Volume 9, Issue 5, June 2014
A monthly educational administration e-newsletter, keeping you linked and us green.

Table of Contents
Headquarters Updates
UCEA Announcements pp. 2-14
Research & Headlines
UCEA Publications Highlights pp. 15-17
Educational Leadership pp. 18-21
Federal Policy p. 22
State Policy pp. 23-24
UCEA Connections Editors
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.
2014 UCEA Convention

The 28th Annual UCEA Convention theme, "Righting Civil Wrongs: Education for Racial Justice and Human Rights" is intended as an occasion to talk, meet, think, and organize for a renewed vision and renewed coalition-building on the role of education and educational leadership in fostering intentional purpose and action for racial justice and human rights. We encourage proposals addressing P-20 issues of racial justice and human rights that engage scholars attending ASHE and other scholars from areas of study including, but not exclusive to, fields such as social foundations, law, public policy, history, cultural studies, global and international studies, and economics. Please keep in mind that UCEA will be celebrating its 60th anniversary along with other milestones: Brown v. Board of Education (60th), ESEA (50th), Civil Rights Act (50th), Miliken v. Bradley (40th), and Lau v. Nichols (40th).

The 28th Annual UCEA Convention will be held in Washington, D.C. at the Washington Hilton. The Convention will commence on Thursday, November 20th, and will conclude on Sunday, November 23rd. Members of the 2014 UCEA Convention Program Committee are Noelle Witherspoon Arnold (University of Missouri - Columbia), Sarah Diem (University of Missouri - Columbia), Azadeh Osanloo (New Mexico State University), and Michael Dumas (New York University).

2014 UCEA Graduate Student Summit

Theme: “The Power of Graduate Students: Tackling Inequities through Educational Leadership”

The 2014 UCEA Graduate Student Summit (GSS) will be held at the Washington Hilton hotel in Washington, District of Columbia. The summit will be held on Thursday, Nov. 20th from 8 am to noon, with feedback sessions in the afternoon [NOTE: change in time to accommodate UCEA Day on the Hill activities this year which we strongly encourage grad students to attend!!]. The purpose of the 2014 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
- Workshop sessions
- Networking sessions

All Reviews (Convention and Summit) are due by 11:59 EDT on Monday June 2nd!

If you submitted anything to either the Convention and/or the Summit, then you have been assigned reviews. Completing your reviews ensures that your submission will remain in consideration for the Convention. If you are not sure of the status of your reviews, log into All Academic and check the status of your assigned reviews in the Reviewer Menu.

http://convention2.allacademic.com/one/ucea/ucea14/
UCEA Awards Call for Nominations!

The UCEA awards program encourages and recognizes efforts and excellence within the educational leadership community. Award nominations should be submitted to UCEA Headquarters by the deadlines listed below.

The following awards (except the last) have a deadline of May 31, 2014:

- **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 professor in recognition of his or her lifetime of excellent achievement.

- **The Jack A. Culbertson Award**, given to a professor in the first six years of his or her career for an outstanding scholarly accomplishment or contribution.

- **The Master Professor Award**, given to an individual faculty member whose distinguished record warrants recognition by UCEA in a significant and timely manner.

- **The Jay D. Scribner Mentoring Award**, given to an educational leadership faculty who has made substantive contributions to the field through mentoring the next generation of scholars into roles as university research professors, while also recognizing the important role(s) mentors play in supporting and advising junior faculty.

- **Exemplary Educational Leadership Preparation**, given by UCEA to a program within colleges and departments of education that demonstrates exemplary educational leadership preparation. The award is inspired by UCEA's core mission to advance the preparation and practice of educational leaders for the benefit of all children and schools, and the recipient(s) will be given a significant cash award. Please visit the specific award page for more information as the nomination requirements for this award differ from the others listed below. Letter of Intent to Apply Deadline: May 23, 2014; Materials Submission Deadline: June 27, 2014

Nominations for the Bridges, Campbell, Culbertson, Master Professor, Scribner, and Exemplary Educational Leadership Preparation awards are welcome from faculty member(s) of UCEA member institutions and partner institutions. Nominations should include electronic copies of the following:

- the candidate's curriculum vitae;
- a letter addressing the contributions of the nominee relative to one or more of the selection criteria;
- 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 the Executive Director 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.
Congratulations to the Students Selected for the 2014 UCEA Program Center Fellowships!

The UCEA Graduate Student Fellowship aims to provide research, mentoring and career development opportunities for two outstanding graduate students who are enrolled in an UCEA member educational leadership program and intend to enter the professoriate. The UCEA Program Center fellows will receive a stipend of $5,000. The fellows will be in residence for six to eight weeks during the summer at one of the eight current UCEA programs centers.

Santosh Madahar, a graduate student at Penn State, will be in residence at the UCEA Center for Leadership in Law and Education at Clemson University. Santosh is interested in utilizing previous experience in law to produce and disseminate research on the impact of education laws on students, particularly the most vulnerable. Santosh is also a 2013-15 UCEA Jackson Scholar.

Kai Thomas, a graduate student at the University of San Diego, will be in residence at the UCEA Center for the Advanced Study of Technology Leadership in Education at the University of Kentucky. Kai is interested in blended learning for K-12 Education, specifically looking at the ways technology can be used to increase the success rate of underrepresented students.

New Principal Preparation Resources from the Wallace Foundation: “The Principal Story,” Learning Guide

School leadership matters. During the past decade, there has been a growing recognition among educators and policymakers that school principals must be instructional leaders who ensure that high-quality teaching occurs in every classroom. This view is backed up by a solid body of evidence showing that leadership places second only to teaching among school-related influences on learning.

The Principal Story Learning Guide takes clips from The Principal Story – a documentary that follows two determined principals in difficult schools over the course of a year – to illustrate five practices of effective school principals.

The videos are coupled with readings, discussion prompts and a range of other activities that can be completed by individuals or groups.

The guide was developed with Wallace Foundation support by Learning Forward, an association that promotes professional development for educators.

Please be sure to let us know what you think of the guide – and all our knowledge products. Contact us at: Emailalerts@wallacefoundation.org.
UCEA Welcomes New Associate Member: University of North Carolina - Charlotte

UCEA is pleased to welcome the University of North Carolina – Charlotte (UNC-C) as an associate member institution. The Department of Educational Leadership is concerned with issues of educational theory, organizational theory, educational leadership, curriculum and supervision, and educational technology. The department seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world in order to graduate K – 20 educational leaders who are prepared to address complex social justice issues. An emphasis on knowledge about and a commitment to technology integration and application provides our graduates with the background necessary to be effective educational leaders.

Call for UCEA Review submission & Call for UCEA GSC Reviewers

UCEA Graduate Student Council (GSC) is inviting doctoral students to submit scholarly work to the UCEA Review. The Review is published three times a year, available in both print and electronic formats. Your scholarly work must:

• be original work;
• authored by doctoral students (if co-authored, all authors should be doctoral students);
• raise and address critical issues in educational administration and leadership; and
• be under 1,000 words.

