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Reflections on the 2014 Mark Gooden Presidential Address

María Luisa González

*University of Texas at El Paso
New Mexico State University*

Mark Gooden presented a most thoughtful UCEA Presidential Address, which I had the privilege of attending and was moved by the “live” presentation. I have been contemplating its impact in its “written” format and I present the most salient points followed by my reflections.

Gooden begins with an appreciation of those who have stood before him and who have been by his side personally and professionally. His theme of tracing UCEA’s efforts toward equity was given auspiciously during the 60th anniversary of the greatest case of the last century, *Brown v. Board of Education*. In his discussion of equity Gooden also raised important concepts including privilege making, intersectionality, invisibility, and hyperinvisibility. Gooden’s address interwove *Building Bridges* (Culbertson, 1995) with quotes or discussion from past UCEA presidents related to equity. He quoted Culbertson, who described the years 1974–81 “as a period when the navigators of UCEA encountered strong crosswinds. The winds pushed UCEA toward greater equity for minorities, women, and the physically challenged while opposing winds caused UCEA to cling to old moorings.” Unfortunately, these early efforts resulted in little change.

I will address a few points in the equity narrative that I feel have been absent from our presidential addresses. One of the points is the role that informal leaders have played in our organization. A second point is how important the executive leadership role is. While my entry into the professoriate did not take place until the beginning of the 1990s, I believe that Culbertson’s description of “opposing winds” countering equity continued into the early 2000s. The reason we don’t hear about movements towards equity is because many took place in nonformal UCEA settings, and those efforts, to my knowledge, have not been documented. Somehow we have taken the tireless efforts of those selfless faculty for granted, although we are benefiting from their not-too-distant legacy.

I believe that from the early 1980s to early 2000s we went from a period of “colorblindness” to one of intentionally considering, attempting, and inviting equitable practice. We are now learning to embrace a consciousness of equity. We had been studying “urban schools” and the plight of children in those schools, but we continued to see schools and universities as separate entities and not a seamless pipeline. However, there were past presidents not mentioned in this address who espoused equity and served as mentors to many.

While Gooden has presented us with evidence in UCEA’s evolution toward equity, I will discuss the work of a few who played informal roles (not presidents) initially that led to major changes in UCEA. During the ‘90s, a group of dedicated scholar activists raised the uncomfortable issues of race,

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Contributing to the *Review*

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

Errata

In the last issue, a citation was presented incorrectly on pp. 20 and 23. The correct author order is as follows: Thompson, D. C., Crampton, F. E., & Wood, R. C. (2012). *Money and schools* (5th ed.). New York, NY: Routledge.

class, gender, ability, age, etc. They were considered to be too extreme and always in “people’s faces.” Their strength came not from numbers but from the forces created when we align our scholarship with our teaching and our service activities. They encouraged colleagues to do the same. They helped to prepare students of like mind and soul who enrolled in their programs. Thus, as the ‘90s progressed, this group of activist leader scholars became the most diverse entity within UCEA. For example, not until the Year 2000 was there a Social Justice Group permitted to hold formal meeting space at UCEA. We now commonly hear and use the terms *social justice* and *equity*. Not surprisingly, many of our current UCEA leaders come from programs guided by these same professors and their protégés.

There was another group of scholars who have been stalwarts of mentorship. They spent countless hours working with students on their dissertations. Other times they helped mentees interview for professorial positions and supported them through tenure and promotion. They constantly engaged students and other faculty into UCEA activities and helped them succeed in the professoriate. They helped them publish and created venues for more publications. They supported others succeed who have been wrongfully judged. By their efforts we have been building our numbers of Latino, African American, LGBTQ, and other faculty from marginalized groups.

I agree when Gooden notes how slow the progress toward equity has been. He pointed out how we now have publications, conventions with themes, special journal issues, all continually covering equity. However, I feel it was the work of the scholar activists in the 1990s through 2000s that led us to where we are now. Subsequently, we have had a series of UCEA leaders, presidents, Executive Committee members, and entities (such as the Jackson Scholars, Graduate Council, SIGS) from diverse groups who have brought energy and new ideas to our organization. On an informal basis, UCEA participants are represented by dynamic and diverse scholars who continually propel UCEA to move in positive directions.

Gooden also mentioned our UCEA executive leader since 1999. As scholars of leadership we must take one more look at why we have moved so positively in the area of equity while aligning multiple efforts in this direction over the past 15 years. I believe that to understand equity in UCEA the following quote from Laloux’s (2014) book, *Reinventing Organizations*, summarizes how important Michelle Young’s performance, as executive director, has been in its development:

What determines which stage an organization operates from?

It is the stage through which its leadership tends to look at the world. Consciously, or unconsciously, leaders put in place organizational structures, practices, and cultures that make sense to them, that correspond to their way of dealing with the world. (p. 452)

Finally, we have made strides toward equity, several in which Mark Gooden has played a role; more is yet to be accomplished. I am heartened by his address because he lives by his words. I have looked forward to each convention and the next two UCEA addresses will also be of import—we will have opportunity to listen to two other powerful presidents—women of color. A long time coming.

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- Laloux, F. (2014). *Reinventing organizations: A guide to creating organizations inspired by the next stage of human consciousness*. Brussels, Belgium: Nelson Parker.

Ethical Codes for School Leaders

Perry A. Zirkel
Lehigh University

The ethical framework for school leaders is like a multifaceted Venn diagram, with the best interest of the student at the center and with the overlapping frames including the ethical codes of the professional organizations and, in some jurisdictions, those of state laws (e.g., Shapiro & Stefkovich, 2011). The UCEA (2011) ethical code—akin to the counterpart codes of the National Association of Elementary School Principals (2012), National Association of Secondary School Principals (2012), and AASA (2012)—is composed of approximately 10 broad principles, such as to “value and respect the diversity of person, practice, and thought.” The major difference is that the UCEA code is specific to the preparation of education leaders, whereas these other codes are for the practice of their respective groups of education leaders.

Organizational Comparison

The commonality of content among the other three organizations and the specialized differentiation of the content of the UCEA

are summarily canvassed in the Table. As this overview reveals, the UCEA code is largely distinct from the other three codes. The UCEA code’s commonality of content with the other codes is limited to the partial overlap for integrity, reform, and research, whereas its various other express values, such as the emphasis on diversity, are exclusive to its special mission. Yet, what is missing from all of these ethical codes, thus accounting for an additional, arguably overriding commonality, is their lack of any enforcement mechanism, including sanctions.

In contrast, for example, the ethical code of American Bar Association (2013) for the law profession has (a) detailed comprehensive coverage, with separate functional categories that each list specific items on an ample but expressly nonexhaustive basis; (b) differentiated operant verbs, such as “shall” and “may”; (c) comments to clarify the standards and to supplement them with aspirational “shoulds”; (d) an express provision for discipline for violations; and (e) adoption with slight, customized variation at the state level.

Table

Professional Ethical Codes for the Major National Organizations in Educational Leadership

| Code | AASA | NAESP | NASSP | UCEA | Notes |
|---|------|-------|-------|------|--|
| 1. Students first | X | X | X | | |
| 2. Honesty and integrity | X | X | X+ | (X)* | + trustworthy and responsible * (integrity in 4 specified areas) |
| 3. Due process and civil rights | X | X | X | | |
| 4. Obeying the laws | (X)* | X+ | X | | * (implementing) + loyalty oath |
| 5. Implementing school board policies | X+ | X | X | | + advises the school board |
| 6. Pursuing correction of educationally unsound laws/policies | X+ | X | X | X++ | + those not in children’s best interests ++ cultivating this capacity and emphasizing breadth of policies |
| 7. Avoiding using position for personal gain | X | X | X | | |
| 8. Degrees/certification from accredited institutions | X | X | X | | |
| 9. Research and professional development | X | X | X | (X)* | * (critical reflection for professional growth and improve scholarly competence) |
| 10. Honoring all contracts until fulfillment or release | X+ | X | X+ | | + or mutual dissolution |
| 11. Accepting responsibility and accountability | X | | | | |
| 12. Others above self | X | | | | |
| 13. Enabling quality holistic education | | | | X | |
| 14. Valuing individuals personally and in communities | | | | X | |
| 15. Valuing diversity | | | | X | |
| 16. Improving the profession | | | | X | |
| 17. Modeling these ethical behaviors | | | | X | |

Note. AASA = School Superintendents Association; NAESP = National Association of Elementary School Principals; NASSP = National Association of Secondary School Principals; UCEA = University Council for Educational Administration.

State Laws

In light of the distinct governmental context for the primary focus of education leadership, which is K-12 public schools, a key question arises: Do state laws fill the gap in terms of more detailed coverage and force? The literature previously lacked a sufficiently definitive and comprehensive answer.

A recent systematic analysis (Zirkel, 2014) revealed that 34 states currently have ethical codes that cover K-12 school leaders, with most but not all of them with clear legal force. Perhaps more significantly, only four—Connecticut, Minnesota, New Jersey, and South Dakota—were specific to public school administrators, with all the rest covering school leaders within a generic rubric for educators. Other findings included the following:

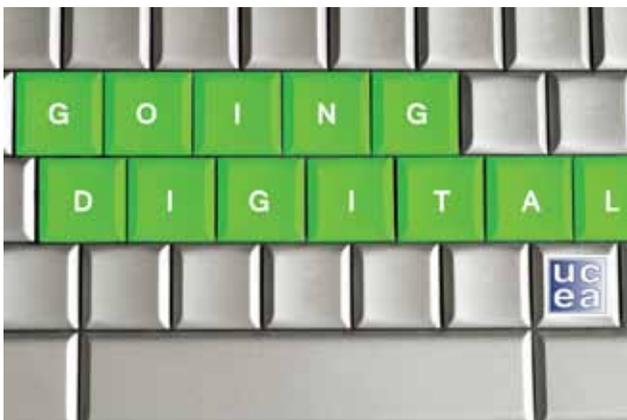
- The legal form of the 34 codes were as follows: legislation, 26; state board of education officially approved policies, 6; and, marginally, guidelines, 2.
- The content of the 34 codes fit into nine identifiable, albeit overlapping, categories: (a) specific to the law, (b) specific to the school board, (c) specific to employees, (d) specific to students, (e) specific to parents and community, (f) equitable environment, (g) character traits, (h) behavior—broad, and (i) behavior—specific. The majority of the codes addressed in part all these categories except for parent- and community-specific conduct. The two most frequent categories were specific educator behaviors and student-specific conduct.
- Content analysis also yielded identifiable subsets for each of the nine categories, with the highest weighted frequencies accorded to (a) protecting student safety (specific-to-student category), (b) avoiding other discrimination (equitable environment category), (c) reporting information honestly (specific-to-the-board category), (d) avoiding personal gain (broad behavior category), (e) maintaining confidentiality (specific behavior category), (f) exhibiting consistent integrity (character trait category), (g) maintaining professional relationships with students (specific-to-student category), and (h) entering and fulfilling contracts (law category).
- Approximately 70% of the 34 state codes of ethics expressly authorized one or more sanctions for violations, usually but not uniformly including suspension or revocation of certificate. The remaining codes were sanctionless.

