Volume 8, Issue 9, October 2013

A monthly educational administration e-newsletter, keeping you linked and us green.

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Erin Anderson & Amy Reynolds, UCEA Headquarters
Graduate Research Assistants

UCEA Mission Statement

UCEA is a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children.

We fulfill this purpose by:
• Promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice;
• Improving the preparation and professional development of educational leaders and professors; and,
• Positively influencing local, state, and national educational policy.
UCEA Welcomes Dr. Stephen Jacobson as the New Associate Director for International Initiatives

UCEA is pleased to announce the selection of Dr. Stephen Jacobson as the new Associate Director for International Initiatives. Dr. Jacobson is currently Professor of Education Leadership and Policy at the Graduate School of Education in SUNY – University at Buffalo. Dr. Jacobson has a substantial record of service in UCEA including serving as UCEA President (2007-08) and as a UCEA Center for the Study of School-Site Leadership Co-Director. UCEA is grateful for the service of Dr. Bruce Barnett, who has completed his term of service as UCEA Associate Director of International Affairs, and his important efforts in developing the UCEA Convention International Summit (see page 6).

UCEA Welcomes New Headquarters Staff: Lieve Pitts and Kiran Lakshman

The UCEA Headquarters is pleased to officially welcome Lieve Pitts and Kiran Lakshman to the Headquarters office staff at the University of Virginia! Many UCEA members met Ms. Pitts at last year’s convention while she was serving as a new temp, and we are happy to have her working diligently as an event planner for the upcoming convention. Ms. Lakshman joined the Headquarters staff more recently and has quickly become a vital part of the team. Please welcome them to the UCEA community in Indianapolis!

UCEA Welcomes Dr. Gerardo Lopez as the New Associate Director for the Barbara L. Jackson Scholars Program

UCEA is pleased to announce the selection of Dr. Gerardo Lopez as the new Associate Director for the Barbara L. Jackson Scholars Program. Dr. Lopez is currently Professor and Associate Director for Research at the Loyola University of New Orleans Institute for Quality and Equity in Education. Dr. Lopez has a substantial record of service in UCEA including serving on the Executive Committee and as a Jackson Scholar Mentor. UCEA is grateful for the support of Dr. Cristobal Rodriguez, who has completed his term of service as UCEA Director for Graduate Student Development, and his important efforts on behalf of Jackson Scholars.

UCEA Convention Workshop Announcement: IES Funding (follow up to July Webinar)

UCEA will sponsor a workshop focused on IES Funding at the UCEA Annual Convention. Specifically, Katina and her colleague, Jessica Spybrook: "How Many Principals Do I Need in My Study? Designing Adequately Powered Trials to Assess the Effectiveness of Educational Leadership Practices and Programs." You can sign up for this free workshop when you register for the UCEA Convention. Register for the workshop early as space is limited!

2013-14 PSR Designation – Available as on Online Form this Year! Please Submit ASAP!

Each university’s PSR serves a critical role in the governance function of UCEA and as a connection to their institution. If your institution has not yet designated a PSR, please share this link to the form to the individual responsible for designating: https://adobeformscentral.com/?f=BF9DFcAmUTC011K-4DBWQ
UCEA Associate Director for Policy and Advocacy, Ed Fuller, featured on NPR Principal Turnover

A segment on NPR’s “All Things Considered” discusses the impact of increasing principal turnover on school improvement. The story features a narrative from Milwaukee Public Schools where this year nearly one-fifth of the principals in public schools were new to the position. Ed Fuller was interviewed to represent the perspective of education research, and discusses how principal turnover impedes attempts to improve academic achievement.

Listen to the story, and join the conversation here.

A response to the story on the experience of frequent principal turnover from the teacher’s perspective, written by Jane O’Hallore of Chicago, was published shortly after in the Washington Post.

Greening Education Event – Germany

A three day International Greening Education Event will be held from 6th to 8th of November, 2013 in Karlsruhe, Germany. This event will bring together academic community, policy makers, representatives of international development agencies, senior members of academic institutions, administrators and teachers, sustainable development practitioners, environmental management professionals and other stakeholders from around the world.

The event provides an exclusive forum to: Examine how global issues such as climate change, loss of biodiversity and other major challenges are affecting education sector; deliberate on how to embed sustainability in curricula, courses and teaching material; debate on the ways to make educational institutions as one of the key leaders in finding long lasting solutions to evolving environmental, social and economic challenges; share best practices for greening education; and get insights on how education is being reshaped to meet the requirements of the 21st century.

Further to knowledge sharing, the upcoming event also provides an excellent networking opportunity with academic community from around the world, sustainable development practitioners, members of government agencies and development organisations and other stakeholders in Europe and beyond. An optional excursion/ get-together will take place on Saturday the 9th of November 2013.

You are cordially invited to attend this international event and/ or nominate the member(s) of your institution.