To view examples of submission, please go to UCEA GSC Graduate Student Column or click here http://ucea.org/graduate-student-column/

Submission guidelines:

Manuscripts should be written in accordance with APA 6th edition guidelines, and submitted electronically to uceagradconnex@gmail.com. The first author should send two copies of the manuscript to uceagradconnex@gmail.com separately. The first copy includes a title page with all authors’ names and affiliation, body of text, and references. The second copy must be blinded. Specifically, all references to the authors’ names, institutional affiliation, and any other identifying information must be blinded. Failing to adequately blind a manuscript will result in an automatic rejection.

Submission deadlines are March 15th, July 15th, and November 15th.

All submissions will be submitted for blind peer review.

Call for UCEA GSC Reviewers

If you are interested in serving as a volunteer reviewer for UCEA Review Graduate Student section, please submit the following information to uceagradconnex@gmail.com

• Email Subject: Reviewer Application
• Message Body: Your name; Email address; Name of your institution; Name of your Department or Program; Which year you are in your doctoral program; and Research interests
FY 2014 FULBRIGHT-HAYS GRANT COMPETITIONS ANNOUNCED!

The International and Foreign Language Education (IFLE) office of the U.S. Department of Education is pleased to announce the following grant program competitions...

**Fulbright-Hays Doctoral Dissertation Research Abroad Program**

CFDA Number: 84.022  
Funding Opportunity Number: ED-GRANTS-051914-002

The Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Fellowship Program provides grants to colleges and universities to fund individual doctoral students who conduct research in other countries in modern foreign languages and area studies for periods of six to 12 months.

The Fiscal Year 2014 DDRA application package will be available starting May 19, 2014 at www.g5.gov. The due date for submitting applications is June 24, 2014. For additional program information, please go to http://www2.ed.gov/programs/iegpsddrap/applicant.html

**Fulbright-Hays Group Projects Abroad Program**

CFDA Number: 84.021  
Funding Opportunity Number: ED-GRANTS-051914-001

The Fulbright-Hays Group Projects Abroad (GPA) Short-Term Program provides grants to colleges and universities, state departments of education, and nonprofit educational organizations to support overseas projects in training, research, and curriculum development in modern foreign languages and area studies. Project periods in a host country range from a minimum of four weeks to three months, depending on the type of project proposed. Project participants may include K-12 teachers, pre-service teachers, and postsecondary faculty.

The Fiscal Year 2014 GPA application package will be available starting May 19, 2014 at http://www.grants.gov/web/grants/applicants/apply-for-grants.html. The due date for submitting applications is June 24, 2014. For additional program information, please go to http://www2.ed.gov/programs/iegpsgpa/applicant.html

Webinars will be offered for these programs as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>GPA Program</td>
<td>Wednesday, May 28</td>
<td>1:00pm EST</td>
</tr>
<tr>
<td>DDRA Fellowship Program</td>
<td>Thursday, June 5</td>
<td>11:30am EST</td>
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**Call for Proposals**

**2014 CREATE Conference**  
*A Summit on Assessing Student Learning: The Impact of State, National, and International Accountability*

**October 2 – 4, 2014**  
School of Education  
The College of William and Mary  
Williamsburg, Virginia

**Proposal Submittal Deadline:** May 30, 2014 at Midnight (Pacific Standard Time)

The conference research and evaluation strands are teacher and principal effectiveness, classroom assessment, educator evaluation, program evaluation, school reform and accountability and doctoral student presentations*. Session options will include 30-minute paper presentations or poster sessions. Conference attendees include representatives from K-12, higher education, policymakers and nonprofit educational organizations.

**Millman Award Winner**  
Our Millman Award winner for this year is Susan Brookhart, Senior Research Associate in the Center for Advancing the Study of Teaching and Learning in the School of Education at Duquesne.

**CREATE’s Vision**  
The vision of the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE) is improved student learning, development and achievement in PK-12 schools, institutes of higher learning and other educational settings.

**Proposal Requirements**

Proposals submissions include a title, a 50-word summary and a 350-word abstract. Each proposal submitted will be reviewed by the CREATE conference planning committee based on the following criteria:

- Quality of writing
- Soundness or quality of research
- Relevance to the conference theme
- Appropriateness of fit within the selected strand

For-profit presentations will not be accepted.

The link for the CREATE Call for Proposals is: [www.createconference.org](http://www.createconference.org)

*Doctoral student presentations is a new strand for CREATE and their emerging research is welcome. Doctoral students will also pay a reduced registration rate. For more information contact Dr. Don Klinger, at don.klinger@queensu.ca.*

**Proposal Notifications and Registrations**

Prospective presenters will be notified about their proposal status by June 30, 2014.

Presenters and co-presenters are expected to register for the conference.

**For More Information**

If you should have questions, please contact Dr. John Fischetti, CREATE President, at fischettjc@gmail.com or Dr. Leslie Grant, CREATE President-Elect and 2014 CREATE Conference Chair, at lwgran@wm.edu or 757-221-2411.
Call for Papers, Extended Abstracts, Posters, Tutorials and Workshop

World Congress on Special Needs Education (WCSNE-2014)
August 11-14, 2014
Temple University, Philadelphia, USA
www.wcsne.org

The World Congress on Special Needs Education (WCSNE-2014) will be held at the Temple University. The WCSNE is dedicated to the advancement of the theory and practices in special needs education. The WCSNE promotes collaborative excellence between academicians and professionals from educational and industrial sectors. The aim of WCSNE is to provide an opportunity for academicians and professionals from various educational and industrial sectors with cross-disciplinary interests to bridge the knowledge gap, promote research esteem and the evolution of special needs in education. The WCSNE-2014 invites speakers to share their knowledge on issues or subject matters in special needs in education that encompass conceptual analysis, case studies, design implementation and performance evaluation.

The topics in WCSNE-2014 include but are not confined to the following areas:

- Accessible World
- Art Education
- Assistive Technologies
- Business Education
- Course Management
- Curriculum, Research and Development
- Educational Foundations
- Interaction and Cultural Models of Disability
- Learning / Teaching Methodologies and Assessment
- Global Issues In Education and Research
- Pedagogy
- Research Management
- Ubiquitous Learning
- Research In Progress
- Other Areas of Education

Click here to submit your research paper.