Overall Conclusion

UCEA members individually and collectively are encouraged to examine not only the ethical codes of the UCEA and other professional organizations of educational leadership but also these state codes to determine (a) their respectively appropriate breadth and depth of coverage and (b) their respectively appropriate extent of enforceability. For example, should the UCEA code join with the other school leadership codes expressly to include the best interest of students? Similarly, should the UCEA code have an organizational enforcing mechanism, and if so, what should be the nature and strength of the sanctions? The nature of the resulting research and scholarly consideration reflect on our views and values with regard to human conduct generally and our profession specifically. UCEA's leadership in this activity is essential to the central role of ethics in our profession.

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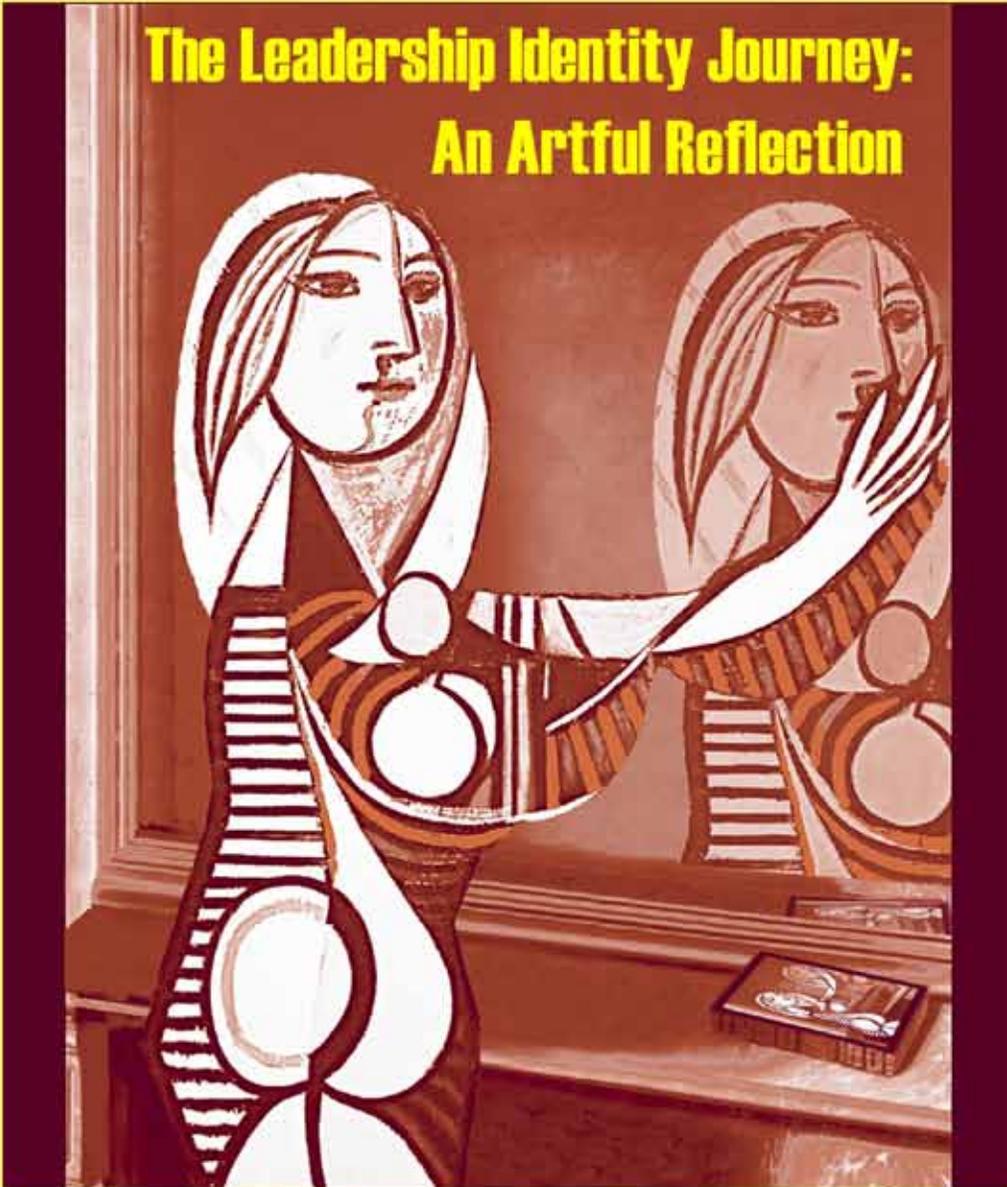
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From the Director: Flipping the Educational Leadership Classroom With LSDL

Michelle D. Young
UCEA Executive Director



It seems like just about every other professional magazine or educational newspaper that I pick up has an article on flipping the classroom. I read some of the articles I came across, but few have really captured my interest or seemed relevant to my own work. Most of the literature focuses on K-12 learning environments and subject matter. What I wanted (and

am still looking for) was a very explicit definition of flipping and a set of concrete examples of what that might look like within an educational leadership course. Unfortunately, these resources, if they exist, are not widely or easily accessible.

What I did learn in my search for more information was that there is no formal definition or set of flipping procedures. Some definitions focus more on practice, whereas others focus on purpose. For example, Bogan and Ogles (2014) noted that flipping the classroom enables “core aspects of the lesson to be taught outside the classroom and for enrichment and guided practice to happen within the classroom” (p. 2). Baker (2013) asserted, “Flipping is focused on moving responsibility and workload from the teacher to the student” (p. 25).

As I continued making my way through articles and books on flipping, it became clear that several key practices are associated with flipping, such as putting PowerPoints and video-taped lectures online and doing “homework” in class. In essence this involves flipping practice and instruction. Some seasoned flippers refer to these practices as Flipping 101 (Bretzmann, 2013), whereas more advanced versions of flipping are referred to as Flipping 2.0.

Flipping is focused on moving responsibility for learning from the teacher to the student. As such it is student centered and designed to promote higher order thinking.

The real flip is from the teacher making all the decisions and having all the voice and choice, to students taking responsibility for their learning [and] curriculum driven by their interests but also designed to meet them where they are skill-wise and help them grow beyond that. (Morris & Thomasson, 2013, p. 45)

The Educational Leadership Classroom

With growing recognition of the importance of school leadership has come increased concern regarding how leaders are prepared, particularly for schools that serve low-income and diverse student populations (Young, Peterson, & Short, 2002). Describing the typical approach to classroom instruction, Bogan and Ogles (2014) noted, “Ever since you were a small child, the school system has been the same, the teacher has a lesson in class and when you get home you complete the practice assignment known as homework” (p. 10). Obviously, there are huge variations on this theme, includ-

ing the typical graduate school practice of assigning readings in preparation for a class, but many graduate classrooms do continue to emphasize lecture and discussion during class and doing outside of class.

In the educational leadership field, however, faculty members have been changing their pedagogical practices (Young, Crow, Murphy, & Ogawa, 2009). Additionally, UCEA’s Preparing Leaders to Support Diverse Learners (LSDL) project designed a set of curriculum modules intended to foster opportunities for powerful learning in the educational leadership classroom. The developers asserted,

If we intentionally design comprehensive and connected learning experiences situated in authentic contexts that provide graduate students the opportunities to explore and apply leadership knowledge and skills, and disseminate these modules to leadership faculty then together, we will develop leaders who can address increasingly complex challenges so that all children do learn. (UCEA, 2014)

Thus, like those engaged in flipping, the LSDL developers focused on student-centered, active learning intended to promote content mastery, improved practice, and the ability to think critically. In the LSDL project, learning experiences that reflected and met these goals were referred to as *powerful learning experiences* (PLEs). PLEs have the following nine features:

1. They are authentic, meaningful, relevant, problem-finding activities.
2. They involve sense making around critical problems of practice.
3. They involve exploration, critique, and deconstruction from an equity perspective (e.g, race, culture, language).
4. They require collaboration and interdependence.
5. They develop confidence in leadership.
6. They place both the professor and the student in a learning situation.
7. They empower learners and make them responsible for their own learning.
8. They shift the perspective from classroom to school, district, or state level.
9. They have a reflective component.

The PLE framework is designed to engage learners in authentic problems of practice, problems they are likely to face when they assume leadership positions (Young, 2011).

Access the UCEA LSDL modules free of charge:
<http://www.ucea.org/resource/lSDL-modules/>

A Few Concrete Examples

The LSDL project resulted in the development of seven curriculum modules:

- Developing Culturally Relevant Teaching Practice
- Developing Advocacy Leadership
- Leading Learning and the Learning Environment
- Leading for English Language Learner Success
- Engaging Family and Communities
- Building a Community of Trust Through Racial Awareness
- Allocating Resources Based on Data and Student Needs

Each module includes one or more PLEs. These materials, which include teaching notes, references, and videos, are available free of charge on the Resources section of the UCEA website: <http://www.ucea.org/resource/lSDL-modules/>

Like flipped lessons, PLEs center student learning. For example, one PLE drawn from the Engaging Family and Communities module involves a neighborhood walk. This is a multistep learning experience that involves prereadings, class discussion, a community study, the identification of a “cultural broker” within the community, the identification of key elements to attend to during the walk and questions to ask, the actual neighborhood walk, reflection on the walk and the walker’s positionality, and a presentation reflecting how the experience informed their learning and leadership perspective.