For further information, please see the event details. http://www.eosd.org/igee2013.pdf
Or contact via email: sustainability@etechgermany.net
2013 UCEA Convention

November 7th - November 10th, 2013
"Seeking New Understandings of Persistent Challenges: A Call to Action to (Re)Unite Research, Policy and Practice with Community"

The 27th Annual UCEA Convention theme is meant to capture the importance of the role of community contexts in which we all exist, navigate and serve. At times, educational reforms are discussed in the absence of a community's role in education. This year's theme addresses connections between and among research, policy, and practice with attention to a broad range of community concerns. To this end, the conference theme acknowledges that many of the challenges facing educational leadership are long-standing and have important historical contexts that must be considered.

Given the chronic nature of these issues, we intend for the 2013 convention to provide a forum for fresh, engaging and viable ideas that will be useful to researchers, practitioners, and policymakers, and, more importantly, to encourage coalitions where these constituent groups can work together to put these ideas into action.

Book your hotel now!

Reservations: To make your reservations online, please visit the Indianapolis Hyatt Regency online. To make your reservations by phone, please call the hotel's toll-free number 1-888-421-1442. To receive the rates listed below, rooms must be booked by October 21, 2013. Please keep in mind that availability is tight, and rooms should be booked as soon as possible.

Room Rates
Single/Double - $144.00 per night
Triple - $169.00 per night
Quad - $194.00 per night
2013 UCEA Convention Registration Opens on July 1 – Plan Now to Take Advantage of Early Bird Registration Rates!

Registration for the 2013 UCEA Convention will open on RegOnline beginning July 1, 2013. Those who register by September 3rd will be able to take advantage of early bird registration rates.

<table>
<thead>
<tr>
<th>Registrant/Event</th>
<th>Early Bird (7/1-9/2)</th>
<th>Regular (9/3-10/19)</th>
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<td>UCEA Member Faculty</td>
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<tr>
<td>Graduate Student Summit</td>
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UCEA 2013 Award Recipients

Please join us at the Annual UCEA Awards Luncheon held during the 27th UCEA Convention in Indianapolis, IN to honor all of our recipients. You may register to attend the luncheon when you register for the Convention. It will be held Thursday November 7th, beginning at noon in the Downtown Indianapolis Hyatt Regency Hotel.

Edwin M. Bridges Award
Dr. Perry Zirkel, Lehigh University

Jay D. Scribner Mentoring Award
Dr. Ed Fuller, Penn State University

Master Professor Award
Dr. Paula Short, University of Houston

Jack A. Culbertson Award
Dr. Morgaen L. Donaldson, University of Connecticut – Neag School of Education

Roald F. Campbell Lifetime Achievement Award
Dr. Robert Crowson, Peabody College – Vanderbilt University

Paula Silver Case Award
Dr. Carol Karpinski, Fairleigh Dickinson University

JCEL Case: “Why Do They Hate Us?”: Leading Amid Criticism, Crisis, and Disrespect

Exemplary Educational Leadership Preparation Program Award
UIC – Ed.D. in Urban Education Leadership
UTSA – Urban School Leaders Collaborative

Check out the next several pages for information on the following UCEA sponsored events:
• CALL FOR CLARK SEMINAR NOMINATIONS
• 2013 CONVENTION KEYNOTE SPEAKERS
• WALLACE SPONSORED SESSIONS AT THE CONVENTION
• 2ND ANNUAL INTERNATIONAL SUMMIT
• 2nd ANNUAL UCEA GRADUATE STUDENT SUMMIT
• JACKSON SCHOLARS 10TH ANNIVERSARY
• NEW BOOK: “MODELING SCHOOL LEADERSHIP ACROSS EUROPE”
A CALL FOR NOMINATIONS

The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), and Sage Publications, brings emerging educational administration and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth. The majority of Clark Scholars go on to become professors at major research institutions around the world. This year’s seminar will be held in the spring at the beginning of the AERA meeting in Philadelphia (tentatively scheduled for April 2-3, 2014).

Nominations for the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy are due November 5th, 2013.

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

Student proposals are blind reviewed by three prominent scholars. Invitations will be issued to 40 doctoral students, with competition based on the quality of the student’s proposal and their perceived capacity to gain from and contribute to the seminar.

Each university may nominate up to two students. Nominations must be accompanied by a student research proposal. This year, all materials will be submitted online, see directions for nomination materials and an overview of the Clark Seminar process can be found at the following urls:

http://ucea.org/nomination-process-forms/

To be considered complete, both forms must be filled out completely. The information requested includes: nominator’s information, nomination statement, student information, abstract of student research, title, and statement of proposed research. Nominating institutions must also indicate the level of financial support that will be provided to support their nominee’s travel and participation.