Important Dates:

<table>
<thead>
<tr>
<th>Event</th>
<th>Deadline</th>
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</thead>
<tbody>
<tr>
<td>Camera Ready (Final Proposal after amendment(s)) Due:</td>
<td>July 01, 2014</td>
</tr>
<tr>
<td>Workshop Proposal Submission Deadline:</td>
<td>June 15, 2014</td>
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<tr>
<td>Notification of Workshop Proposal Acceptance/Rejection:</td>
<td>June 25, 2014</td>
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<tr>
<td>Poster/Demo Proposal Submission</td>
<td>June 01, 2014</td>
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<tr>
<td>Notification of Poster/Demo Acceptance:</td>
<td>June 20, 2014</td>
</tr>
<tr>
<td>Early Bird Registration (Authors and Participants):</td>
<td>March 01 to June 30, 2014</td>
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<tr>
<td>Late Bird Registration (Authors and Participants):</td>
<td>July 01, 2014 to July 31, 2014</td>
</tr>
<tr>
<td>Conference Dates:</td>
<td>August 11-14, 2014</td>
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Call for Papers

Student Growth Measures: Where Policy Meets Practice

Co-Editors:

- Dr. Audrey Amrein-Beardsley—is currently Associate Professor of educational policy and research methods in the Mary Lou Fulton Teachers College at Arizona State University. Her research interests include educational policy, educational measurement, research methods, and more specifically, high-stakes tests and value-added methodologies and systems. She is author of over 50 peer- and editorially-reviewed journal articles and most recently an academic book titled Rethinking Value-Added Models in Education Critical Perspectives on Tests and Assessment-Based Accountability (Routledge, 2014). She can be reached via email at audrey.beardsley@asu.edu
- Dr. Kimberly Kappler Hewitt—is currently Assistant Professor of educational leadership at the University of North Carolina Greensboro. Her research interests include the ethical and efficacious use of educational data, from instructional leadership and policy perspectives. She also conducts research on implementing and sustaining reform. She is the author of Differentiation is an Expectation: A School Leader’s Guide to Building a Culture of Differentiation (Routledge, 2011) and editor of Postcards from the Schoolhouse: Practitioner Scholars Examine Contemporary Issues in Instructional Leadership (NCPEA Press, 2013). She can be reached via email at kkhewitt@uncg.edu.

Intended Publisher: Palgrave Macmillan

Abstract:
The use of student growth measures (SGMs)—including value-added models (VAMs) and student growth models (e.g., the Student Growth Percentiles [SGP] package)—for increased accountability purposes might be the most momentous change in educational accountability policy since the passage of No Child Left Behind (NCLB) in 2002. Incentivized by the federal government, and more specifically by $4.5 billion in federal Race-to-the-Top funds and NCLB waivers granted to states agreeing to hold educators accountable for student learning using SGMs, all but ten states have currently adopted some form of an SGM for educator evaluation. In both houses of Congress, the use of SGMs for increased educator accountability purposes also appears in legislation regarding the reauthorization of the Elementary and Secondary Education Act (ESEA).

However, while much is known about SGMs in and of themselves (e.g., about their statistical properties and limitations, and the limitations that continue to inhibit SGMs' intended uses), very little is known about the impact of such policies on the realities of those at their receiving ends. This is hugely important as this information should also feed information back into that which is known about SGMs’ intended uses, and in particular SGMs’ intended and unintended consequences. Hence, it is the goal here to examine the intersection of policy and practice with regards to the use of SGMs for educator evaluation and their associated low- and high-stakes decisions.

The purpose of this edited book is to better illuminate these realities—the realities capturing how educators (including teachers and administrators) respond to these policies in practice. Here practice is conceived broadly to encompass implications for teaching and learning, educator recruitment and retention, legal matters, leadership, the use of data for change and reform, and the like.

Intended Audience:
The intended audience for this book includes educational scholars and researchers; district, state and national policymakers; K-12 school board members, administrators, practitioners; graduate students; and others interested in the topic of increased educator accountability in America’s public schools.

Organization of book:
The book will be organized into thematic sections (e.g., teachers, leadership and administration, legal, etc.). Each section will conclude with a chapter written by a national expert on SGMs who will provide a synthesis and research-based commentary on the chapters in each section.

Timeline:
August 15, 2014: Chapter abstracts due
December 30, 2014: Submission decisions made, after which authors will be notified
March 1, 2015: Draft chapters due
July 1, 2015: Authors receive editorial/substantive feedback from editors
September 1, 2015: Chapter revisions submitted to editors
June 1, 2016: Target publication date

Submission Information:
By August 15, 2014, prospective authors must submit a file that includes the following:

1. Title page: One cover page including the proposed chapter title and each author’s name, title, organizational affiliation, email address, and phone number.
2. Author information: One 3-4 sentence bio for each potential author. Please also include as an attachment each potential author’s complete and up-to-date Curriculum Vita (CV).
3. Extended abstract: An extended abstract including no more than 500 words with references (use APA, 6th edition) (a) making clear and explicit how the prospective author(s)’ proposed chapter involves the intersection of policy and practice with regards to the use of SGMs for educator evaluation purposes and, if applicable, consequential decision-making purposes; and (b) including the estimated length of the proposed chapter with the estimated number of tables, figures, and references.

Submission Deadline: All submissions are due August 15, 2014 and should be emailed, in full, to Kimberly Kappler Hewitt at kkhewitt@uncg.edu. Editors will not consider manuscripts submitted for publication elsewhere, nor will they consider incomplete submissions.
New Book Information

Challenges and Opportunities of Educational Leadership Research and Practice: The State of the Field and Its Multiple Futures

Volume 6 in the *International Research on School Leadership* Book Series

**Co-Editors:**
Alex J. Bowers, Teachers College, Columbia University; bowers@tc.edu;
Alan R. Shoho, The University of Texas at San Antonio; alan.shoho@utsa.edu;
Bruce G. Barnett, The University of Texas at San Antonio; bruce.barnett@utsa.edu;

The sixth book in the *International Research on School Leadership* series considers the history, challenges and opportunities of the field of research and practice in educational leadership and administration in schools and districts. Ten years after the work of Firestone and Riehl (2005) and their contributing authors, in this call for manuscripts for the present volume our aim is to summarize and update the work of the field, and provide a space to consider the multiple futures of educational leadership in schools and districts, as both challenges and opportunities. The first decade of the twenty-first century brought significant critiques, challenges, and competition to the research and practice of training leaders and administrators of schools and districts around the world. Congruently, the field experienced significant growth and change, as multiple new sub-domains flourished and were founded. Thus, in this open call for manuscripts, we are particularly interested in receiving manuscripts that consider the duality of the challenges and opportunities of:

- The work of the field of educational leadership and administration research to date.
- The preparation of educational leaders: What we have learned, and what’s left to be done.
- What are emerging trends in the professional development of school leaders? What are promising areas for future professional development? What evidence do we have that professional development is making a difference on the thinking and actions of educational leaders?
- The opportunities and/or challenges of new visions of leadership in schools.
- The evolving state of research evidence in educational leadership “best practices” and the increasing sophistication of multiple methodologies, including qualitative research, quantitative modeling, the ability to test theory, and the increasing opportunities brought on by the intersection of data, research, and practice.
- The impact of policy and politics on research, theory and practice, such as accountability and competition policies.
- The inclusion of a larger variety of voices, perspectives and nationalities as the field moves forward.
- What are the “big burning questions” that face educational leadership research? What questions are “answered” so-to-speak, and in answering these questions, what new questions have arisen that are in need of research?
- What educational leadership research is being conducted outside Western/English-speaking countries? What are we learning about cultural influences on leadership?