Although the LSDL modules weren’t designed with flipping in mind, both PLEs and flipped approaches to teaching reflect high-quality, student-centered, authentic learning experiences, and the PLEs embedded within the seven modules lend themselves well to a flipped classroom design. In the educational leadership classroom, we should strive to have no winners or losers. If every student who passes his or her courses and graduates from his

or her preparation programs is eligible to apply for licensure as a school leader, then we need for all students to master our courses. We need for them to engage, think deeply, and practice what they are learning. There is no better way to foster such powerful learning experiences than through the strategies suggested by the flipped classroom philosophy and included in UCEA’s LSDL modules.

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Next UCEA Convention

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EAQ's William J. Davis Award Winners:

Gerardo R. López & Rebeca Burciaga

Congratulations to recipients of the 2015 William J. Davis Award! The William J. Davis Award is given annually to the authors of the most outstanding article published in *Educational Administration Quarterly* (EAQ) during the preceding volume year. The Davis Award was established in 1979 with contributions in honor of the late William J. Davis, former associate director of UCEA and assistant professor at the University of Wisconsin–Madison.

López, G. R., & Burciaga, R. (2014). The troublesome legacy of *Brown v. Board of Education*. *Educational Administration Quarterly*, 50(5), 796-811. doi:10.1177/0013161X14551410

This article reflects on the 60th anniversary of the *Brown v. Board of Education* Supreme Court decision while discussing the significant

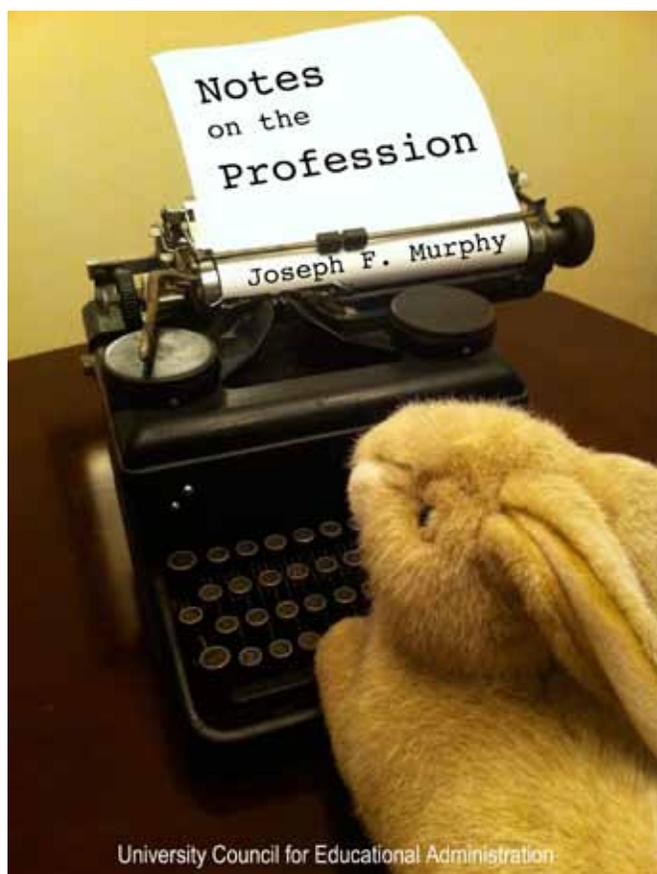
lessons learned from this and subsequent court decisions. The authors posit that a fundamentally different conversation surrounding the legacy of *Brown* is needed to critically understand the past, present, and future of race relations as a backdrop to issues of segregated schooling in this country. The troublesome legacy of *Brown* provides a unique opportunity to interrogate why U.S. citizens continue to have faith in this particular court decision as a remedy for racial inequality. The authors invite readers to symbolically “let go” of *Brown* in order to imagine new possibilities for racial justice, educational opportunity, and social reform.

Gerardo R. López is at Loyola University, New Orleans, Louisiana, and Rebeca Burciaga is at San José State University, San José, California.

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Interview With Michael D. Usdan: Understanding Policy for Education Reform

Juan Manuel Niño

The University of Texas at San Antonio

Michael D. Usdan served as president of the Institute for Educational Leadership (IEL) from 1981 through 2001. As of July 1, 2001, he became a Senior Fellow at the organization. Before joining IEL, Dr. Usdan was Connecticut's Commissioner of Higher Education 1978–1981. Dr. Usdan has written many articles and books on problems relating to urban education, the relationship of government and politics to education, and the growing interest in developing closer relationships between elementary-secondary and higher education. Dr. Usdan received his master's and doctoral degrees from Columbia University.

JMN: Dr. Usdan, thank you for agreeing to be interviewed for the *UCEA Review* issue focusing on the reauthorization of the Elementary and Secondary Education Act (ESEA). I thought you would be an excellent person to interview for the issue given your knowledge and experience in public policy and learning from your perspective on the issues facing our educational system. With that being said, I would like to start with by asking, do you think the reauthorization of the ESEA will give us a better understanding of our educational issues that we're currently facing?

MDU: Well, yeah. The problem historically has been the role of the federal government. Education issues are now almost unprecedentedly embroiled in the larger political issues and the differences between Democrats and Republicans on how much influence the federal government should have. Not just in education, but in health care and in a whole variety of major policy issues. So there's no question that with the Republicans controlling the Congress, and obviously a Democratic administration, and a President with whom they're really at loggerheads in terms of that fundamental issue and whether they'll be able to resolve this and whether they will be able to reauthorize ESEA. It's been 13 years now since it's been reauthorized. It's a very open question, you know.

For example, they tried to get something out of the Congress last week and couldn't get it out of the House. It's all very much part and parcel of these macro political issues now in which education is a component. Education used to be much more bipartisan and detached. The original No Child Left Behind (NCLB) legislation in early 2002 was passed with an overwhelming bipartisan support with liberal Democrats like Ted Kennedy being very supportive. Now of course everything is so enmeshed in the toxic partisan politics in Washington, it's very difficult to predict what's going to happen.

JMN: The states have control of the educational system, yet somehow federal initiatives, like Race to the Top, serve to reel states into federal control. From your experience as commissioner in Connecticut, how can states not fall into that group of federal initiatives just in search of the dollar?

MDU: When Race to the Top was passed, it was very much in the middle of the economic recession or depression, whatever you want to call it, and in many ways, the states were desperate for money. Many of the states essentially swallowed some of their ideological beliefs in the quest for desperately needed money. I mean, this was billions of dollars, which was unprecedented in terms of federal aid. The problem that the whole federal system has, and I spoke about this in Washington at UCEA, is the fact that can the junior partner financially, which is the federal government, even at the zenith of Race to the Top and the stimulus money and so forth, ask for much. The federal share support for elementary and secondary education was no more than 14% or 15%, and now it's probably down to 8% or 10%. The local and state governments provide approximately 90% of the money. For support of the enterprise, can the junior financial partner, namely the federal government here, demand the full accountability as a junior financial partner?

This is really what has triggered this incredible backlash that manifests itself in the debate over the Common Core, Race to the Top, etc. The fundamental question is really the role of the federal government in terms of educational policy. The U.S. Department of Education, I think, has overreached in many ways. When I broke into this business decades ago, I was very supportive of the federal government getting involved, but our Constitution limits the control. As such, they've underestimated the strength and traditions of local and state governance over education. That has helped to generate the incredible backlash that is seen in states all over the country, especially among liberal Democrats who advocate a strong federal role, particularly on the equity issue, since the demographics of the country continue to shift so dramatically.

JMN: You mention the federal government as a junior financial partner. So how do their demands for a small contribution surmount all of the accountability that local tax dollars contribute to funding education?

MDU: This is, I think, a core issue in terms of helping to explain the demons of the backlash. It had its start really in 1975 when the feds got into the Education of the Handicapped legislation, the IDEA legislation. The feds indicated initially that they'd pick up 40% of the bill, and they never did. Even now, I think the federal share of support in this area, education of the special needs, is only about 18%. So that began to generate the kind of steam in terms of backlash that I think culminated in today's backlash.

JMN: So how does the federal government situate the diversity demands with accountability when they don't contribute to the funding of the educational programs as much as the local and state systems' financial contributions?

MDU: The genesis of the original ESEA of 1965 was as part of the Civil Rights Movement and Act of 1964. The ESEA was passed in 1965, when there was very little confidence in state government. State government was not terribly responsive to urban issues. This was the time of the civil rights arrests and the anti-Vietnam War sentiment was building, so essentially the federal government moved in, particularly with Title I, and began to play a very significant role in terms of equalizing educational opportunity. This way the federal government became the major governmental level that would push equity in terms of racial tensions, the inequity of opportunities that existed, and the disparity in resources. The feds took on the equity issue, and special education legislation was part of the equity issue as well. Historically, the federal role has been collecting research, demonstration projects, data gathering, and demonstration programs.

The significance of the original NCLB (2002) legislation was that it was the first piece of legislation that basically influenced every classroom and every teacher with evaluation requirements. The impact was with categorical aid on everyday teaching and learning in schools all over the country. Such an approach was unprecedented in our history and was really the capstone of the accountability movement.

JMN: Yes, because of categorical aid, new accountability standards were implemented; however, many schools opted not to receive federal funds because of evaluation requirements, as aid was minimal. How do schools not apply federal funds for the fear of not wanting to adhere to these federal standards?

