New Mexico (UNM), and the New Mexico School Leadership Institute, was funded by a U.S. Department of Education School Leadership Program grant from 2010–2015. In

the spring of 2016, working closely with the superintendent and other central office administrators to secure district funding, Ms. Olguin made sure that the work of preparing aspiring leaders for Albuquerque's schools would continue beyond the life of the federal grant. As a result, in the fall of 2016, a sixth cohort from the district began site-based, co-instructed coursework offered by UNM. Through Ms. Olguin's continued leadership and advocacy, a seventh cohort likely will be funded by the district to start in the fall of 2017. Ms. Olguin began her career in 1979, working for 16 years as a K–2 teacher in APS. From 1995–2007, she was the administrator of the APS/UNM Career Development Program. She worked closely with the Teacher Education Department at UNM to support the division director and the dean of the College of Education in the delivery of preservice education programs for teachers. Ms. Olguin was an elementary principal for nearly 5 years prior to assuming the responsibilities of director of the ALL Project. In addition to her work in APS, Ms. Olguin served as the Head Start principal and director for the Sandia Pueblo Reservation Child Development Center for nearly 2 years. Ms. Olguin describes her work as “the best and most rewarding job” because she believes “so much in the role of the principal” and in the aspiring and new school leaders she mentors.

Dr. Christina Porter is the Director of Humanities for **Revere Public Schools**, a small urban district on the north shore of Boston. Dr. Porter is a graduate of the University of Massachusetts–Boston EdD program in educational leadership and has taught several courses in the Educational Administration program since earning her degree. Dr. Porter agreed to serve as the district coordinator of the program. Through her personal invitations to the five districts, the University of Massachusetts–Boston recruited 17 candidates in the program's first cohort who represented educators from the five districts. Dr. Porter was an important participant in the interview and selection process. She then recruited faculty members for each course, including the Chelsea superintendent, retired principal of the Medford High School, and various administrators from Revere Public Schools. Dr. Porter taught several courses in the program. In the ensuing months, she assumed increasing responsibility for the program as she built relationships with the students and grew in her understanding of university policies. In 2016, she recruited a second cohort of 10 students.

Dr. Deborah L. Powers currently serves as an educational administrator working in **Jefferson County Public Schools**, one of the largest urban school districts in the United States. With an EdD from the University of Louisville, Dr. Powers has more than 30 years of experience as an educator, beginning her career as a houseparent at the Bellewood Children's Home in Anchorage, Kentucky, a residential facility for abused, neglected, and abandoned children. Dr. Powers has served in various educational roles at the building, district, and state levels. These include services as a middle school social studies teacher, student services specialist, secondary programs consultant, director of student services, assistant principal, and program director. From 2009 to 2012, Dr. Powers served as the executive director of the Kentucky Principals Academy, a state-grant-funded professional development opportunity for experienced principals. In the Jefferson County Public Schools, she is the project coordinator of

the Stuart Campus-Middle School Redesign Initiative responsible for combining two historically low-performing schools (Stuart Middle School and the Frost Sixth Grade Academy) into one campus. Dr. Powers continues to provide valuable services to University of Louisville programs as an adjunct instructor and clinical partner. Dr. Powers was an integral team member involved in the development and approval of the Superintendent Certification Program. As an adjunct, Dr. Powers teaches graduate courses in the Education Specialist degree program at the University of Louisville.