**Submission Guidelines:**

We encourage manuscript submissions to be empirically grounded and situated within the current scholarly research literature in the domain. We also are interested in relevant and timely manuscripts that may provide a review of the state of the field and research literature, develop or extend specific theories within the domain, or provide unique perspectives grounded in the research literature that can provide a useful touchstone for future research, or provide a guidepost in an emerging or under-researched domain within the field.

Manuscripts must be submitted by August 8, 2014 to be considered for publication. The length of manuscripts should not exceed 7500 words, excluding references. Please e-mail manuscripts to Alex Bowers (bowers@tc.edu). Contact may also be made via Teachers College, Columbia University, 525 West 120th Street, Box 67, New York, NY 10027 or by telephone: (212) 678-7466.

**Important Dates:**

August 8, 2014 - Submit manuscript electronically for consideration.
September 26, 2014 - Authors receive feedback from book series editors/reviewers and decisions are made to determine which manuscripts are still under consideration.
December 12, 2014 - Authors submit revised manuscripts to book series editors.

**Series URL:** http://infoagepub.com/series/International-Research-on-School-Leadership

*IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271*
*tel: 704-752-9125  fax: 704-752-9113  URL: www.infoagepub.com*
Emerald HETL Education Outstanding Doctoral Research Award

International recognition for the best doctoral research in education

Emerald Group Publishing and the International Higher Education Teaching and Learning Association (HETL) are delighted to offer a grant award for a doctoral research project in the field of education. The award recognizes excellence in research in the field of education.

How to apply

Researchers must apply online using the application form at: http://www.emeraldinsight.com/awards/hetl.htm

Full details of submission criteria and application requirements can be viewed online at: http://www.emeraldinsight.com/research/awards/hetl.htm

Prize

The winner will receive a cash prize of $1,500, an award certificate, free registration to a HETL conference where they will have the option to present their paper, and one free copy of an Emerald/HETL book. In addition to the research award it is also hoped that the findings of the research can be published in the Journal of Applied Research in Higher Education (JARHE).

Two Highly Commended Doctoral Research Awards will also be bestowed. Each winner will receive an award certificate and one free copy of an Emerald/HETL book.

Awards topics

The dissertation topic must be in the areas of higher education, management, policy, development, research, technology, internationalization, teacher preparation, counselling, etc. See Journal of Applied Research in Higher Education for topic examples.

Eligibility

Global submissions are encouraged.

To be eligible for the award, the research must address an issue or topic that is innovative, original, meaningful, and potentially highly impactful to the field of education.

The award is open to those who have completed all doctoral degree requirements (e.g. coursework, examinations, dissertation) and have been awarded a doctoral degree (e.g. EdD, PhD) or will do so between 1 August 2011 and 1 August 2014.

Key dates

Deadline for Submissions: 1 August 2014

Further details

For any additional information, please contact:

Emma Stevenson, Academic Relations Executive, Emerald Group Publishing Limited
Tel: +44 (0)1274 785198
Fax: +44 (0)1274 785200
E-mail: estevenson@emeraldinsight.com
www.emeraldinsight.com
New UCEA Center for the International Study of School Leadership

The UCEA Center for the International Study of School Leadership replaces the Center for the Study of School Site Leadership which had been in existence since 1999 and had been represented by Steve Jacobson in the University at Buffalo/State University of New York, and Ken Leithwood of the Ontario Institute for Studies in Education (OISE). The new center expands the knowledge of school site leadership by adding the knowledge of international scholars.

In recent years, Lauri Johnson from Boston College, and Rose Ylimaki from Arizona State had been leading the center and had supported the involvement of international colleagues in the dissemination of knowledge about successful principals around the world. Following their efforts, the Center has received approval from the UCEA executive committee, to officially expand its’ efforts.

The new center will be organized by 4 co-directors in 4 national and international universities.

National directors:  
Dr. Jeff Bennett, University of Arizona  
Dr. Elizabeth Murakami, University of Texas of the Permian Basin

International directors:  
Dr. Monika Törnsen, Umeå University, Sweden  
Dr. Katina Pollock, Western Ontario University, Canada

The director will also establish an advisory board. The Advisory board will be comprised of invited national and international scholars who are leaders/conveners of international organizations. At a national level, scholars invested in cross-cultural studies in educational leadership who are active at national organizations, such as UCEA, AERA, NCPEA, and other organizations will be included. At an international level, representatives from organizations such as the British Educational Leadership Management and Administration Society (BELMAS), European Conference on Educational Research (ECER), Australian International Education (AIEC), and other continents will be considered. Affiliate members will be invited locally, by their affiliation to UCEA and their focus on national/international issues in school leadership. International members will be invited by their affiliation to UCEA and focus on cross-cultural leadership research.

The mission of the center is to generate and mobilize evidence-based research knowledge of school leadership through a pro-active approach, combining national and international efforts to improve schooling for the success of children. The quality preparation and professional development of school leaders, combined with collaborative partnerships with researchers, policy-makers, and governmental agencies are aimed to advance an understanding of common leadership challenges and successes in multiple countries. The center plans to (a) in year 1, develop an actionable message development about the center; (b) in year 2, build a research base repository (policy and research briefs), and establish a knowledge mobilization plan; and (c) in year 3, implement knowledge mobilization plans and dissemination of research.

In summary, the Center for the International Study of School Leadership aspires to gather national and international communities of scholars, practitioners, policy makers and government agencies dedicated to the improvement of schools through school leadership. The Center will work closely with Steve Jacobson, the associate director of international affairs, and will be dedicated to foster a cross-national effort in the improvement of leaders and their leadership, who in turn will be well informed about research at a global level affecting students, teachers, and families. Please join us at the Center to mobilize the knowledge of school leadership to a global level.
The Academy for Educational Studies presents the 10th annual

Critical Questions in Education Conferences

October 13th – 15th, 2014
Brown Hotel
Louisville, Kentucky

February 16th – 18th, 2015
U S Grant Hotel
San Diego, California

Proposals are being solicited for the 10th annual Critical Questions in Education conferences presented by the Academy for Educational Studies, this year in Louisville, Kentucky and San Diego, California. Theoretical, empirical, and practice-oriented proposals are welcome at these two-day conferences. Get “A Seat at the Table” on our third day when conference attendees will study together and plan publishing opportunities with the AES Press (Academy for Educational Studies Press) or Critical Questions in Education, our peer-reviewed electronic journal.

Deadline for proposals, Louisville conference: July 1, 2014
Deadline for proposals, San Diego conference: November 1, 2014

2014-2015 Theme Questions

- Why have civil rights era educational legislation and policy in the United States failed our most vulnerable students? How should we address the needs of these students in and out of schools?

- How is schooling conducted in other countries? What can we learn from the policies, purposes, and practices of education systems—or individual schools—from around the world?