MDU: Right, right. Many of the great ironies, particularly in terms of Texas, is the fact that a former Texas governor, George Bush, was essentially a compassionate conservative and the architect of the original accountability movement, NCLB. It shocked everybody because usually Republicans were against a large federal role and Democrats were for it. Here you had a Republican President who essentially took the leadership in NCLB, which generated an unprecedented intrusive federal role.

JMN: During his time as governor, Bush was able to establish a new accountability system in Texas, so when he transitioned to the Presidency, he was able to put in place an evaluation plan previously designed.

MDU: Exactly, but that's one of the great ironies, that it was a Republican President who pushed this. Bill Clinton tried for 7 or 8 years before to push national testing, and he couldn't get anywhere. You know, it was this same thing, it took a conservative Republican like Nixon to come to China. With this kind of very significant, intrusive federal aid, it probably took a Republican president to get it through. That's one of the interesting ironies.

JMN: It is interesting to find out how little one knows about the structures that govern our educational systems. Is this something educators in all contexts should know?

MDU: Well, it isn't just for professors of education or educational administration. Most Americans, even very well-educated, business, professional, and educational leaders, have very

little understanding of the basic organization and structure of American education, the role of the federal government, the role of state government, the role of local government, and the relationship between a school board and school superintendent. There seems to be a profound civic ignorance of the basic structure of American education. I've been through all kinds of chairs in this enterprise, and I'm always appalled of the civic ignorance about the basic structure of such a vital institution.

JMN: How do you see then the role of the commissioners of education in each state?

MDU: The states still have the legal responsibilities for education, as embedded in most state constitutions. Historically, the tradition has been to delegate responsibility to local school boards. We have over 1,000 school districts in Texas. That's been the history and tradition, to delegate to local school boards. However, more responsibility and leadership is going to repose in the state education agencies with commissioners of education. The problem is that so many of these state education agencies have been starved fiscally and have limited capacity to provide the kind of research, planning, and evaluation that is necessary. So it's going to be a very interesting development, but the states still have essentially the legal responsibility. They can create and dissolve school districts at will. I suspect that's going to be the focal point, and in the same way people will resent the centralization of the federal government. I suspect lots of school districts, particularly in states with strong local control with traditions like Texas, where you still have the Alamo syndrome, the local districts will be going after the Texas Education Agency. These traditions of localism are very strong. The problem that the country has is the fact that these are national issues. If we're going to compete globally, we need standards. It's crazy to have a South Carolina math or a North Dakota physics. Doesn't make sense!

The tragedy, at least, in terms of the Common Core, is that the feds have done, with the best of intentions, a tremendous disservice because they played into the hands of people who claimed erroneously that the Common Core is a federal initiative. It's not. It was generated by the National Governors Association. Because the feds are requiring Common Core and Race to the Top, and when they began to talk about reauthorization of ESEA, they talked about the Common Core, they really muddied the waters.

JMN: So the Common Core is not a federal initiative?

MDU: It really is not. They have not been terribly sophisticated politically in this department. They've underestimated the strength of local and state control and tradition and culture.

JMN: Is the ESEA trying to establish some kind of core understanding of what the education should be here in the United States, with standards and evaluation?

MDU: Well, I'm not sure what that means. You know, ESEA originally was passed, I think, to generate equity. Particularly Title I was designed to provide additional resources to poor kids and those who needed special help. In many ways it was kind

of an equity orientation, and then of course it moved into the area of teacher quality and adequate yearly progress. What NCLB did, its most significant contribution, I think, is particularly important in light of the profound demographic changes, with minorities becoming majorities and the whole demographics of the country being transformed.

JMN: How then can states create or develop accountability systems when many of them don't even have standards for which they operate?

MDU: That's exactly right. We have a system where the rich get richer and the poor poorer. Poor districts, in particular in the Deep South need help. Texas, like other places, has all kinds of disparities between the wealthier districts and the not-so-wealthy districts. The demographics are so significant here. For the first time, the public school enrollment is majority minority. Who's a majority and who's a minority is changing. My grandchildren are minorities in this country. That's changing very radically, and for the first time majority kids in public schools are eligible for reduced-price school lunch. People have to get a handle on this if the country's going to make it. It's profoundly significant, and of course the schools need to make major leverage points here. So you need national leadership on this thing, but I'm afraid some of the overreach of the federal government might even set this back, with best of intentions.

JMN: Yes, and one of the things that they're calling is the whole teacher evaluation system on tying student test scores with teacher evaluation.

MDU: And a hot button, too. This is part of the backlash. Teachers and their unions have reacted very negatively. They think these evaluations are unfair and that the state has not reached the stage where a teacher's salary or tenure should be predicated on measures that haven't been proven. I'm glad you mentioned that, because that's certainly an addition to the core of the teacher evaluation issue and is central to the backlash we've been discussing.

JMN: Maybe it's because teaching has become a de-professionalized field, in the sense that anyone can become a teacher. Is there a proper way to prepare individuals to become professional educators?

MDU: That's another issue. What should be the role of the federal government vis-à-vis the states, as the states approve teacher education programs. The states are responsible for certification and approving teacher preparatory programs. It's historically a state responsibility. The feds are talking about getting involved and making higher education more accountable. The goal is desirable, but whether the feds have the capacity, as somebody once said. ... You hear all kinds of rhetorical high-mindedness from the federal government but operational haplessness. In other words, they really don't have the capacity to implement any of this stuff. And you know, that's really been one of the problems of the vision; as somebody once said, vision without implementation is hallucination.

JMN: Because of poor student performance and teacher quality, some would advocate the charter movement and voucher system.

MDU: That's another hot button issue. You've identified the three major hot button issues that the feds have supported that have helped to generate the backlash we've been talking about: testing, teacher quality and teacher evaluation, and the charter school movement. Part of Race to the Top allowed states to facilitate the development of more charter schools, and this too generated the backlash. Was this the appropriate role for the federal government? I think there's been broad consensus now or an agreement that there will be a scaling back of the federal government. However, whether the states are equipped or desire to pick up the burden or improve some of these complicated issues is an open question.

JMN: I'm glad that you addressed the whole issue of the assessment, the charter, the teacher equality, and the push for this new authorization and the scaling back of the federal government, but they're always taking it back to these: the equity issues, bilingual education, special education students, and now with this whole notion of Head Start prekindergarten, especially now that the population is becoming more diverse. English is not in many cases the predominant language, and so how do we balance out the opportunities for all students?

MDU: Well, absolutely, the whole childhood issue, I mean, that's a whole different set of politics. Should Head Start be located in the public schools? The quality of the programs: Are they educational programs? Are they child development programs? It's another whole world. Although there has been broad consensus that early childhood is singularly important, as I believe it is. If they made me God tomorrow, that's where I'd put tremendous resources, because I think you can get the biggest pay off for your investment.

JMN: What are obstacles that you foresee for this whole reauthorization?

MDU: The big one is the ideals, and I've been talking about the ideological difference. Lamar Alexander, who was the key player and chairman of the Appropriations Committee in the Senate, has indicated very explicitly that he wants much of the responsibilities, the sanctions, and other things reverted back to the states and localities. So, he's been very specific about a cutback in federal, the role and the influence of the federal government. Civil rights groups and equity-minded people are concerned. They have less confidence in the states than they have in the federal government to ensure equity and equality of opportunity. Alexander wants to essentially cut back on the categorical programs and give the states much more responsibility and eliminate federal sanctions. He wants the states to do adequate yearly progress and determine teacher evaluations. I'm sure they can get this through a Republican Congress, although they are issues.

What happens to annual testing? What happens to issues like portability, Title I? Alexander and others want Title I money to begin to follow the child. If a parent wants to send a child to a nonpublic, school that money should follow. It's unlikely that Obama would sign such a bill. Plus the fact that the House

of Representatives is totally disorganized.

So what happens if the existing provisions of NCLB stay in effect for the next couple of years? Because if they don't enact in this year, 2015, or in this 114th Congress, we've got the Presidential election next year, and then nothing is going to happen. Everybody is going to be campaigning, so it's now or never or we lose a couple more years. I don't know what's going to happen. The relationships between the President and the Congress are so toxic that I'm not sure that they can agree on anything. And again, this is part of the larger political conflict and polarization.

JMN: What is the role for individuals in higher education to better understand the role of educational policy?

MDU: One of the things that's beginning to happen in California is that higher education has stayed at the Common Core issue and accountability issues because they don't want some of that accountability to transition to higher education, postsecondary education. The lack of any kind of congruence between what happens in the elementary and secondary schools and postsecondary education, they were on different planets. In California they're beginning to get the University of California, the state colleges, and the community colleges to endorse the Common Core and to try to articulate the K-12 curriculum with the college admissions and placement. I think in most states higher education has been reluctant to come to the table because of what I've indicated; it's a bifurcated world in education, with different governance structures in most states. You have a different system of higher education and in K-12. Maybe the only way to save the Common Core, because it seems to be imploding all over the country, is the use of prestige and cloud of higher education. If they're going to get talented students at age 17 or 18 or 19 to commit to these systems, the University of Texas and so forth, they better begin to pay some attention to the new diversity if they're going to have a student body. The change in the student bodies in higher education will happen. The average college student isn't a 19-year-old running around Boston or San Antonio. It will be a 28- or 29-year-old at a community college trying to pick up some marketable skill.

JMN: Yes, and I think that's why the reauthorization can be referred to as the every child ready for college or career act, especially for Alexander. But then what does this mean for students?

MDU: Again, the blow is in the hands of the states. Whether the states will respond, we don't know. One of the things you can say about American education is whatever you say is true, and whatever you say is false, so difficult to generalize. Some states will pick up the ball and respond, and others won't. Some people, some states will respond to the demographic changes, which is so significant, while others will not. Whether the people living in favored school districts are going to be willing to give up some of the advantages their kids have is very questionable, you know. The word redistribution is kind of discouraged from the vocabulary in this country.

JMN: How can higher education collaborate with the state more effectively?