Additional information concerning the seminar is available on the “Clark Seminar” page of UCEA website (http://www.ucea.org). We expect to extend invitations to 40 students in December 2013. If you have any questions, please call (434) 243-1041.
INTRODUCING YOUR 2013 KEYNOTE SPEAKERS

Jeff Duncan Andrade  
San Francisco State University

Cynthia Reed  
Auburn University

Vanessa Siddle Walker  
Emory University

Glenn Singleton  
Pacific Educational Group

To Reunite Practice and Community at the Annual Convention
Wallace Foundation Sponsored Sessions and Events

Over the last 14 years, The Wallace Foundation has invested significant resources in educational leadership preparation, research and policy. UCEA has been a partner to the Foundation, seeking ways to leverage important research and development activities within higher education. This year at the UCEA Convention, the Wallace Foundation is sponsoring a series of important events. All UCEA Convention participants are welcome to join in these events.

**Designing, Evaluating, & Improving Educational Leadership Training, Thursday, 2:10 to 3:30 pm**

One of the best ways to support program development is to provide opportunities for faculty to take time to work together. In this session members of a professional learning community focused on preparation program improvement sponsored by the Wallace Foundation will share some of their work reviewing effective programs, collecting program data and sharing ideas across programs located in the US, their lessons learned and advice on getting involved.

**Presenters:**
- Michael Johanek, University of Pennsylvania
- Susan Korach, University of Denver
- Cheryl King, Education Development Center

**Chairs/Discussants:**
- Bradley Portin, University of Washington, Bothell

**Districts Matter: Cultivating the Principals Urban Schools Need, Friday, 8:00 to 9:20 am**

UCEA Convention attendees are welcome to join members of the Wallace Foundation Pipeline initiative for a critical conversation on Friday morning focused on principal development and evaluation as well as the development of district-level leaders to supervise and support building level principals.

**Presenters:**
- Mary Canole, The Council of Chief State School Officers
- Rashida Morgan, Mecklenburg County Schools
- Andy Cole, Educational Leadership Development Consultant

**Chairs/Discussants:**
- Ann O’Doherty, The University of Washington

**General Session III – A UCEA-Wallace Town Hall Meeting: “What Factors Truly Promote Program Improvement?”, Friday, 1:45 to 2:45 pm**

Federal, state, and district leaders are increasingly focusing on the quality of educational leadership and how leaders are prepared for practice. High-quality leadership preparation and development are essential to high-quality practice, which in turn optimizes the capacity of schools and central offices to support student engagement and learning. In this town hall session panelists will discuss and debate the utility of various policy and professional levers used to leverage quality preparation.

**We Know What Effective Leadership Preparation Looks Like: Winners of the 2013 Effective Educational Leadership Preparation Award, Friday, 12:20 to 1:40 pm**

In this session members of UCEA’s leadership team will facilitate a discussion focused on effective leadership preparation programs. Joining the leadership team are faculty and program coordinators for two award winning programs: the University of Illinois-Chicago and The University of Texas San Antonio. These two programs were presented with the 2013 UCEA Effective Leadership Preparation Award.

**Participants:**
- Steven Elliott Tozer, University of Illinois at Chicago
- Shelby Cosner, University of Illinois at Chicago
- Encarnacion Garza, University of Texas – San Antonio
- Betty Merchant, University of Texas – San Antonio
- Pamela D. Tucker, University of Virginia/UCEA
- Andrea Rorrer, University of Utah/UCEA
- Cindy Reed, Auburn University/UCEA

**Chair/Discussants:**
- Diana G. Pounder, University of Central Arkansas
- Michelle D. Young, University of Virginia/UCEA
Save the Date!

2nd Annual UCEA International Summit

Sunday, November 10, 2013

During the 2012 UCEA Convention, the inaugural International Summit was held at the University of Denver campus. Based on the success of this initial experience, participants enthusiastically endorsed holding another International Summit, which will be on Sunday, November 10, 2013 from 9:00-3:00 at the Hyatt Regency Hotel in Indianapolis. This year’s planning committee is: Tom Alsbury (Seattle Pacific University), Lars Bjork (University of Kentucky), and Thu Suong Nguyen (Indiana University- Purdue University Indianapolis). Plans are being made to involve scholars from around the world to share trends in policies and research on leadership development and preparation.

If you have questions or suggestions for the Summit, please contact Bruce Barnett, UCEA Associate Director of International Affairs (bruce.barnett@utsa.edu), at the University of Texas at San Antonio.