Proposals welcome on past theme questions
Open topic for graduate students

Get a “Seat at the Table”

Plan to stay for the third day of the conference—a day when we review what we’ve learned from conference presentations and plan writing opportunities (books, chapters, articles). See details below.
SAISD and UTSA recognized for leadership collaborative

The District’s partnership with the University of Texas at San Antonio to prepare transformational leaders was celebrated during a special May 5 reception.

Highlighting the ceremony was a formal presentation of the 2013 Exemplary Educational Leadership Preparation Award that UTSA’s Urban School Leaders Collaborative received from the University Council for Educational Administration.

The collaborative was formed in the spring of 2003 exclusively for SAISD as a preparation program for aspiring principals and school leaders, through which participants pursue a master's degree with a strong focus on diversity and social justice leadership. Approximately 85 SAISD employees have participated. “SAISD is proud to partner with the UTSA Department of Educational Leadership and Policy Studies in what has proven to be a unique and exemplary model for preparing the next generation of school leaders,” said the District’s Associate Superintendent for Human Resources Toni Thompson.

UTSA was one of two academic institutions nationwide to earn this inaugural honor which was established to recognize exemplary programs and encourage their development. 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.

Honored as a founding collaborative member (second from right) is Dr. Ruben D. Olivarez, a retired SAISD superintendent. Congratulating him (l to r) are Superintendent Dr. Sylvester Perez, UCEA Executive Director Dr. Michelle Young and UTSA’s Dean of the College of Education and Human Development Dr. Betty Merchant.
The Potential Impact of Social Science Research on Legal Issues Surrounding Single-Sex Classrooms and Schools
By Suzanne Elizabeth Eckes & Stephanie D. McCall
This article examines the role social science has played in litigation involving public single-sex educational programs. It also explores a body of social science research related to gender and education that we believe could assist the courts and school leaders in better examining the possibilities and the limitations of single-sex programs in the public sector. Specifically, we want to show how a particular set of social science research at the intersection of gender and education, from a range of theoretical frameworks, could assist school leaders in demonstrating to the courts that a justification for single-sex programs may exist in current empirical research.

The Rise of Neurotics: Social Networks, Leadership, and Efficacy in District Reform
Alan J. Daly, Yi-Hwa Lion, Natalie A. Tran, Frank Cornelissen, & Vicki Park
Increasing evidence suggests the importance of relationships between district and site leaders. However, there is limited empirical evidence regarding the social infrastructure between and among leaders especially as related to the exchange of advice related to reform. Moreover, we have limited understanding regarding the mechanisms that are associated with how certain leaders occupy influential social positions. Using social network data from district and site leaders, we conducted social network analysis and regression models to examine the relationship between a leader’s network position measured by incoming, outgoing, and close ties; personality traits; and leader self-efficacy controlling for demographics.

Principals as Bricoleurs: Making Sense and Making Do in an Era of Accountability
By Jill Koyama
The study investigates the ways in which principals engage with, and attend to, the data-driven accountability measures of No Child Left Behind (NCLB) and local mandates. The study is framed with the notion of assemblage, a term often associated with actor-network theory (ANT)—a theory that focuses analytic attention on how disparate actors, material, and discursive practices come together to form dynamic associations. Within the assemblage, principals are situated as bricoleurs. Data for analysis come from interviews conducted with 45 New York City principals between June 2005 and October 2008 as part of a larger ethnographic study examining NCLB, and a series of interviews with 12 of the 45 principals, conducted annually through March 2012. District surveys, various documents, and field notes of participant observation also inform the study.

How School and District Leaders Support Classroom Teachers’ Work With English Language Learners
Ana M. Elfers & Tom Stritikus
This study examines the ways in which school and district leaders create systems of support for classroom teachers who work with linguistically diverse students. We attempt to uncover the intentional supports leaders put in place for classroom teachers and how this may be part of a broader teaching and learning effort. Through a qualitative case study of four districts serving different populations of English Learner (EL) students, we examine school and district leadership actions aimed at helping teachers provide instruction that is responsive to EL learning needs. In each of the four districts, three schools were chosen for in-depth analysis. Through interviews, classroom observations, and document analyses, we highlight the efforts of school and district leaders to bring about instructional change.
The Technology Principal: To Be or Not To Be?
By Anika Ball Anthony & Supawaree Patravanich
This case provides principal licensure candidates a strategic perspective on leading and managing educational technology initiatives. It presents issues related to vision setting, planning, implementation, organizational structure, and decision making. The case narrative is presented from the perspective of a principal, but it can also be used to prompt reflection from the perspective of a central office administrator such as a superintendent, assistant superintendent, technology director, or professional development coordinator. The case includes a preliminary knowledge-building activity and discussion questions, which, combined, prepare administrators to exercise technology leadership for school improvement through environmental scanning, organizational analysis, and performance measurement.

Team Leadership: It’s Not for the Faint of Heart
By Katherine A. Curry
Group decision-making can result in important benefits for organizational effectiveness. However, collaborative environments do not emerge organically. Effective leadership is critical for group success. Educational leaders must understand group processes and the importance of creating a culture that supports collaboration. Student discipline for off-campus behavior is an example of a complex situation that offers opportunity for group decision-making. Legal questions have yielded new twists in recent years with districts taking a more aggressive stance toward off-campus behavior that has a spillover effect at school. In this case study, team leadership and legal aspects of discipline are examined in the context of Superintendent Carter’s attempt to lead a group through a complex, ambiguous, emotionally charged situation that has potential consequences for a wide variety of stakeholders.

Not All Tests Are Created Equal: Parental Rights and Standardized Tests
By Jason O’Brien, Russell Winn, & Kirsten Currier
This case focuses on one parent’s request to have his daughter exempted from district-mandated computer tests (called STAR Enterprise tests). These tests are administered several times per year as a formative assessment to gauge student achievement in the areas of reading and math. The parent was concerned that the district was spending too much time testing and not enough time teaching students. The principal of the school and the Director of Assessment and Accountability for the district had to determine whether a parent’s wishes for his child superseded the mandate set forth by the State Department of Education with regard to gathering sufficient formative data to monitor and report student progress.

Transferring Leadership From Business to Education: The Case of Mr. Smith
By Mobomodon Bocana
This case study is a narrative of four major leadership paradigms: managerial, transactional, transformational, and distributed leaderships. Understanding these leadership styles may help both practicing and prospective school leaders navigate better in the complex, dynamic, murky, and challenging waters of educational leadership. Furthermore, this case can serve as a valuable resource for practitioners who are striving to find solutions to the daily problems they are confronted with in their schools. Finally, the case may serve as a stepping stone to inform school leaders about the potential legal intricacies that the practice of their job may entail.