MDU: The colleges have the prestige. If they would connect their admissions standards and state what they expect and articulate their curriculum with the high school curriculum, then there would be less need for remedial education. The expectations would be common when kids entered college and high school. A number of states have tried these readiness programs in the 11th and 12th grades, where they test kids and find out what special help they'll need in order to be college ready or career ready.

Additionally, when you talk about the influence of the federal government, you cannot forget about the impact of the federal judiciary, particularly the Supreme Court: academic freedom, racial issues, church-state issues, school finance issues. The federal judiciary is part of the federal government, which often gets overlooked in discussions of the federal role. We pay attention to the legislative and executive branches and not the judicial branch, which is an oversight.

JMN: Dr. Usdan, I want to thank you for this opportunity to share your perspective and insights about the reauthorization of the Elementary and Education Act on its 50th anniversary. I think that one of the underlying issues is understanding the roles of federal governments and state governments in education and how we as educators influence the process. I appreciate your time and know the readers will enjoy this conversation.

MDU: Ok. Good. Nice talking to you, Juan.

Grad Student Column & Blog: Submissions Welcome

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

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

www.ucea.org/graduate-student-development-home/

Point/Counterpoint: Leading Organizations Through Challenges and Change: Appreciative Inquiry (AI) and its Alternatives

W. Kyle Ingle
University of Louisville

When I was working in a middle school on the Mississippi Gulf Coast, I typically began my day with a to-do list. As the day wore on, the items on the to-do list were often supplanted by other unplanned things that demanded attention. Typically, these were items that I did not ask for or want, but they found their way to me regardless. More often than not, I ended the day by revisiting the to-do list and finding many of the items had not been addressed and more were added to the growing list. At some point, I commented to one of our administrative staff members about this. She commiserated with me and commented that even though the to-do list is not getting smaller, it is not as though I was not doing anything. She jokingly suggested that I should add the other items to my list and mark them off. Then it would at least feel like I was making progress. We laughed about it, but I started to think she was on to something. I did what she suggested and found that it helped. This seemingly small action served as a reminder that I actually was making progress and addressing important issues during the school day.

That was the positive, optimistic way of looking at the situation, but the negative, cynical part of my brain nagged me that in spite of my “progress,” the items on the to-do list still remained undone. I was reminded of this as I read these essays on appreciative inquiry (AI) and an alternative to addressing leadership challenges and facilitating change—Bryson’s (1995, 2011) strategy change cycle. As one of our contributors (Dr. Matt Bergman) notes, AI has been described as the Pollyanna of strategic planning strategies for its emphasis on the positives of an organization and its stakeholders. Focusing on organizational and individual strengths alone is not enough to erase challenges in organizations—just as my to-do list was not getting smaller in spite of my best efforts to focus on the progress made on emerging issues described above. Leaders must deal with harsh realities whether we like them or not, such as the challenges of leading high-poverty schools and the constant demands of standards, assessments, and accountability mentioned by Dr. Megan Tschannen-Moran. Indeed, AI does not espouse shortsightedness that looks no further than the positives. These are the starting points. We are reminded by educational leadership scholars such as Hoy and Miskel (2013) that decision making is a dynamic process that can both solve problems and create new ones. Further, leadership is a process of social influence with rational, social, and emotional elements. As Dr. Matt Bergman points out, regardless of one’s chosen approach—strategy change cycle, AI, or any number of alternative frameworks—leadership and fellow stakeholders’ participation is integral to the success of organizations being able to adapt and implement any strategic planning.

Our contributing scholars have wrestled with leading organizations through challenges and change in both research and practice. Both are noted experts in their fields, and I thank them for responding to my invitation to contribute to this Point/Counterpoint.

- **Megan Tschannen-Moran** is Professor of Educational Leadership at the College of William and Mary’s School of Education. Dr. Tschannen-Moran prepares prospective school leaders for K-12 building-level and central office positions in the Educational Policy, Planning, and Leadership program. Her research focuses on relationships of trust in school settings and how these are related to important outcomes such as the collective efficacy beliefs of a school faculty, teacher professionalism, and student achievement. Another line of research examines teachers’ self-efficacy beliefs and the relationship of those beliefs to teacher behavior and student outcomes. She has published more than 50 scholarly articles and book chapters in highly regarded journals such as the *Education Administration Quarterly*, *Journal of Educational Administration*, and *Teachers College Record*. Her book *Trust Matters: Leadership for Successful Schools* (2014, 2nd ed., Jossey-Bass) reports the experience of three principals and the consequences of their successes and failures to build trust. Her second book, *Evocative Coaching: Transforming Schools One Conversation at a Time* (2010, Jossey-Bass) co-authored with her husband Bob who is a professional coach, presents a person-centered, no-fault, strengths-based model for supporting teacher professional learning. Prior to earning her doctorate at Ohio State University in 1998, she was the founder and principal of the Good News Educational Workshop, a non-public school serving primarily low-income students on the north side of Chicago from 1979 to 1993.
- **Matt Bergman** is Assistant Professor and a program coordinator in the Department of Educational Leadership, Foundation, and Human Resources Education at the University of Louisville. Dr. Bergman’s research is focused on factors that impact adult learners in degree completion programs at 4-year universities. He recently won a national competition for Innovation in Educational Attainment from the Gheens Foundation based upon local implementation of his research. His program was also the recipient of the American Association of Adult Continuing Education’s 2013 Malcolm Knowles Award for Adult Education Program of the Year and was acknowledged as a 2013 National Program of Distinction in the American Public and Land Grant Universities’ MVP Awards for Campus Based Strategies for Student Success. Dr. Bergman has served in several other capacities at Appalachian State University and Lees-McRae College in western North Carolina, working in enrollment management, athletic learning assistance, and admissions. He consistently has shown his commitment to advancing degree attainment for reaching regional, state, and national educational goals for America. Prior to his career in higher education, Matt played arena football in Charleston, South Carolina, for a total of three seasons. He received a BS in Sports Administration, Physical Education, and Health Education from Union College in Barbourville, Kentucky (Cum Laude). He received a Master of Arts in Higher Education Administration from Appalachian State University in Boone, North Carolina, and a PhD in Educational Leadership and Organizational Development from the University of Louisville. He is a teacher, administrator, and ambassador of degree attainment both locally and nationally.

Appreciative Inquiry (AI): Taking a Strengths-Based Approach to School Change

Megan Tschannen-Moran
College of William and Mary

The accountability movement has taken a toll on educators and students alike. Everywhere I travel, teachers and school leaders complain that school just is not fun anymore, either for themselves or for their students. I doubt that policymakers and politicians meant to make schools such dreary places where mindless repetition of tested materials supersedes engagement, creativity, and fun, but they have. AI gives us a way to reduce the fear, rampant in many schools, that is sapping the energy and imagination of those who inhabit our schools. It is a powerful tool that can help us to shift the conversations and to imagine new ways forward.

AI is a strengths-based approach to motivating change that focuses on exploring and amplifying organizational strengths. The thesis of AI is simple: Building on existing strengths will lead to more robust and lasting change than focusing on areas of weakness. AI contrasts with traditional models of change that focus on conducting strengths, weaknesses, opportunities, and threats (SWOT) analyses and that seek the root causes of problems, gaps, or discrepancies. It can feel that the air has been sucked out of the room as the focus inevitably turns to weaknesses and threats. Although it may seem counterintuitive to focus on strengths when things are going poorly, a growing body of research has demonstrated that this approach is far more effective than ferreting out examples of the things you don't want and designing strategies to eliminate them (Watkins, Mohr, & Kelly, 2011; Whitney & Trosten-Bloom, 2010). A strengths-based approach replaces SWOT with SOAR, examining strengths, opportunities, aspirations, and resources (Watkins et al., 2011).

AI has been used around the globe for over three decades in corporations, international aid organizations, the United Nations, and the U.S. Military. Originally developed as a methodology for conducting organizational research, the process of inquiring into and studying the positive aspects of a system proved to be transformational (Cooperrider & Srivastva, 1987; Cooperrider, Whitney, & Stavros, 2008). AI therefore has come to be seen as a method for stimulating social innovation and organizational change. There is a solid research base to testify to its effectiveness across a variety of contexts (Cooperrider et al., 2008; Watkins et al., 2011; Whitney & Trosten-Bloom, 2010). AI only recently has begun to be adopted in schools, but I believe it is a process that has great promise for assisting schools to creatively adapt to the rapidly changing world in which we live.

Appreciative Principles

AI is both a philosophy and a process for fostering whole-system change by focusing on strengths and what's working well. AI works because of how its five, interconnected principles get people ready for and excited about change (Cooperrider et al., 2008; Watkins et al., 2011).

- The *positive principle* holds that the energy and emotion associated with identifying, celebrating, and building on strengths enables people to transform systems and to get them moving in new di-

rections. This positive approach broadens thinking, expands awareness, increases capabilities, builds resilience, bolsters initiative, offsets negatives, and generates new possibilities for learning and growth.

- The *constructionist principle* asserts that people do not just interpret and understand the world through their conversations with others, but that through these interactions they actually construct the reality in which they live. Because the stories people tell become self-fulfilling prophecies, AI encourages people to invent positive, energizing stories.
- The *simultaneity principle* holds that conversations and interactions become positive the instant we ask a positive question. This simple shift—from asking, “What’s wrong and how do we fix it?” to “What’s right and how can we build on that?”—is at the heart of AI.
- The *anticipatory principle* asserts that our questions and reflections flow from the outlook we hold. In the absence of hope, it’s hard to seek out, much less to celebrate, the positive. An underperforming school that can catch hold of a vision of itself as vibrant learning community can cultivate a sense of hope and an increased sense of collective efficacy in moving forward toward that vision (Daly & Chrispeels, 2005).
- The *poetic principle* recognizes that people come to anticipate a positive future when they attend to those things that add richness, texture, depth, beauty, significance, and energy to life. The work of a poet is to draw our attention to simple, ordinary things in ways that imbue them with a sense of meaning and purpose. In doing so, we find the energy and creativity to live into a positive future.