Making plans to attend the 2013 Convention?
Plan to stay for the International Summit!
### GRADUATE STUDENT SESSIONS: Programming for Graduate Students and Early Scholars

<table>
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<th>Date</th>
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<td><strong>THURSDAY, November 7</strong></td>
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<tr>
<td></td>
<td>2:10-3:20pm</td>
<td>Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professorship</td>
<td>Cosmopolitan D</td>
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<td>4:00- 5:20pm</td>
<td>Composing a Scholarly Life: Conversations with Award Winners</td>
<td>Cosmopolitan B</td>
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<td><strong>FRIDAY, November 8</strong></td>
<td>8:00-9:00am</td>
<td>Preparing for Teaching as Part of the Academy: Lessons from UCEA Master Professors</td>
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<td>10:50am-12:10pm</td>
<td>From Research to Practice: Teaching Strategies from UCEA,</td>
<td>Cosmopolitan D</td>
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<td>12:20-1:40pm</td>
<td>‘Shoulda, Coulda, Woulda’: Things I Wish I Knew Before Entering the Professoriate: The Remix</td>
<td>Cosmopolitan D</td>
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<td>3:30-4:40pm</td>
<td>Advocating for Yourself: Advice on Having Difficult Conversations</td>
<td>Cosmopolitan D</td>
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<td></td>
<td>4:50- 6:10</td>
<td>Fireside Chat with Vanessa Siddle Walker, Cosmopolitan D</td>
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<td><strong>SATURDAY, November 9</strong></td>
<td>7:00-7:50am</td>
<td>Division A &amp; L Graduate Student Breakfast: Publishing 101</td>
<td>Cosmopolitan D</td>
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<td>8:00-9:20am</td>
<td>Show Me the Money! (or, maybe not . . . ), Cosmopolitan D</td>
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<td>9:30-10:50am</td>
<td>Having It All: Finding the Perfect Work/Life Balance</td>
<td>Cosmopolitan D</td>
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<td>12:00-1:40pm</td>
<td>Mentoring Session for Students of Color</td>
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<td>1:50-3:10pm</td>
<td>How to Navigate the Academy While Maintaining Your Identity</td>
<td>Cosmopolitan D</td>
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<td>3:20-4:40</td>
<td>Advice on the Dissertation from Alumni</td>
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<td>4:50- 6:10</td>
<td>Fireside Chat with Glenn Singleton, Cosmopolitan D</td>
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UECA Jackson Scholars
10th Anniversary

Join us at the UCEA 2013 Convention in Indianapolis to celebrate the 10th Anniversary of the Jackson Scholars! Events will include:

* A memorial service to honor the life and legacy of Barbara L. Jackson
* The annual Julie Liable orientation session for 1st Year scholars
* Second Year Jackson Scholars presentations in the Graduate Student Summit

Welcome to the 2013-2015 Jackson Scholars & Mentors!

**Scholars**

Nazneen Ali•Dominique Baker•Jacqueline Kiki Bispo•Richard Blissett•Karina Canaba•Rosie Connor•Ricardo Cooke•Marcus Davenport•Taurean Davis•Youmna Dbouk•Chris Faison•Lee Francis•Yvania Garcia•Chetanath Gautam•Elizabeth Gil•Azuri Gonzalez•Jessica Holman•Jeffery Huerta•Sakiko Ikoma•Johnnie Jackson•Tina Jackson•Tonja Jarrell•Brandolyn Jones•Twanjua Jones•Myriam Khan•Van Lac•Dongmei Li•Santosh Madahar•Samuel Martin IV•Marsha Modeste•Cindie Neilson•Victoria Pando•Jonathan Pettigrew•Keith Reyes•Nicole Reyes•Carleatha Shaw•Kirsten Smith•Jean Swindle•Michelle Talbert-Horsey•Shamira Underwood•Dawn Williams•Tamey Williams

**Mentors**

Enrique Aleman•Judy Alston•Pam Angelle•Christa Boske•Alex Bowers•Monica Byrne-Jimenez•Casey Cobb•Robert Cooper•Michael Dantley•Andrea Evans•Encarnation Garza•Maria Luisa (Malu) Gonzalez•Mark Gooden•Julian Vasquez Heilig•Kristina Hesbol•Jason Irrizary•Bob Johnson•Muhammad Khalifa•Wayne Lewis•Jane Clark Lindle•Gerardo Lopez•Hanne Mawhinney•Martha McCarthy•Carlos McCray•Khuala Murtadha•Michael O'Malley•Bernard Oliver•Martha Ovando•April Peters•Cynthia Reed•Elizabeth Reilly•Pedro Reyes•Terah Venzant Chambers•Sally Zepeda
P. Pashiardis, Open University of Cyprus, Nicosia, Cyprus (Ed.)

Modeling School Leadership across Europe
in Search of New Frontiers

- Makes school leaders aware of their styles of leadership
- Is both a checklist and a to-do list for school and leadership
- Presents an evidence-based description of provided support systems for school leaders
- Explores the perspective of school leaders’ epistemological beliefs and their influence on school leadership

This book deals with effective school leadership and its essential role in improving the efficiency and equity of schooling. It provides school leaders with instruments and processes to examine the big picture of leadership as the key intermediary between the classroom, the individual school and its community, and the educational system as a whole. By doing so, it increases school leaders’ level of awareness with regards to systemic leadership. Furthermore, the book shows how organizational arrangements for schools have changed significantly over time and how school leaders have become involved in matters within and beyond their school’s borders. The book’s comparison of countries makes clear that, while school context and system-level differences have varying implications for the exercise of school leadership across countries, a number of global trends have impacted on schools across many countries around the world. In line with these changes, the roles and responsibilities of school leaders have expanded and intensified. Moreover, through the examination of school leaders’ epistemological beliefs, the book investigates the relationship between these beliefs and the exercise of school leadership.