Dr. Eddie Price is Associate Superintendent for Curriculum, Instruction, and Accountability in **Johnston County Schools** of Smithfield, NC. He is a 24-year veteran of public education. He has served as an English and history teacher, as a football and track coach, and as an administrator for 12 years at both the high school and the middle school levels. He earned his BA in English from the University of North Carolina at Wilmington and his MSA and EdD from North Carolina State University. He was awarded Johnston County Administrator of the Year in 2007 and again in 2010. He was named Johnston County Principal of the Year in 2013. Eddie has spoken at Campbell University to aspiring teachers, at North Carolina State University to the Northeast Leadership Academy's administrative cohort, and at numerous national conferences regarding the turnaround process and the multitier system of supports framework at the secondary level in public education. While serving as a principal at South Johnston High School, Eddie has guided changes in the culture and climate of the school, which have resulted in positive gains in behavior and academic success. In 2014, the school's 4-year graduation rate increased to 93% from 76%, the number of office referrals decreased from 1,479 to 596, and all three end-of-course proficiency cohorts improved: Biology +11%, Math I +6.6%, and English II +6.7%. Most importantly, these changes were stimulated by initiatives that did not hamper teacher morale. The 2014 Teacher Working Conditions data showed tremendous growth in every area. Eddie has been described by colleagues as a relationship-builder, an innovator and a change agent, an educational warrior, and a role model for other principals across the state.

Dr. Randy Reid has been the superintendent of **Keller Independent School District** in north Texas since 2012 and has been instrumental in leading the district into its second century of educating students of the community. During his time with Keller ISD, Dr. Reid has overseen the passage of a \$169.5 million bond package that brought four new campuses to the district, including the Keller Center for Advanced Learning, the district's first campus devoted exclusively to career and technical education coursework. Keller ISD continues to see high academic achievement, in spite of being one of the lowest funded school districts of its size in the state. An advocate for change in Texas public education, Dr. Reid currently serves as president of the Texas Fast Growth School Coalition. He is a member of the UIL Waiver Review Board and is active with the Texas Association of School Administrators, American Association of School Administrators, and Future Ready Superintendents Leadership Institute. Dr. Reid has also been a staple within the greater Keller community, serving as an active member of the Rotary Club and

supporting local chambers of commerce. Dr. Reid has spent 34 years in education, all of which have been served within Texas. A Dallas native, he holds a bachelor's degree from Baylor University and a master's degree and doctorate in Education Administration from Texas A&M University at Commerce. Prior to Keller ISD, Dr. Reid served 5 years as superintendent of Tyler ISD and 2 years before that as Superintendent of Celina ISD. He began his career as a teacher and eventually moved into educational administration in Richardson ISD, advancing to RISD assistant superintendent from 2000–2005. Dr. Reid and his wife Vickie have three sons, all currently educators in the Dallas-Fort Worth area. He was nominated by Texas Christian University.

Lana Shelton-Lowe is principal of **Dogwood Elementary School**. She has been working in Knox County Schools in Tennessee since 1989. She began her teaching career at Fair Garden Elementary and then moved to a fourth-grade teaching position at Sarah Moore Greene Elementary. Her focus on curriculum, instruction, and student learning promoted her into the position of instructional coach, which she held at three elementary schools within Knox County. Her first administrative placement was as an assistant principal at Dogwood Elementary School, and she served in that position for 4 years before moving into the principal position in fall of 2008. Lana is completing her 9th year as principal of Dogwood Elementary and her 27th year in Knox County Schools. Ms. Shelton-Lowe received her bachelor's and master's degrees from the University of Tennessee. She received an additional administration degree from Lincoln Memorial University. A lifelong learner, Lana then returned to the University of Tennessee at Knoxville for an Educational Specialist degree. Whereas she has been an incredible school partner with the University of Tennessee, it is evident that her passion is with the students, staff, families, and surrounding community that all support the work of Dogwood Elementary School.

David Switzer is principal at **Ardrey Kell High School** in Charlotte, NC. In 1993, he graduated from Concord College with a BS in Social Studies Education. Later that year, he was commissioned as a Second Lt. in the U.S. Air Force and began his flying career. In 1996, after 4 years of flying missions throughout the world, he transitioned into the West Virginia Air National Guard and began his search to fulfill an earlier goal of making a difference and having a positive impact on children's lives. January 1997, he began his teaching career at Myers Park High School as a social studies teacher. In 2001, he was selected for the North Carolina Principal Fellows program and started coursework at the University of North Carolina at Charlotte (UNCC). In 2003, he was called to active duty as part of Operation Iraqi Freedom. For the next 3 years, he did four tours in the Middle East, as well as finished a Master of Educational Administration degree. In August 2005, he started his administrative career as an assistant principal at Northeast Middle School; 8 months later, he was named principal. In April 2010, he was again called to active duty to serve in Operation Enduring Freedom in Afghanistan. Upon completion of his tour of duty, he was offered the principalship at Ardrey Kell High School, where he has been for 6 years. During this time, he has worked closely with the UNCC, spoken to classes, housed interns at his site, and hired graduates. He is "honored to be affiliated with the UNCC principal preparation program."