Appreciative Practices

Over the past three decades, a set of practices for the implementation of AI has been developed and honed (Watkins et al., 2011). One four-step process for capturing, expressing, and working with those practices utilizes four Is: initiate, inquire, imagine, and innovate.

1. Initiate: Focusing on Strengths

The *initiate* phase involves the choice to take a strengths-based approach to change, as well as the selection of the focus of inquiry. AI recognizes that the first question is fateful. It sets the tone and moves the conversation in a particular direction.

2. Inquire: Sharing Uplifting Stories

Once the focus of inquiry is clear, AI looks to discover nascent examples of those desired outcomes from the past and in the present. The next step is to design an interview protocol that will map the positive core, discovering instances of strength and success in the area of inquiry (Watkins et al., 2011). AI assumes that in every situation at least some examples of desired states can be found. They may be hidden under a patina of problems and discontent, but life-giving examples, images, and stories that support the learning focus always can be discovered.

One of the things that I value most about AI is that it is a deeply participatory process. Rather than taking a group of leaders off site to develop a strategic plan that must then be “sold” down the organizational chart, AI taps into the wisdom and experience

of a broad representation of the organizational participants. AI is grounded in paired interviews that include as many organizational stakeholders as possible to share positive stories in the area of inquiry and explore how they express their core values through the organization. A clever strategy for unearthing problems and issues in a productive fashion is to invite participants to offer wishes that would enhance the organizational effectiveness. After the interviews are complete, the interviewers share the stories and wishes they heard in small groups. The small groups then identify common themes and report back to the large group. This process lays the foundation for all that follows.

3. *Imagine: What If?*

Once people have appreciated the best of what is, they are primed to envision the best of what might be. The third I then, *imagine*, involves developing vivid images of what the school would look and feel like if it embodied fully the themes selected. Participants use the discoveries of the last phase to create a dream that is anchored in their history even as it expands their potential. They share those images, not by coming up with a set of bullet points, but by developing creative presentations of what the school might then look like. They convey those images through drawings, collages, music, or skits before articulating a bold claim describing a desired future state.

4. *Innovate: Taking Action*

Once participants have crafted a compelling vision for their school, the task shifts to generating the strategies for making it so. In the *innovate* phase of the AI process, small groups convene to design and plan action steps for moving the school closer to the beautiful, vivid images that participants developed in the imagine phase. It starts with brainstorming to keep the process playful and encourage out-of-the-box thinking. It then invites people to get specific about the brainstormed ideas that most interest and energize them. Participants specify who will take action by making offers of themselves and requests of others, with time-specific horizons.

When the spirit of AI is fully realized in a school, educators become more willing and able to celebrate and build on their strengths. By orienting people around the positive, AI enables organizations to generate positive actions and outcomes that become self-reinforcing (Watkins et al., 2011). With the sense of ownership for the plan shared by a broad group of stakeholders, resistance is reduced and implementation enhanced.

AI in Schools

AI has been used for a variety of purposes in schools including district-level initiatives, building-level school improvement, and classroom-level projects aimed at increasing student engagement. The impact of AI on schools has been documented in a number of case studies reflecting these various purposes. At the district level, one of my students documented how shifting to a focus on strengths in strategic planning for his district's special education department transformed what can sometimes be a contentious and adversarial aspect of schooling into a very inclusive and positive process (Ruhlman, 2014). In my own work, we saw significant improvements in the climate and performance of an underperforming district through the use of AI, some up to a standard deviation in just 2 years (M. Tschannen-Moran & Tschannen-Moran, 2011). At the building level, another of my students used AI in a Title I school

to plan ways to keep parent involvement high once supplemental funds they had relied upon for this purpose were expended. Even with the absence of these funds, the attendance at the parent meeting following the initiation of AI was the second highest attendance in 6 years (McDowell, 2013). My own experiences have demonstrated the powerful effects this orientation can have in bolstering morale, rebuilding broken trust, and fostering the professional growth of teachers and school leaders (B. Tschannen-Moran & Tschannen-Moran, 2010; M. Tschannen-Moran & Tschannen-Moran, 2011, 2014). Some of the most powerful documented uses of AI in schools have included the voices of students. For example, an extensive AI process in the Toronto District School Board resulted in over 2,400 appreciative interviews, including over 1,600 interviews with students (Watkins et al., 2011). And a delightful collection of stories of the use of AI in schools around the globe was recently published as an open source book (Dole, Godwin, & Moehle, 2014).

We all long for vibrant schools—schools that are upbeat and positive; that display collective good humor and a determination to succeed; that abound with constructive relationships, curiosity, and creativity—schools where the extraordinary becomes possible. AI is a process that can help those dreams become reality.

Strategy Change Cycle: A Strategic Planning Alternative to AI

Matt Bergman
University of Louisville

With millions of dollars going toward strategic planning efforts in wide ranging corporate, military, public, and nonprofit organizations across the country, one might imagine that a wide variety of approaches exists. Whether it is a university seeking to become a 21st century institution, a school district seeking to address its busing plan, a public library poised to begin a capital campaign for a new facility, or any number of reasons to employ strategic planning; it is continuously being undertaken by thousands of different organizations each and every day. Still, there is no overwhelming empirical evidence supporting one particular strategic planning framework. The concept of strategic planning dates back to the 1940s when it was adopted by the U.S. Military as a way to enhance tactical and strategic actions. By the 1950s, more American corporations embraced strategic planning to ensure their organizations could survive changing markets and achieve top performance in their respective industries. Regardless of why organizations engage in the process, there are many benefits to an effective strategic planning endeavor. The first and often most important benefit is to chart the course for the future of the organization. Next, the direction for the organization and the guiding purpose of why you exist is addressed and often clarified. Strategic planning also can assist with increasing productivity, distinguishing oneself from competitors, and leading to an overall boost of morale for stakeholders. Overall, the purpose of this type of endeavor is to adapt to the changing needs of the organization. Strategic planning is not employed to exist but to thrive in any given marketplace.

A Brief History of AI

An approach to strategic planning that has gained substantial popularity in a broad base of organizations is AI. The origin of AI can be traced back to the doctoral program in organizational behavior at Case Western Reserve University in Cleveland, Ohio. The neighboring Cleveland Clinic Foundation, an esteemed health care organization, welcomed David Cooperrider in 1980 into a research internship that provided the support to launch a new approach to strategic planning. Little did they know that Cooperrider would change the field in such a substantial way and become known as the father of AI. It is also worth noting that many other AI theorists and researchers are graduates of Case Western (e.g., Barrett, Bright, Bushe, Cooperrider, Johnson, Ludema, Powley, Sekerka, Stavros, and Thatchenkery). In 1986 Cooperrider defended his dissertation, *Appreciative Inquiry: Toward a Methodology for Understanding and Enhancing Organizational Innovation*, noting four key principles of AI: affirmative topic, discovery, provocative proposition, and social construction. Dr. Cooperrider took a stance that organizations were not made of problems to be solved; rather, they were mysteries to be appreciated. Since the birth of the idea, there has been an explosion of theoretical and methodological books, and thousands of managers and consultants have attended courses on AI since the early 2000s.

As Dr. Tschannen-Moran notes, AI is both a philosophy and process for accomplishing any critical organizational task (Cooperrider et al., 2008). As a philosophy, AI focuses on assets, strengths, and the most positive experiences rather than problems, challenges, and threats. As a process, AI involves a variety of interactive and engaging techniques, including structured personal interviews, facilitated small- and large-group conversations, consensus-building activities, creative humor, and brainstorming. These various activities and tactics are thought to be one of the best ways to foster generative, innovative, and engaging systems of thought that lead to identification of important goals and tasks. In short, individuals using an AI perspective and process focus on the best of what exists in their current environment and how to build upon these positive aspects (Cooperrider & Sekerka, 2006).

A Counterpoint to AI

While criticism of AI is not pervasive in the literature, counterpoints to its effectiveness do exist (Dick, 2004; Fitzgerald, Murrell, & Newman, 2001; Golembiewski, 2000; Pratt, 2002; Rogers & Fraser, 2003). The most prevalent critiques of this strategic change approach metaphorically describe AI as the Pollyanna of strategic planning paradigms. Like the ever-cheerful, title character of the novel, AI seems almost evangelically focused on the positive (Dick, 2004). Pratt (2002) suggested that a more nuanced exploration of the multiple realities that exist within organizations could provide a clarified path forward. Porter (1996) also suggested that AI does not consider tradeoffs and choices about markets, and it lacks introspective analysis about the organization's competitive disadvantages and other challenges with its existing environment. Others identified the potential for consultants to use the rose-colored veneer of AI to enforce a conversation that allows discussion of only the positive in order to avoid surfacing anxiety, incompetence, or unethical issues that exist within organizations (Bushe, 2007; Fitzgerald, Oliver, & Hoxsey, 2010). Opponents of AI often view the strengths approach as a detriment to examination of the darkness that occurs in every

organization. If organizations do not explore the dysfunction directly, it may lurk in the shadows and rear its ugly head just when an organization seems to have positive momentum toward its strategic goals. One might even wonder if it is possible to view images of a positive future without evoking the negative past or present realities within the organization. Even advocates of AI suggest that it is a "point of view" rather than an actual "method" (Bushe, 2010). Like Pollyanna's sanguine disposition and refusal to see the negative, AI's promise of betterment through positivity may be merely fictional.