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UCEA Connections, October 2013-12
Educational Administration Quarterly

The Journal of Leadership for Effective & Equitable Organizations

October 2013; 49(4)

Educational Leadership on the Social Frontier: Developing Promise Neighborhoods in Urban and Tribal Settings

By Peter Miller

We examined how the federal Promise Neighborhoods program shapes leadership networks and objectives in diverse tribal and urban settings. The program calls for diverse stakeholders to provide families with resources such as parenting workshops, childcare, preschool, health clinics, and other social services that affect learning and development. We focused particularly upon how Promise Neighborhoods planning and development creates new “frontiers of educational leadership.”

When the “Dream” Turns Into a Nightmare: Life and Death of Voyager Charter School

By Zorka Karanxha

This article highlights the complexity of accountability issues associated with one charter school from the charter application process, operation, and functioning of the external mechanism and the internal mechanism to hold the charter school accountable, closure of the school, and consequences of the charter school’s closure on its constituents.

How External Institutions Penetrate Schools Through Formal and Informal Leaders

By Min Sun, Kenneth A. Frank, William R. Penuel, & Chong Min Kim

This study investigates the role of formal and informal leaders in the diffusion of external reforms into schools and to teachers’ practices. Formal leaders are designated by their roles in the formal organization of the school (e.g., principals, department chairs, and instructional coaches) and informal leaders refer to those who do not have any formal leadership roles but are nominated by other colleagues as influences on their instructional practices. In the context of implementing reading policies associated with No Child Left Behind (NCLB) 2001 legislation, this study aims to examine (a) how formal and informal leaders promote instructional changes through professional interactions with teachers and (b) which types of instructional practices are most responsive to which types of leaders.

Preparing Instructional Leaders: A Model

By S. David Brazer & Scott C. Bauer

This article proposes a model that provides one means of making instructional leadership the central focus of leadership preparation. It draws from conceptualizations of teaching and learning as well as organizational and leadership theory to advocate for greater coherence in education leadership programs. We begin the development of this new education leadership preparation model from a traditional foundation of management tools enhanced with organizational and leadership theory. The model moves into more innovative territory by drawing from interviews with four eminent scholars in education (Edwin Bridges, Larry Cuban, Elliot Eisner, and Lee Shulman) and their publications.

Book Review: What Every Principal Needs to Know to Create Equitable and Excellent Schools


By Jennifer Jacobs

In the current educational environment, principals face the enormous responsibility of leading schools to promote high-quality educational experiences for all students while simultaneously facing the pressure associated with high stakes accountability. In What Every Principal Needs to Know to Create Equitable and Excellent Schools, George Theoharis and Jeffrey Brooks argue that for schools to be equitable and excellent, a bridge must be built between instructional leadership and equity.
Homelessness Here? A District Administrator Encounters an Unexpected Challenge
By Peter Miller, Alexander Parlakis, and Alexis Bourgeois
This case was developed for use in a variety of leadership courses from contemporary issues to policy analysis or school–community relations. A narrative is presented about a superintendent, Kenny, who is faced with two new cases of student homelessness in his affluent suburban community.

Disrupting Myths of Poverty in the Face of Resistance
By Katina Pollock, Ann Lopez, and Reva Joshee
This case disrupts some of the prevalent myths about families from low-income and poor households held by educators. Recognizing the inherent tensions, this case demonstrates the importance of creating equitable and inclusive learning environments.

Attracting Diverse Students to a Magnet School: Risking Aspirations or Swallowing One’s Beliefs
By Amanda Taggart and Alan R. Shoho
This case study focuses on the ethics of advocating for a social justice perspective versus jeopardizing one’s career aspirations. There are numerous subplots to this case involving the start-up of a new magnet school, including its leaders’ concerns for meeting accountability measures and representing racially diverse, limited English proficient, and economically disadvantaged students.

Sister R. Leadership: Doing the Seemingly Impossible
By Sister Rachel Sena, Dilys Schoorman, and Ira Bogotch
Sister R., the first author, is a Dominican Sister of Peace. Until recently, Sister R. had been the director of the Maya Ministry Family Literacy Program, working with the Maya Community in Lake Worth, Palm Beach County, Florida. She described her work with these indigenous, preliterate, hardworking peoples as “a university of the poor” in which “I do community.”