Enterprising University Put to the Test: Transnational Education in the Middle East
By Marcelline Fuselier & Douglas Munro
Educational leaders are increasingly required to become effective change agents as schools and universities are faced with pressures to cut costs and adapt to stakeholder demands. This case details the administrative challenges of restructuring a private-sector higher education provider from a traditional to an enterprising university capable of making agile responses to promote its success. Focus is on a dean as change leader in the dynamic environment of transnational higher education in the Middle East.

College Information, Support, and Opportunities For All?
By Melissa A. Martinez
In this case, 10 Latina/o high school seniors and one high school counselor share their perspectives on how college information and opportunities are distributed in their school. In doing so, it becomes evident that efforts are not systematic or equitable. As a result, dilemmas arise when some students are denied the opportunity to attend a college fair held off campus during the school day and find alternative means of doing so. Current and aspiring educational leaders are urged to consider the ethical, safety, and policy issues related to the immediate dilemmas and the larger concern regarding the school’s college-going culture.
Editor's Introduction:
Business as Usual or Disrupting What and How We Do Our Work
By Michele Acker-Hocevar

Managing Adaptive Challenges: Learning With Principals in Bermuda and Florida
By Eleanor Drago-Severson, Patricia Maslin-Ostrowski, Alexander M. Hoffman, & Justin Barbaro
We interviewed eight principals from Bermuda and Florida about how they identify and manage their most pressing challenges. Their challenges are composed of both adaptive and technical work, requiring leaders to learn to diagnose and manage them. Challenges focused on change and were traced to accountability contexts, yet accountability was not the driving force for all principals. Neither external demands nor principals themselves dictated whether the problem was technical or adaptive; instead, it was the nature of the problem itself. Leadership preparation programs are encouraged to provide a framework to address managing phases of adaptive, technical, and mixed challenges.

The Hidden Curriculum: Candidate Diversity in Educational Leadership Preparation
By Zorka Karanxha, Vonzell Agosto, & Aarti P. Bellara
The authors describe a process of self-assessment attuned to equity and justice in the policies and practices that affect student diversity, namely, those associated with the selection of candidates. The disproportionate rate of rejection for applicants from underrepresented groups and the unsystematic process of applicant selection operated as hidden curriculum affecting the opportunities for the program to enhance meaningful relationships among diverse groups of students. The authors describe institutional and sociopolitical conditions, and individual actions reflecting a faculty’s will to policy. Faculty efforts supported and challenged systemic change to increase racial and ethnic diversity among aspiring educational administrators.

Leadership Coaching in an Induction Program for Novice Principals: A 3-Year Study
By Chad R. Lochmiller
This article presents results from a study of leadership coaches who worked with novice principals in a university-based induction program for a 3-year period. The qualitative case study describes how the support the coaches provided to the novice principals changed over time. The study reveals that coaches adapted their leadership coaching practice in response to the principal's needs and shifted their coaching strategies as a result. The article concludes with a discussion of the findings in relation to existing research on leadership coaching for K-12 school leaders and offers suggestions for future research.

Action Research in EdD Programs in Educational Leadership
By Karen Osterman, Gail Furman, & Kathleen Sernak
This exploratory study gathered information about the use of action research within doctor of education programs in educational leadership and explored faculty understanding of and perspectives on action research. Survey data established that action research is used infrequently to meet dissertation requirements. Contributing factors include lack of clarity regarding the nature of action research (AR) and concerns about methodological legitimacy. Because the development of collaborative leadership skills and the pursuit of social justice objectives are inherent to the action research process, these results call for additional discussion regarding this distinctive methodology and its role in the preparation of educational leaders at the doctoral level.

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TEACHER ISSUES

Teacher performance plays growing role in employment decisions

This report gives an overview of the teacher tenure laws in all 50 states. Three states are phasing tenure out, 16 states are use teacher performance measures for tenure decisions, 7 states are returning teachers to probationary status, 11 states are requiring teacher performance to be considered for layoffs, and 10 states do not allow layoff decisions to be based on tenure

A closer look: Teacher evaluations and reduction-in-force policies

This companion report looks specifically at the teacher evaluation and layoff policy in all 50 states. Thirty seven states have policies about reduction in workforce with 11 states using teacher performance as a primary factor. Ten states do not allow tenure to be part of the layoff decision. A chart highlighting the policy in all fifty states is included.

A closer look: Teacher evaluations and tenure decisions

In the associated report, the author looks at how states make decisions about tenure. Sixteen states require that teacher performance be included in the tenure process. In addition, seven states place teachers back on probationary status if they are rated “ineffective.” The report included a table that describes the state requirements for earning non-probationary status and for returning teachers to non-probationary status.

Measuring the Impacts of Teachers I: Evaluating Bias in Teacher Value-Added Estimates

In this recent article from the American Economic Review, the authors confirmed that value added models that control for a student’s prior-year test scores provide unbiased forecasts of teachers’ causal impacts on student achievement as measured by gains in test scores. They go on to suggest that this may not be a measure of teacher quality but instead a measure of teaching to the test.

True Grit: Trait-level Perseverance and Passion for Long-term Goals Predicts

In a recent paper, the concept of grit was applied to teachers to help to understand why some novice teachers stay and others leave the profession. By giving a survey measuring grit to two longitudinal samples of teacher from low-income schools, they found that teachers that measured higher on the grit scale were more effective and less likely to leave in the middle of the year.

From Good to Great: Exemplary Teachers Share Perspectives on Increasing Teacher Effectiveness Across the Career Continuum

A recent report by the American Institutes for Research asked 755 National and State Teachers of the Year to complete a survey, garnering 311 responses, with 58% of the sample having been in the classroom for more than 20 years. The survey included questions about supporting teachers at the pre-service, novice, career, and teacher leader stage. Two areas highlighted as important by these veteran teachers were a collegial, collaborative school culture and access to supportive leadership.

Study: Less Than 1 in 5 Public-School Teachers Are Nonwhite

In two new studies by the National Education Association (NEA) and the Center for American Progress, they explored the racial breakdown of students and staff in public schools. While close to half of students are students of color, only 18% of teachers are nonwhite with a breakdown of 8% Hispanic, 7% black, and 2% Asian.

Teachers Are Losing Their Jobs, but Teach for America’s Expanding. What’s Wrong With That?

This article from The Nation raises the important question of the role that TFA plays in an economy that has created a surplus of qualified, traditionally trained teachers. Using Seattle as an example, they explore the tension of expanding TFA into cities which have reduced positions due to the budget.
CHARTERS

Charters, Public Schools and a Chasm Between

Despite the fact that the original concept behind charter schools was that they could be used to test out new ideas to be used in the public schools, the system seems to have moved far away from that model and towards a more competitive model. Many charter schools have extended days and enrichment activities that would be hard to offer in a traditional school. Also, charters are increasing enrollment, often through advertising, and therefore taking students away from already struggling public schools who need to keep their enrollment up to stay afloat. This competition for students does not encourage collaboration between the two systems, even when schools are sharing the same space.

Report Documents $100 Million in Charter School Fraud in 14 States and D.C.