Another Effective Strategic Planning Approach

While there are many strategic approaches used throughout the wide range of American industries, a preferred approach by many in nonprofit and public organizations is Bryson's (1995, 2011) original change cycle and more recent strategy change cycle. This view suggests that strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it (Bryson, 2011; Olsen & Eadie, 1982). It involves a set of concepts, procedures, and tools designed to assist leaders and managers chart a course for the future of the organization. In the past 20 years, it has become an accepted standard and practice in many nonprofit and public organizations. With increasing uncertainty in national and global markets, these and other types of organizations are forced to reconsider how they adapt to change. Adopting and implementing strategies for successful operation of organizations and institutions no longer remains static in nature. In other words, what we have done when the organization was formed might not meet the demands of the current market. Sticking to the status quo when dynamic transformations occur in the environment inevitably renders an organization irrelevant and ineffectual. Many colleges and universities have adopted the text for instruction of their strategic planning courses and have adopted Bryson's approach to long-range strategic planning efforts for individual institutions. This approach is as much a strategic management process as it is a strategic planning process (Bryson, 2011). The strategic change cycle provides a more orderly, deliberative, and all-encompassing approach than that of AI. The 10 steps of Bryson's model, based on the strategy change cycle, are designed to lead to action, results, and evaluation.

1. Initiate and agree on a strategic process.
2. Identify organizational mandates.
3. Clarify organizational mission and values.
4. Assess the external and internal environments to identify strengths, weaknesses, opportunities, and threats (SWOT).
5. Identify the strategic issues facing the organization.
6. Formulate strategies to manage these issues.
7. Review and adopt the strategies and strategic plan.
8. Establish an effective organizational vision.
9. Develop an effective implementation process.
10. Reassess the strategies and the strategic planning process.

Bryson (2011) emphasized that actions, results, and evaluative judgments should emerge at each step in this process. The implementation and evaluation of findings should not wait until the end of the process. Moreover, buy-in from all stakeholders is key to im-

plement the collective will of stakeholders involved. Identifying strategic issues is at the heart of this strategic planning process, which is a strong departure from that of AI. The attention is focused on the issues that exist and not the answers. This identification of problems often creates the type of tension necessary for organizations to be self-effacing in their approach to change. Organizations rarely adopt substantive change approaches without feeling some need to address some sort of pressure, tension, fear, anxiety, or guilt that could be relieved by a thorough examination of its core operating norms.

Conclusion

To garner a true sense of why an organization exists, one must gather systematic information about the internal and external environment that exists at any particular company or institution. Strategic planning is set forth to improve decision making that links directly back to the purpose for existing of an organization. This, in turn, can influence the organization to establish a culture of discipline and excellence for its employees. It involves making decisions about the organization's purpose, products, vision, direction, and action plans (Anderson, 2015). These processes are broad, in that they can be developed for almost any length of time. Some might roll out over a period of a year, and others may last 10 years or more. This is dependent on the needs of an organization and the urgency of any particular goal.

Strategic planning is meant to enhance an organization's ability to thrive in an ever-changing environment. It provides an intentional way to formulate strategic thought and activity. Whether an organization chooses the strategy change cycle, AI, or any number of other strategic planning frameworks, the buy-in and commitment of the stakeholders are the key to adapting and implementing any strategic planning implementation.

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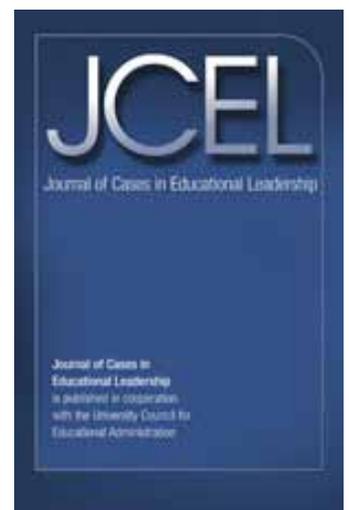


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Innovative Programs

Creating Transformative Leaders:

School Leadership Preparation at the University of Denver

Kristin Huggins
Washington State University

At the University of Denver in the Morgridge College of Education, two cohort-based models of school leader preparation exist to create relentless, courageous, and effective leaders. The two models are the Ritchie program and the Executive Leadership for Successful Schools (ELSS) program. These two models were created to address the diverse needs of the Morgridge College of Education Educational Leadership and Policy Studies (ELPS) programs' students and district partners. The Ritchie program, a 32-credit, in-person cohort program, is a district partnership model that directly partners with Denver Public Schools and Adams County school districts in order to meet the distinct needs of these two partners. The ELSS program, a 30-credit, blended online and in-person cohort program, is flexible to allow for customization to districts or regions across Colorado. Additionally, a partnership cohort with Colorado Teach For America prepares aspiring leaders from across the United States. These two cohort-based models of school leader preparation seek to create instructional leaders who have the knowledge and skills to build learning communities that increase student achievement as well as provide for the success of every student. Both of these cohort models serve as the foundation for the Master of Arts in ELPS. The Master of Arts in ELPS coursework consists of either the Ritchie or ELSS cohort program and an additional 15 credit hours of coursework with a focus on turnaround leadership competencies. The Colorado Department of Education recently recognized the Master of Arts in ELPS program as an approved provider for the Turnaround Leadership Development Program.

In order to meet the intended outcome, both programs at the University of Denver engage students in a 12-month program designed to simulate "a year in the life of a principal" through course content, four inquiry projects, and an internship experience. Students begin the program by conducting an extensive Organizational Diagnosis, the first inquiry project, of their internship school by collecting and analyzing student achievement data and qualitative cultural data. From that Organizational Diagnosis as well as self, peer, and supervisor evaluations of the student, a personalized Leadership Development Plan is created for the entire internship year that focuses on the needs of the principal candidate as well as the needs of the school. The internship occurs simultaneously with the program and is used as the contextual locale for considering coursework and further inquiry projects. After the organizational diagnosis is completed, students conduct a thorough examination of student needs and instructional practices through a Leading Teaching and Learning project, the second inquiry project, in order to focus on an issue at the nexus of student needs and instructional practices at their internship school. The issue identified is addressed through a Developing People project, the third inquiry project in the program. In this project, the students focus on teacher development and support as well as school management structures and processes that are connected to the issue identified. The final inquiry



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ry project, Leading and Resourcing Change, asks students to apply all their learning throughout their coursework, projects, and internship through designing a plan for a school focused on equity and culture. In addition to the inquiry projects, one requirement of the program is that each student leads a "leadership lab," which allows the students to model their leadership skills in a classroom environment. These labs simulate leadership scenarios that students find challenging (e.g., speaking with an angry parent). Through these scenarios, students learn to engage in difficult conversations and confrontational dialog. Graduates of the program report that the leadership labs were essential to them for planning and framing conversations as well as for feeling confident in addressing difficult situations, a key aspect of leadership development.

Throughout the entire program year, the Ritchie and ELSS program faculty ground the instruction in program values, norms, and reflective processes. These foundational elements are a part of every course, workshop, and online interaction. The values are aligned with tenets of transformative (Shields, 2012) and adaptive leadership (Heifetz, Grashow, & Linsky, 2009) through rigorous application of organizational learning (e.g., Argyris & Schön, 1996; Senge, 2006). The norms focus on collaboration through focusing on the ways in which students engage in discussion and activities in class. Through understanding the values and engaging in the norms of collaboration, students continuously participate in a reflective process. Grounding the instruction in these foundational elements of values, norms, and reflective processes allows the students to experience cognitive dissonance concerning the values they espouse and their behavior. During the course of the program, as students complete inquiry projects and have experiences in their internship, they attempt to align their behavior with their values through collaboration with their peers and personal reflection. While this is occurring, program faculty assess student progress quarterly through three rubrics: a critical thinking rubric, a communications rubric, and a participation rubric. Based upon these assessments, modifications are made to students' leadership development plans. Additionally, during the internship, mentor principals and interns use a transformative reflective process through weekly conversations to discuss interns' experiences and assist them in gaining self-awareness. The interns also regularly communicate with their cohort peers and program faculty to discuss progress and issues with their internship. Similarly to program faculty assessments, quarterly internship assessments occur concerning the intern's progress. These assessments involve a 360 review by self, colleague, and mentor

principal through a survey concerning personal and relational leadership skills. Additionally, interns are required to keep reflection logs about their internship experiences.

Each yearlong cohort has extensive support from a designated cohort faculty member, cohort instructors, and mentor principals. The emphasis in the program is placed on the expectation that the interns not only will develop into leaders during the year but also will create positive change in their internship schools as they do their coursework. Due to this emphasis, area schools and districts realize the benefit of the school leadership preparation program at the University of Denver and nominate students for the program. After students complete the program, they are provided continuous support through annual events and informal professional learning communities. In addition, funding has been provided by The Wallace Foundation to create a formalized professional learning community that has been sustained by the program. Due to the robust ways in which the University of Denver has considered the design and implementation of their school leadership preparation program and due to the success of the program, it was one of two programs receiving the UCEA Exemplary Educational Leadership Preparation award at the 2014 UCEA Convention. For more information about the school leadership preparation programs at the University of Denver, please contact Susan Korach at susan.korach@du.edu.

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From Policy to Practice: Sustainable Innovations in School Leadership Preparation and Development

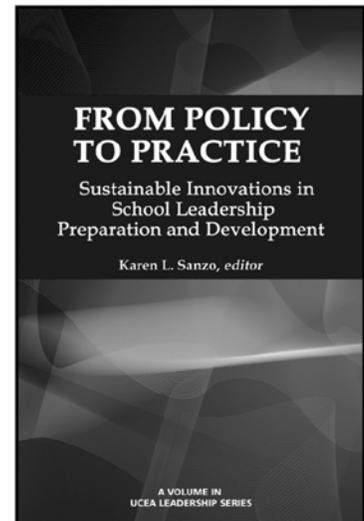
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The School Leadership Program (SLP) is a federal grant sponsored by the United States Department of Education. A hallmark of the grant is the connectivity between various agencies to provide quality leadership preparation and development programs for aspiring and current school leaders. These collaborative efforts involve community and educational stakeholders including districts, universities, city agencies, not-for-profit entities, foundations, private academic organizations, and others involved in the development of school leaders. Since its inception in 2002, over one hundred grants have been funded. This edited book's purpose is to share innovative, research-based practices from the federally funded grants that are sustainable after the life of the grant and are able to be used throughout the field for preparing and developing aspiring and current school leaders. This book features the work of current and past grantees around their innovative practices and lessons learned about school leadership preparation and development, especially around the issue of sustainability of these practices upon completion of the grant. SLP Grantees share practical, usable lessons learned from their experiences with the grants, based on their research, project data, and practical experience.