Getting Churched and Being Schooled: Making Meaning of Leadership Practice
By Noelle Witherspoon Arnold and Jeffrey S. Brooks
Personal and professional histories can provide insights into educational leadership and administrative practice. Drawing on a life and professional historical narrative of a Black, female principal, this case explores the intersection of race, spirituality, and social justice based on excerpts from a life narrative of a Black, female principal.

Schools Leaders Successfully Partner With Community Organization: Providing Nutrition So Students Focus on Learning Instead of on Hunger
By Shellie Hipsky, Deborah Scigliano, and David Parker
This case provides insight into how educational leader Principal MaryAnn Prisichenko and community activist Mary K. Hoodhood collaborated to form the Kid's Food Basket in 2001, which feeds more than 3,000 students with sack suppers every weekday.

There Are No Children Here: The Case of an Inner-City School Addressing Issues Facing Children and Families Living in Poverty
By Mariel Sallee and Christa Boske
This case is based on real-life experiences of community school members within Horner School—an inner-city public school. Specifically, the case explores challenges faced by Cathleen, a 1st-year, White, female principal, who was hired by central office to “revamp a charter school” to promote a quality education for all children.

Inclusivity in the Classroom: Understanding and Embracing Students With “Invisible Disabilities”
By Susan Maxam and James E. Henderson
This case involves a high school principal dealing with increasing numbers of students with “invisible disabilities” in his school while faced with ever-present budgetary cuts, perennially substandard academic performance, and low teacher morale.

The Great White Hope? Examining the White Privilege and Epistemology of an Urban High School Principal
By Terrance L. Green and Michael Dantley
This case was developed for use in courses on the principalship as well as school reform, with an emphasis on developing socially just, epistemologically and racially conscious school leaders. Data are presented about the principal, the school district, the school, the students, and the community. This case explores notions of White privilege to develop epistemological and racial consciousness, and works toward disrupting systems of repression.
Special Issue Introduction - State-Mandated Principal Preparation Program Redesign: Impetus for Reform or Invitation to Chaos?
By Joy C. Phillips

Increasing criticism of practicing educational leaders has led to additional critiques of the university programs in which they are prepared. In response, many states have mandated statewide university preparation program redesign. The articles in this special issue describe five unique cases of principal preparation program redesign—including both process and product—presented through the chronology of state-level policy development and local implementation.

Experiencing Educational Leadership Preparation Program Redesign in Alabama: One University’s Perspective
By Frances Kochan & Ellen H. Reames

Calls for changing educational leadership preparation have led many state policy makers to initiate program redesign efforts; the governor of Alabama constituted a working group to examine the situation and develop recommendations. This article details the school leadership preparation program redesign process in Alabama from the perspective of faculty at one university.

Mandated Preparation Program Redesign: Kentucky Case
By Tricia Browne-Ferrigno

This case study presents a chronicle of events spanning a decade in Kentucky that led to state policy changes for principal preparation and details the response to those mandated changes by professors at the University of Kentucky.

Revisioning a School Administrator Preparation Program: A North Carolina Case Study
By Joy C. Phillips

This article provides a descriptive case study of the process used at one of North Carolina’s public universities to respond to a state-mandated revisioning directive for educational leadership preparation programs.

Florida’s Mandated Educational Leadership Program Redesign: The William Cecil Golden Touch
By Meredith Mountford & Michele A. Acker-Hoevevar

In 2007, educational leadership programs in Florida were notified by Florida’s Department of Education of a law requiring all programs to align with new legislation, State Rule 6A-5.081. Previously, most state-approved preparation programs were based on Florida’s Leadership Preparation Standards, a version of the 1996 ISLLC standards; the new law was based on 132 new skills and competencies that were not clearly linked to ISLLC.

Seeking Clarity in New Jersey for Leadership Preparation Program Design: Confusion, Fragility, and Unintended Consequences
By Gini Doolittle

In 2004, the New Jersey Department of Education issued a mandate to the 17 leadership preparation program providers to revise their leadership preparation programs after completing a critical friends review. This case study explores the challenges, programmatic, and political experiences of one preparation program as state support dwindled.

Is State-Mandated Redesign an Effective and Sustainable Solution?
By Michelle D. Young

There is a pervasive and ongoing perception that leadership preparation is a problem. Important questions remain about the intentions, capacity, and impact of state departments of education engaged in leadership preparation program redesign. In this essay, I take up several issues concerning this state policy work, including whether a one size fits all approach to redesign is appropriate, whether the approaches taken by states have had the intended impact on preparation and leadership practice, and whether state departments of education have the capacity to shoulder the responsibility of translating and implementing policy as well as supporting preparation program redesign.