Dr. Scott Taylor is an accomplished triathlete, doting father, and lifelong educator. Currently, he serves as superintendent of **Highland Park School District** in New Jersey. Previously, he worked as a high school English teacher, curriculum supervisor, assistant principal, principal, and assistant superintendent. After receiving his doctorate from Columbia University in 2008, Dr. Taylor became an integral part of the Rutgers University community, teaching Instructional Supervision in the Graduate School of Education. Dr. Taylor's professional experience and personal insights into K-12 school systems and effective educational practices make him an invaluable resource for Rutgers' principal preparation programs.

Dr. Melissa Usiak is an assistant professor of practice in the Department of Educational Administration at **Michigan State University**. She is a veteran educator, having served for two decades as a teacher, multitiered systems of support district coach, assistant principal, and principal in three distinctly different public school districts in Michigan. Dr. Usiak has been a role model and mentor for aspiring school leaders throughout her career. As principal of Sycamore Elementary in Holt Public Schools, Dr. Usiak invested much of her time and energy building systems to better support students living in poverty, an experience that informs how she approaches administrator preparation. Particularly noteworthy is Dr. Usiak's work on developing the leadership capacity of teachers and staff as a means of supporting and sustaining continuous school improvement. Since becoming a faculty member in 2015, Dr. Usiak has continued to assume leadership roles in organizations that serve Michigan practitioners. For example, since 2016 she has served as the executive director of the Michigan Association for Supervision in Curriculum Development, and she is a co-author of Michigan's Essential School-Wide and Center-Wide Practices in Literacy (2016). Dr. Usiak's passion for leading and learning is infectious and inspires leadership preparation students and her colleagues alike.



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The International Conference on Educational Leadership & Management, Jamaica

Paul Miller

*Institute for Educational Administration & Leadership–Jamaica
University of Huddersfield, UK*

Ken Brien

*Commonwealth Council for Educational Administration & Management
University of New Brunswick, Canada*

The International Conference on Educational Leadership & Management was recently held in Kingston, Jamaica. In its second staging, this conference brought together delegates from all over the world to debate and discuss matters related to leadership and management in education.

The conference theme, “Educational Leadership for Sustainability: Current Realities, Future Possibilities,” speaks to Sustainable Development Goals 4 and 8 of United Nations. The choice of theme was an important one that positions leadership at policy and practice levels as having an important role in the sustainability of an educational system and of the educational institutions therein. Presentations aligned to the theme were received from researchers, policy makers, school leaders, teachers, and research students. The conference can easily be described as area “where research, policy, practice meets,” signifying the interlocking relationships between and among different parts of the topic, but also underlining the crucial role constituent groups must place in making education and leadership in education sustainable.

A number of important points were debated during the conference, many of which centered on social justice, governance frames, curriculum, and teacher development. The six most essential points addressing the conference theme, as highlighted by various presentations, were the following:

1. teacher/principal recruitment, preparation and development,
2. a curriculum that is responsive and adaptive to changes in national industry contexts and student demands,
3. evidence-informed policy making,
4. adequate and appropriate levels and quality of resources and resourcing,
5. rigorous and transparent measures of accountability and quality monitoring, and
6. mobilising and preserving partnerships.

These six points are so apparent that they are easily missed. However, when considered in the context of the vital ingredients for making an education system thrive and/or improve, there is no question these points are crucial. Take for example the issue of “mobilising and preserving partnerships.” Two important qualities of successful and effective school leaders are building networks and entrepreneurialism. Entrepreneurialism assists with establishing and preserving networks, and the more functioning networks to which a school or school leader belongs, the greater the likelihood of leveraging resources for corporate (institution) and individual success.