A recent report by Integrity in Education and the Center for Popular Democracy scrutinized 15 charter networks across the US and found around $100 million dollars in losses due to fraud, waste, and abuse. Using publically available data such as court cases, media investigations, regulatory findings, and audits, the researchers found six main categories: 1) Charter operators using public funds for their personal gain; 2) School revenue being used to support other charter operators’ businesses; 3) Charter school mismanagement that fails to create a safe environment for students, such as not providing background checks on staff or not properly supervising students; 4) Charters requesting public funds for services they do not provide; 5) Charters inflating their enrollment numbers to boost revenues; and 6) Charter operators mismanaging funds and schools. They found that the most common fraud was using public funds for personal gain.

To Access the Report Directly:
Charter School Vulnerabilities to Waste, Fraud, & Abuse

Public Accountability for Charter Schools: Common Sense Regulation and Oversight for the Future

In a recent report by the Annenberg Institute for School Reform, they address the problem of an ever-expanding charter movement, doubling in numbers three times since 2000, which currently has very little regulation. The authors make recommendations in the following areas: Governance and Transparency; Equitable Access; School Climate; and Facilities.

New enrollment analysis details charter school sector’s growth

A new report on New York City schools found that in a ten year period charter enrollment went from 2,400 students to 60,000 students. This year 70,000 students enrolled in charter schools in the city and 27 new schools are opening up next year, further expanding growth. This growth was encouraged by Bloomberg who gave free space in public buildings. Additionally, Catholic schools have lost enrollment with a 35% decrease over the past ten year while Jewish schools have emerged as the leading private schools.

What the Failure of inBloom Means for the Student-Data Industry

The student data nonprofit, inBloom, is shutting down their business after a wave of backlash by parents over concerns about privacy. With financial backing from the Gates Foundation and Carnegie Corporation, inBloom began collaborating with nine states, but parents started to protest and file lawsuits against the company, causing districts to limit their relationships with the company. A state budget bill in New York demanded that inBloom delete all of its data while restricting the education department from contracting outside companies for data management. Companies such as inBloom had optional data fields such as social security numbers, learning disabilities, and family relationships- potentially sensitive information if a data breach occurred.
STUDENT ISSUES

Array of Factors Drives Students From School

America’s Promise Alliance conducted a study to look at the personal experiences of students who drop out of school. By conducting group interviews with 200 18-15 years olds across 16 states, the researchers created a survey that was then administered to 3,000 demographically diverse students. 2/3rd of the sample had left school for some period of time and 1/3rd of the sample had attended school uninterrupted. Four main themes emerged: 1) There is usually not a single reason but instead a cluster of factors that lead to dropping out; 2) Young dropouts often come from toxic environments; 3) Supportive relationships are important to staying in school; and 4) Young people who left school have extremely difficult circumstances that require additional support and guidance.

To Access the Study Directly:
Don’t Call Them Dropouts

Report: Mississippi’s rural schools growing in diversity, poverty

The Rural School and Community Trust issued a report that ranked states on 24 indictors to determine which states are in the greatest need of policy around rural education, with Mississippi coming out on top. 56% of students in Mississippi attend rural school and of those students, 65% qualify for free or reduced lunch, above the national average of 47%. Of these students in rural schools, there has been a 530% increase in Hispanic students since 1999. Mississippi has the lowest math scores on standardized exams and the third lowest reading scores. They also have some of the lowest salaries for teachers and the least funding for students.

To Access the Report Directly:
Why Rural Matters

Many Bullied Teens Carry Weapons to School, Study Finds

Teens who have experiences bullying in some capacity are 31 times more likely to bring a weapon to schools. 20% of the students surveyed indicated that they had been bullied and that group tended to be younger, female, and white. Students who had been physically assaulted, had property stolen, or generally felt unsafe were more likely to bring weapons to school.

How Chicago is using psychotherapy to fight crime — and winning

A new program called “Becoming a Man” (BAM) uses concepts borrowed from cognitive-behavioral therapy (CBT) aimed at helping students notice common negative thought patterns and replace them with healthier patterns that will reduce issues at school and with the police, such as catastrophizing. By conducting three RCTs in the Chicago public schools, the researchers have been able to establish that BAM’s methods are working and leading to 44% percent fewer violent crime arrests and 38% less arrests for other charges. The three trials were not consistent in academic gains and the first trial found that students lower arrest rates did not continue after the program was over.

Schools Explore Benefits of Peer Counseling

This article discusses the benefits of peer counseling programs, especially for 9th grade students. In a recent RCT study published in the Journal of Educational Research, they tracked 268 students in one high poverty high school that was involved in the Peer Group Connection. The students participating take a yearlong, credit-bearing leadership courses to gain skills.

Preventable Failure: Improvements in Long-Term Outcomes when High Schools Focused on the Ninth Grade Year

The CSSCR initiative to focus on the ninth grade year has supported the idea that focusing on on track rates can cause dramatic improvements to
four year graduation rates. They also found that: 1) The on-track initiative reframed the problem of school dropout from an outcome that is outside the control of educators to one that can be managed through effective school-based strategies; 2) Ninth grade is a pivotal year that provides a unique intervention point to prevent school dropout; and 3) Chicago’s focus on on-track provides an important case study of the use of data to build the capacity of high school educators to manage complex problems and create systems of continuous improvement.

SCHOOL SEGREGATION

**BROWN V. BOARD AT 60 : Why Have We Been So Disappointed? What Have We Learned?**

In this study by the Economic Policy Institute (EPI), they explored the effects of Brown v. the BOE and found that the law not been successful in the stated goal. The authors make the following points: 1) Resource equality is not enough; 2) Integration remains essential; and 3) Segregated neighborhoods lead to segregated schools.

**Segregation is Back**

This article from Político succinctly explores how desegregation has led to current day educational climate that is unequitable. Highlighting the way that desegregation favored white schools, leading to an underrepresentation of black teachers as well as the role that “white flight” played in resegregating schools, often concentrated in low-income urban areas. While actual federal spending may be equal across most districts, the money that wealthier families can spend on enrichment activities leads to an unfair overrepresentation of white student in prestigious universities.

**How a ‘New Secessionist’ Movement Is Threatening to Worsen School Segregation and Widen Inequalities**

A secessionist movement taking place in South is meant to further isolate neighborhoods and schools. For instance in a small town outside Birmingham, Alabama, they voted to leave the Jefferson County school district, becoming the fourth district to leave the county schools. The proposal suggests that they would raise taxes and fund the development of new school district with their own Board of Education. Similar movements are happening in Baton Rouge, LA. In both cases, the unincorporated suburbs are predominantly white and wealthy and the districts they are leaving enroll a majority of black, economically-disadvantaged students, essentially resegregating school districts.