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TEACHER QUALITY

**TFA Teachers Perform Well in a New Study -- But Teacher Experience Still Matters**

Building off prior research that suggests that TFA teachers are more effective at teaching math than other subjects, a recent large scale, random assignment study by Mathematica entitled *The Effectiveness of Secondary Math Teachers from Teach for America and the Teaching Fellows Program*, found that math teachers from TFA scored .07 standard deviations higher than comparison teachers, resulting in an additional 2.6 months of learning. The report claims these statistically significant results suggest that TFA is effective in training math teachers. There was not significant results for Teaching Fellows. In this blog entry by Dana Goldstein, she offers her insight into the findings and raises questions accordingly.

See Also:
- [Teach for America is a deeply divisive program. It also works AND “Does Not Compute”: Teach For America Mathematica Study is Deceptive?](#)

**Calling Black Men To The Blackboard**

In a recent speech, U.S. Secretary of Education Arne Duncan said “less than 15 percent of our teachers are black or Latino. It is especially troubling that less than two percent of our nation’s teachers are African-American males. Less than one in 50! It’s unacceptable.” This need to increase the number of males going into teaching is exacerbated by low retention rates for black male teachers. Author Travis Bristol, along with Ron Ferguson of Harvard University, created a survey on Black male teachers (BMTES), which they administered in Boston Public Schools. They discovered a difference in retention rates between schools with more than four male teachers and those with less. More details are provided in this blog post. To read more about the federal point of view:
- [Secretary Calls Black Men to the Blackboard](#)

CHARTERS/ REFORM

**National Charter School Study**

In a recent report by the Center for Research on Education Outcomes (CREDO) at Stanford University, they used a matching technique to analyze the data in 27 states and compare traditional and charter schools. They found that “Overall, student attending charter schools have eight additional days of learning in reading and similar learning gains in math compared to their peers attending traditional public schools (p.80).” There was variability between the states, with some having greater success with charter schools and others having lower than average charter impacts. Additionally, there were differences based on grade level as well as type of charter.

**Middle schools start longer days with a focus on participation**

New York City is launching a new extended day program in 20 middle schools throughout the city. Eligible students will be selected based on literacy skills and will receive tutoring from trained tutors. In addition, they have partnered with community organizations to provide enrichment opportunities. Critics are concerned about student participation and student responsibilities at home as well as safe transportation.

**Sustained Progress: New Findings About the Effectiveness and Operation of Small Public High Schools of Choice in New York City**

A recent study of the small schools initiative used data from students entering 9th grade in 2007 and found that there are positive increases in graduation rates for “disadvantaged students of color.” There is also some indication, hampered by small sample size, that special education students and English language learner are graduating at higher rates. Principals and teachers from the 25 most effective schools suggest that the small school format allows for better relationships, greater rigor, and high teacher commitment.

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CONCERNS FOR LEADERS

Battling Chronic Absences: Report Examines States' Prevention Plans

In a recent study by Attendance Works, they found that more than one in 10 students enrolled in public schools miss 10 percent of school days in an academic year. Additionally, they raise concern with the tendency to look at daily attendance data instead of the trends of attendance, particularly for those students that have chronic absences. The bottom line is that students can’t learn if they are not in school, so we must address attendance in order to improve schools. To access the report directly: How States Can Advance Achievement by Reducing Chronic Absence

When Class Became More Important to a Child's Education Than Race

Recent studies looking at the impact of income on educational opportunities suggest that students from families in the bottom 10% lag four years behind students from the top 10%. They suggest that this gap may be due to the larger reserve of money for enrichment opportunities. While poor families actually spend a greater portion of their income on their children, they have far less money to work with. To link to two associated studies: The widening academic achievement gap between the rich and the poor: New evidence and possible explanations and Race, Income, and Enrollment Patterns in highly selective colleges

State K-12 Funding Lags Six Years After Recession Hit, Report Says

States have not recovered from the recession five years ago, making it difficult to implement reforms that would improve achievement. 34 states are spending less per student, adjusting for inflation. To link directly to the report: Most States Funding Schools Less Than Before the Recession

Half of Teachers Report Hunger Is a Serious Problem in Their Classrooms

According to this article in USA Today, teachers are spending around $300 a year of their own money to ensure their students are not going hungry and principals are spending even more. 78% of the principals in the sample said they have chronically hungry students. While schools offer free lunch, only about half the students eligible take part, due to the social isolation. A link had been found between students earing breakfast and their achievement and discipline records. To access the report directly: The Importance of Breakfast

States Backslide in Achievement for English-Learners, Report Finds

Only 9 states met their federal goals for ELL students. In 2006-2007, there were 17 states meeting their goals. This statistic should raise concern among educators.

TEACHER PAY

Better Pay, Fairer Pensions: Reforming Teacher Compensation

This paper reviews two options for reforming teacher compensations: increasing take home salaries and reducing retirement investments and regular, incremental accrual of retirement benefits. By modeling these reforms in 10 major districts, they suggest that these two reforms would improve compensation, which in turn would improve teacher quality, without raising taxes.