Keynote speakers were Professor Stephen L. Jacobson and Professor J. Tim Goddard. Professor **Stephen L. Jacobson**, University at Buffalo, shared examples of effective leadership practice in Belize, New Zealand, and the United States of America. Professor Jacobson’s presentation emphasised the importance of school leaders being given autonomy to do their jobs and to take risks in leading improvement, in, in particular, high-needs schools.

Professor **J. Tim Goddard**, University of Prince Edward Island, emphasised the need for school leaders and educational policy makers to connect up their work so that interventions can reap expected results for the benefit of an education system. Professor Goddard shared case studies of his work from Afghanistan; Kosovo; and Prince Edward Island, Canada.

Invited speakers included Ambassador Burchell Whiteman and Dr. Ken Brien. Ambassador **Burchell Whiteman**, former Minister of Education, situated the Jamaican policy context as having a significant role to play in educational institutions being able to demonstrate sustainable leadership. Ambassador Whiteman also provided a chronological account of education in Jamaica from the 1960s and continuing well beyond his time as Minister of Education and President of the University of Technology, Jamaica.

Dr. **Ken Brien**, President, Commonwealth Council for Educational Administration & Management (CCEAM), presided over the launch of two books: (a) *Culturally Responsive and Socially Just Leadership in Diverse Contexts* by Ann E. Lopez, OISE, University of Toronto, and (b) *Cultures of Educational Leadership: Global and Intercultural Perspectives*, edited by Paul Miller, University of Huddersfield, UK. During his remarks, Dr. Brien not only congratulated the research undertaken that led to these books, but also highlighted that research in educational leadership and management was active among CCEAM affiliates and members.

The conference was led by CCEAM affiliate Institute for Educational Administration & Leadership–Jamaica in partnership with the Ministry of Education, Youth & Information; National College for Educational Leadership; Faculty of Science & Sport, University of Technology, Jamaica; College of Health Sciences, University of Technology, Jamaica; and the Catholic College of Mandeville.

As we look forward to Conference 2019, we are excited to be building on the successes of Conferences 2015 and 2017. We will again meet in Jamaica to talk about sustainable educational leadership and its role in creating structures for social justice. We look forward to welcoming you there.





The 31st Annual UCEA Convention

Echando Pa'lante:

School Leaders (Up)rising as Advocates and (Up)lifting Student Voices

The 31st annual UCEA Convention will be held November 15-19, 2017 at the Sheraton Denver Downtown Hotel in Denver, CO. The purpose of the 2017 UCEA Convention is to engage participants in discussions about research, policy, practice and preparation in the field of education with a specific focus on educational leadership.

Members of the 2017 Convention Program Committee are Mariela A. Rodriguez (University of Texas at San Antonio), Erin Anderson (University of Denver), Miriam Ezzani (University of North Texas), and Cristobal Rodriguez (Howard University). The 31st Annual UCEA Convention theme, *Echando Pa'lante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices*, is intended to encourage opportunities for reflective dialogue regarding the educational contexts that students, teachers, principals, and superintendents will be facing within a changing national climate and its impact on educational policy.

Important upcoming dates:

- May 8: Proposal submission window closes 11:59 pm EST
- June 1: Convention registration opens
- June 4: Reviews due 11:59 pm EST
- July 1: Notification of proposal acceptance/rejection
- September 3: Early Bird Registration ends 11:59 pm EST
- October 8: Regular Registration ends 11:59 pm EST
- November 1: Late Registration ends 11:59 pm EST
- November 2: Onsite Registration begins
- November 15-16: Graduate Student Summit and Plenum
- November 16-19: Annual Convention

Nov. 15-19, 2017

Sheraton Denver Downtown, Denver, CO

www.ucea.org



The 31st Annual UCEA Convention
 Sheraton Denver Downtown, Denver, CO, Nov. 15-19, 2017