**Report: California among worst in the nation in school segregation**

In a recent report by the UCLA Civil Rights Project, the authors found that California, particularly the southern region, has a large number of racially isolated schools. In addition to segregated districts, schools are also racially divided. The most racially isolated schools are in communities that are extremely poor or wealthy. For example, the average black and Latino student attends a school made up of students of color with 82% and 84% respectively. Some wealthier districts are over 90% white or Asian, while many schools have high concentrations of students living in poverty.
Duncan touts ‘middle college’ as way to reduce student costs

A new model of high school that allows students to receive college credit for classes is underway in Connecticut. The idea behind this model is that students can reduce their overall college expenditure by accumulating credits in “middle college.” With rising tuition costs, these schools could help to allow low income students to attend the university of their choice.

Wyoming will not receive fed schools waiver

Wyoming will be held accountable based on the No Child Left Behind Act because they were unable to secure a waiver from the federal government. The state has not yet created an accountability system that has been approved, although they did pilot a new system this year.

Districts Told Not to Deny Students Over Immigration

This month, in a message from the federal government, districts were reminded that they should not be denying students access to school based on their immigration status. In the last three years, seventeen complaints have led to legal action. The federal government has also received complaints that districts will require documentation that illegal immigrants would not have access to.

To access the Regulations Directly:

School Enrollment Procedures

Controversy Over Title IX Protecting Transgender Students

A recent NPR story explored the controversy over the use of Title IX, a law that protects students from discrimination based on their sex, including transgender students. In this interview with Mara Keisling, executive director of the National Center for Transgender Equality, and Gayle Trotter of the Independent Women's Forum, they discuss both sides of the argument as to whether transgender students should be included in the prohibitions against sexual discrimination.

Charter Schools Get Bipartisan Boost From U.S. House

The U.S. House voted with a clear majority to increase nationwide funding for charter schools by $50 million dollars, boosting overall support to $300 million dollars. They also hope to “separate federal charter school funding streams; allow charter schools receiving federal funding to give special-needs students and English language learners extra weight in admissions lotteries; and permit existing charter school chains, known as Charter Management Organizations, to receive federal funding to open new schools within their chains.”

Poll: Republicans Don't Hate Common Core as Much as You Think

A recent poll suggests that Republicans, when provided with additional information about the Common Core Standards, are in support of them. After providing voters with a definition, 59% said they would support the standards.

To access the report directly:

National Survey of Common Core Standards

US 'report card': stagnation in 12th-grade math, reading scores

While students in other grades have made slight increases, according to NAEP results, high school seniors have not seen an increase in their scores in math and reading over the last four years. In addition, achievement gaps remain.

See Also:

High school wasteland: Demographic changes do not explain test-score stagnation among U.S. high school seniors

Barack Obama cracks down on poor teacher training

In an effort to better regulate teacher preparation, the federal government intends to provide incentives to programs whose graduates raise test scores and to begin to dismantle programs with unsuccessful graduates. They will evaluate programs based on graduates’ placement and commitment as well.
States Forge Ahead on Principal Evaluation

Thirty-six states have laws that require that principals are regularly assessed using rigorous methods and standards; however, states are struggling with how to measure the impact of a principal on student growth. Student achievement scores often make up between 20-50% of an evaluation. New research suggests that these principal evaluation systems have not been vetted in the same manner as teacher evaluation systems. Ellen Goldring suggests that there are three main models, the 50-50 percentage model, the matrix model, and the student “datatrump” model. Regardless of the model selected, she suggests that none of these models are being measured with psychometrics to ensure their validity. Furthermore, she suggests the evaluations are vague and often cumbersome. Her concerns are bolstered by recent work by Jason Grissom on the value-added models being used in Miami-Dade public schools in which he discovered that different statistical models had different results with the same sample of students, teachers, and administrators. Furthermore, NASSP and NAESP suggest that test scores are too narrow a measure of principal effectiveness and that evaluation systems should look at measures such as school culture, professional growth, instructional leadership, and school planning.

NEW YORK

De Blasio quietly adds hundreds of millions for charters

Newly elected mayor of New York City recently approved an increase in charter spending which brings the total for FY2015 to $1.3 billion. This money is intended to go towards tuition increases. During a news conference, he did not mention these financial commitments but chose to highlight money going to arts programs, middle school after schools, and universal pre-K.

NEW JERSEY

Rebuke of Charter Schools Is Seen in Newark Election

Newly elected mayor of Newark, Ras Baraka was a former principal and ran on a progressive agenda that spoke out against charter schools. In Newark, 1 in 5 students attends a charter schools and superintendent Cami Anderson intends to close neighborhood schools. Baraka ran a campaign vehemently against this shift and his election seems to signify a move away from privatizing education in Newark.

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.
Both sides say New Jersey's new tenure hearings working

New tenure procedures in NJ are reducing costs and allowing for due process, while also protecting teachers from unfair termination with 1/3 of the cases resulting in suspensions instead.

ILLINOIS

Chicago Union Passes Resolution Opposing Common Core

The third largest teachers union (CTU) in the United States has come out in opposition to the Common Core Standards. While the AFT and the NEA have suggested that the support the standards but not the implementation, CTU takes a stronger stance. They suggest that the standards are reflect corporate education reformers interest. In addition they speak out against two main aspects: developmentally inappropriate expectations and an emphasis on instructional techniques that do not have proven outcomes.

Different standards for different students

Similar to a proposal in Virginia, Illinois has decided to measure students differently by setting lower benchmarks for students of color and students from families with low incomes. For instance by 2019, 85% of white 3-8th graders will be expected to pass state tests as compared to 73% of Latino students and 70% of black students. This plan was approved by the federal government as part of Illinois’ waiver process.

VERMONT

House votes 75-62 for reducing school districts

A new bill hopes to shrink the number of school districts in Vermont from 273 to 50 with just two weeks until the lawmakers adjourn for the year. They suggested a six year process that would change the governance model by requiring districts to combine with neighboring districts to create new districts with at least 1000 students. Districts that do merge voluntarily will be subsumed by larger districts.

INDIANA

Alternative teacher license survives Glenda Ritz's effort to kill it

Before her term as superintendent, a proposal went through that would allow college graduates with a B-average in any subject to pass one test and be licensed as a K-12 teacher. Despite her efforts to put an end to the idea, the State Board of Education voted 6-5 to uphold the alternative licensure. They also decided to expand the idea by creating a career specialist certificate, which would allow professionals in technology or the arts with 6,000 hours of experience to teach.

MINNESOTA

4-day school week not making the grade in Minnesota

In an effort to save money, eleven rural Minnesota districts piloted a four day school week but are ending the experiment due to concerns about academic performance. Commissioner Brenda Cassellius has told 7 of the districts to return to normal schedules and at least one more will revert back in the fall. Students and families were happy with the four day week, but student test scores were not improving, causing concern.

FLORIDA

Federal judge upholds state's merit pay law

A federal judge was unable to find a legal reason to overturn Florida’s teacher evaluation system but did suggest that he did not find the system to be fair. The case was brought to the courts by several teachers and unions who felt that tying evaluations and pay to standardized test results was unconstitutional.
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