Breaking Down the Newark Teacher Bonuses

Facebook creator, Mark Zuckerberg, offered a bonus to Newark public school teachers who choose to opt in to a new system that provided bonuses based on the a “highly effective” rating as well as school characteristics and hard-to-staff subjects. 20% of eligible teachers decided to try out the system, resulting in bonuses for 190 teachers.
What Should Be the Federal Role in School Research?

This blog entry looks at the role that IES plays in increasing rigor in research as well as the federal response to the work of IES. Recently they held a hearing to discuss reauthorizing the Education Sciences Reform Act in 2002, which provides funding for IES. While lawmakers supported the notion that IES is making research more rigorous, they are concerned that it is not being utilized. The Government Accountability Office is preparing the final report. To access the report:

Preliminary Observations on the Institute of Education Sciences’ Research and Evaluation Efforts

GAO: Race to Top States Have Mixed Record on Teacher Evaluation

The Government Accountability Office released a report evaluating the success of implementation of teacher evaluation systems in the twelve states that received Race to the Top grants. While half of the states have implemented their systems, the other half are still making progress towards implementation. To access the report directly:

Race To The Top: States Implementing Teacher and Principal Evaluation Systems despite Challenges

New School Year Brings Sequestration Pain For Many Districts

This NPR story looks at the effects of sequestration on districts that rely heavily on federal funds. The cuts are affecting districts differently and are having the largest influence on special education and low-income schools as well as schools operating on Indian reservations.

TESTING

Next Steps Weighed on Federal 'Double-Testing' Relief

In response to requests for flexibility in testing as states make the switch to common core standards, the federal government is allowing states to suspend their tests for this upcoming year by either giving their own tests, piloting field tests created for the common core, or administering a mix of both. All students would need to take a test in math and language arts. Schools in “priority” or “focus” status could extend their interventions services for another year. Critics are concerned that there will not be clear measures of accountability while others welcome the reprieve from high-stakes testing at this pivotal time. See Also:

U.S. Ed. Dept. Issues Guidance on 'Double-Testing' Flexibility

No Waiver for Texas on Testing for Younger Students

Texas passed a state law releasing students who excel on their 3rd and 5th grade state tests from also having to test in 4th, 6th, and 7th grade. The federal government denied their request to suspend testing during those years citing testing as critical to holding school accountable.

U.S. secretary of education opposes California's testing plan

In an effort to move towards computerized testing, California wanted to suspend scores for a year while they had a trial run of the examination process. The federal government has spoken out against the plan suggesting that accountability data needs to be available for parents and other interested parties.
WAIVERS

Federal Oversight Takes Aim at Waiver Compliance

While states have been placed on probation for failing to comply with teacher evaluation systems, the federal government has suggested several other areas of concern for waiver compliance. They are concerned with how states plan to turnaround priority schools who did not receive grants to support interventions. Also, they want to be sure that states are not using GED data to boost their graduation rates. Furthermore, the federal government is concerned about accountability for “subgroups.”

Maintaining a Focus on Subgroups in an Era of Elementary and Secondary Education Act Waivers

This report by the Center for High School Equity raises concerns over how ESEA waivers affect “subgroups.” They make several recommendations to both the US DOE and states, including suggestions for driving subgroup achievement, idea about transparency, and lowering the reportable n-size.

Research & Headlines

State Policy

Track News & Policy State-by-State using…

EdWeek State News

Click on the state of interest on the interactive map to see current state education news.

Education Commission of the States, 2013 State Policy Database

An up-to-date collection of state policies and activities enacted in 2013, sorted by topic.
ARIZONA

**Common Core name changes, standards remain**

Despite keeping the common core standards agreed upon in 2010, Arizona had voted to rename them Arizona's College and Career Ready Standards in an effort to distance themselves from the idea that the federal government in imposing their standards on the state.

**Ed. Dept., Arizona Clash Over Waiver**

Despite agreeing to certain conditions in order to receive a flexibility waiver from the US government, Arizona is facing a deadline and has not made the agreed upon changes. They are refusing to set graduation rates as 20% of a high school's grade, and they are not agreeing to use assessment data to account for student growth.

MASSACHUSETTS

**Expecting the Best Yields Results in Massachusetts**

As recent TIMSS data suggests, Massachusetts is ahead of most of the United States in science and math scores. While Massachusetts struggles with many of the same setbacks as other states, a targeted reform agenda over the last two decades has led to this high achievement scores. The reform agenda dedicated more money to schools, with a greater amount of funds being committed to urban schools. They also set high standards, which were required for a diploma. Interestingly, they also avoided popular reform ideas such as parent vouchers, school closure, merit pay, or extensive charter expansion.

VIRGINIA

**Va. Battle Brews Over Law Authorizing State-Run District**

Governor McDonnell is proposing a state-run district for schools that are in need of improvement based on not receiving accreditation for three years in a row. The Virginia School Boards Association (VSBA) has responded by threatening a lawsuit citing a lack of local control and resources. Neither side is likely to back down.
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