REGISTRATION

<http://www.ucea.org/registration>

Registrant	Advance (ends Sept. 3, 11:59 pm EST)	Regular (ends Oct. 8, 11:59 pm EST)	Late (ends Nov. 1, 11:59 pm EST)	On site
UCEA Member Faculty	\$ 230	\$ 270	\$ 310	\$ 350
Non-UCEA Faculty	\$ 280	\$ 310	\$ 340	\$ 380
UCEA Member Graduate Student	\$ 75	\$ 95	\$ 130	\$ 160
Non-UCEA Graduate Student	\$ 95	\$ 120	\$ 150	\$ 160
Practitioner	\$ 250	\$ 300	\$ 320	\$ 350
Exhibitor	\$ 60	\$ 60	\$ 60	\$ 60
BELMAS	\$ 230	\$ 270	\$ 310	\$ 350
Other	\$ 240	\$ 290	\$ 310	\$ 330
Graduate Student Summit*		\$ 35	\$ 35	\$ 35

*In addition to applicable Graduate Student registration rate listed above

Graduate Student Summit (Nov 15th and 16th) will be an additional \$35 after cost of registration.

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

We encourage all potential attendees to register early to avoid rate increases AND ensure that your name badge is ready at registration. For all attendees who register on site (starting November 2, 2017), we cannot guarantee that your name badge will be ready upon arrival due to processing; however, UCEA will get it to you promptly.

It is the policy of UCEA that all persons in attendance at the 2017 UCEA Annual Convention, including participants who plan to attend one or more sessions, are required to register. Registration is not transferable.

International Scholars

In keeping with UCEA's longstanding tradition of an international focus and collaboration with aligned organizations worldwide, we welcome international attendees to the 2017 Annual Convention. If you require a letter of invitation to travel to the UCEA Convention, please e-mail your request by November 1, 2017, to uceaconvention@gmail.com

LODGING DETAILS

Nov. 15-19, 2017

Sheraton Denver Downtown Hotel, Denver, CO



Room Rates: Single/Double: \$165.00 Club Level: \$189.00

The 2017 UCEA Annual Convention hotel is the Sheraton Denver Downtown Hotel, in Denver, Colorado. We encourage you to make your reservation early as space is tight. All reservations must be made by **October 23, 2017** in order to receive rates listed above. For the UCEA room rates, please use the online passkey to make your reservations online, or call (866) 932-7269.

<http://www.ucea.org/2017/01/01/hotel-reservations-2/>

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

For more information on the hotel and Denver, please see
<http://www.ucea.org/2017/01/01/convention-location/>



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UCEA Review

The *UCEA Review* is published three times a year (winter, summer, fall) and distributed as a membership benefit by the UCEA. Address changes and other corrections should be sent to UCEA at the above address.

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If you have ideas concerning substantive feature articles, interviews, point-counterpoints, or innovative programs, *UCEA Review* section editors would be happy to hear from you.

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2017 Calendar

- May 2017 Deadline, UCEA Convention 2017 proposals and Graduate Student Summit proposals, May 8
 Deadline, UCEA awards nominations, May 31
- June 2017 UCEA Convention 2017 Registration opens
 Deadline, EELP Award application materials, June 29
- July 2017 BELMAS conference, July 7-9, Stratford-on-Avon, England
 UCEA Film Festival submissions due, July 31
- Aug. 2017 Deadline for submissions, Fall *UCEA Review*, Aug. 1
 ECER annual conference, Aug. 22-25, Copenhagen, Denmark
- Sept. 2017 Early Bird Reeregistration for the convention ends Sept. 3;
 Regular Registration rates begin
- Oct. 2017 Regular Registration for the convention ends Oct. 8; Late
 Registration rates begin
- Nov. 2017 Late Registration for the convention ends Nov. 1; Onsite Registration begins Nov. 2
 UCEA Graduate Student Summit, Nov. 15-16, Denver, CO
 UCEA Plenum, Nov. 15-16, Denver, CO
 UCEA Convention, Nov. 16-19, Denver, CO
 UCEA International Summit, Denver, CO