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In Focus: Supporting the Development of Educational Leaders Through Video Production

Julia Ballenger
Texas A&M University—Commerce

Jennifer Friend
University of Missouri—Kansas City

Matthew Militello
East Carolina University

John Nash
University of Kentucky

Digital video production methods continue to advance along with expanded venues to share videos with different audiences. For example, the recently introduced app Meerkat enables anyone with a smart phone to livestream video on the Internet. Facebook announced the ability to record and post 3D spherical videos that let the viewer move around in a 360-degree view. Given the rapid changes in technology that influence the context for teaching and learning, it is essential that educational leadership programs prepare technologically savvy leaders and scholars who can utilize innovative technologies while adhering to ethical standards relevant to their work. This article will share two opportunities to join the conversation related to video production and educational leadership preparation through the annual UCEA Film Festival and the Café UCEA online video talk show. Additionally, an overview of an article published in the *Journal of Research on Leadership Education* introduces a framework for video production in educational leadership preparation to support teaching and learning, research, program evaluation, and community engagement in ways that are inclusive of diverse voices and perspectives.

Video Screenings and Dialogue at the UCEA Film Festival

The inaugural UCEA Film Festival was held during the UCEA 2012 Convention in Denver. Over the past 3 years, the films selected to screen at the annual UCEA Film Festival include diverse viewpoints based upon graduate students' learning experiences, leadership preparatory program features, community connections that support social justice, and international leadership development program partnerships. Most recently at the UCEA 2014 Convention in Washington, DC, the attendees had an opportunity to view three programs of 14 films selected by a panel of reviewers. These 14 films' content and visual imagery ranged from a theatrical play excerpt, *A Conversation on Brown*, held between Thurgood Marshall and Earl Warren; to *Voces de Braceros*, oral histories filmed by the University of Texas at Pan American and Texas State University; to preparing school leaders for diversity through various cultural immersion experiences in Australia. The overall experience was a realistic revelation of the UCEA 2014 Convention Theme, "Righting Civil Wrongs: Education for Racial Justice and Human Rights." The following three examples demonstrate the variety of videos screened at the most recent UCEA Film Festival.

Dr. Martin Reardon of East Carolina University shared 5-minute films produced by graduate students as part of an ethics course. The video-production experiential learning activity resulted in artifacts that can be used as teaching tools to introduce case scenarios with future leadership candidates. One video reminded the attendees of how tardy policies may serve as punitive outcomes for

elementary students in the film, *Double Standard*, where the school principal takes a hard line on student tardiness and conspires with other school staff to place the assistant principal in a "no win" situation.

Viewing the *Vanderbilt Abu Dhabi Leadership Development Project* film, the attendees observed Year 3 of Vanderbilt Project 2. It was interesting to see how Vanderbilt's original cohort leaders served as guide and expert mentors for a new generation of aspiring school leaders. These aspiring leaders from Abu Dhabi participated in learning walks with a focus group of coaches within the context of real school leadership. The Abu Dhabi school leaders voiced the transformation that occurred in their leadership as a result of these experiences. One young leader stated, "It is like a spiritual renewal. I have new energy, and I am a new person." Another leader exclaimed, "The abstract has become concrete." These aspiring school leaders left Vanderbilt equipped to spark school renewal in their country.

One additional film, *The Brickfields Schools: The Nexus of Child Labour and Education*, produced by Dr. Jerome Cranston of the University of Manitoba, Canada, revealed the courageous activities of community leaders to overcome inequities in education for the children who worked in the brickfields near Kolkata, India. These community leaders were teaching reading to the young children. The visit to the Brickfield Schools through the lens of this film left those of us in the audience with the impression that in the area of educational opportunity, developing world countries may have a tacit chance of ensuring the fundamental right to primary education to their youngest citizens, many of whom have been historically disadvantaged and who in the absence of practical interventions are destined to endure a life in poverty. The UCEA Film Festival 2014 films are available to view through the UCEA website:

<http://www.ucea.org/2014-ucea-film-festival-winners/>

Current Affairs Programming: An Application of Video Production

Café UCEA is a current affairs talk show video program begun in June 2013. The topics selected for discussion in the eight episodes thus far have included the future of peer review, online leader preparation, best practices in conference presentations, how to engage legislators, and the use of documentary film in leadership preparation. Guests appear on the program who have experience related to the topic of the given episode or to discuss their work. Because the program is broadcast live via Google+ Hangouts on Air, the program is also a call-in show. People viewing the live program may suggest questions or comments via social media that the host then poses to the guest. At the conclusion of the live recording, the pro-

gram is archived on UCEA's YouTube channel and Google+ page where viewers may see the program and continue the discussion.

In the first episode, Diane Harley of the University of California and Sophia Acord of the University of Florida, authors of *Peer Review in Academic Promotion and Publishing: Its Meaning, Locus, and Future*, discussed questions such as, "Should UCEA institutions reward faculty to publish less frequently and more meaningfully in the appropriate outlet for the nature of their work?" and "What is the future of tenure and promotion as the meaning of peer review evolves?"

Since that first episode, legislative advocate Fely Curva and Florida State University professor Stacey Rutledge appeared on the program to provide guidance and expertise on how constituents could make the most out of a visit to legislative offices at the UCEA Day on the Hill event in October 2014. Vanderbilt graduate student Daniela Torre spoke about her launch of an online dissertation writing group aimed at thwarting procrastination, helping to confront loss of motivation and dispel the isolation students may feel in their writing. In a 2013 episode, Donald Hackman from the University of Illinois and Martha McCarthy from Loyola Marymount University discussed the findings from their book, *At a Crossroads: The Educational Leadership Professoriate in the 21st Century*. In the eighth and most recent episode, Frederick Brown of Learning Forward discussed how the critically acclaimed documentary *The Principal Story* was transformed into a set of compelling training materials for school leaders and policy makers. All episodes of Café UCEA are available to view on the UCEA Channel on YouTube:

<https://www.youtube.com/user/UCEA1959>

Introducing a Framework for Video Production

Friend and Militello¹ (in press) present a three-part framework for video in the preparation of school leaders in a forthcoming issue of the *Journal of Research on Leadership Preparation*. The framework included (a) learning in preparatory programs, (b) video research methodology, and (c) program evaluation and innovation. Friend and Militello stipulated that this triumvirate has the potential to advance the practices of school leaders: "Video technology provides a unique opportunity to preserve and share local knowledge and to delve into the epistemologies of the very people and contexts that research strives to explore" (p. 7).

Moreover, the use of video pressed for a different kind of pedagogy for those who prepare school leaders. Video-based learning flips the provider of information away from the single instructor and asks students to fully engage in their own learning. This democratization honors the wisdom students already possess and allows for learning to be cogenerated among students and faculty. Additionally, video-based learning allows for the development of technical skills that are often regulated to a separate course or embedded across courses.

Any good framework evolves. We have come to realize that another powerful practice with a video-based curricula and pedagogy involves the community (see Figure). Too often communities for school leaders are defined by the adults, practices, and spaces that reside within the schoolhouse doors. However, the communi-

ties that surround and the voices of students themselves are crucial to teaching and learning for school leaders. Some of the most powerful projects in which school leadership candidates participate include oral histories of elders; documentaries of controversial community issues; and testimonials from students about their contexts, how they learn, and what they want and need.

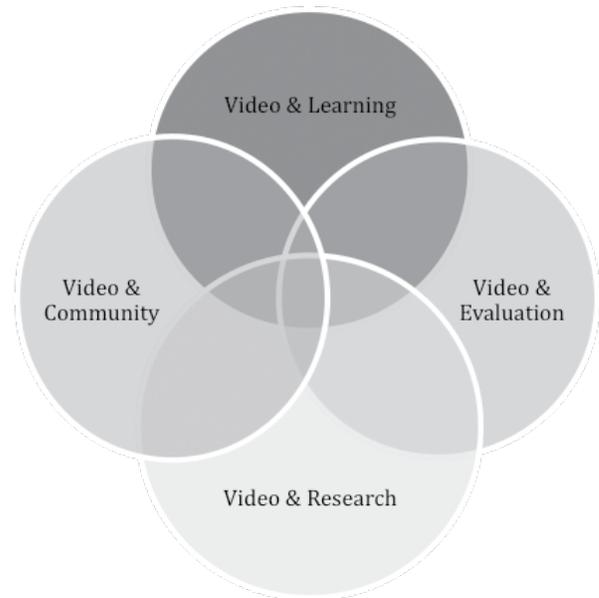


Figure. Four-part framework for video production in educational leadership preparation: learning in preparatory programs, video research methodology, program evaluation and innovation, and community.

Conclusion

As scholars and faculty members in the field of educational leadership, we have found promise in leveraging video production to support the development of educational leaders using digital video production as an active learning tool such as the ethics video examples from the UCEA 2014 Film Festival, as a qualitative research methodology discussed in the UCEA Café online video show, as a social justice instrument through community-based films, and as participatory action research through means such as digital storytelling. We encourage our colleagues to engage in the opportunity to further explore the connections between video production and educational leadership preparation at the UCEA 2015 Film Festival in San Diego. Film submissions of 5 minutes or less are due by July 31, 2015. If you have questions or are interested in serving as a reviewer for this year's Film Festival, please contact Dr. Julia Ballenger (Julia.Ballenger@tamuc.edu) or Dr. Jennifer Friend (friendji@umkc.edu). The Call for Video Submissions is available at

<http://www.ucea.org/2015-film-festival/>

¹Friend, J., & Militello, M. (In press). Lights, camera, action: Advancing learning, research, and program evaluation through video production in educational leadership preparation. *Journal of Research on Leadership Education*. doi:10.1177/1942775114561120. Currently available through JRLE's Online First website: <http://jrl.sagepub.com/content/early/2014/12/14/1942775114561120.abstract>

Book Review: *Education Law*

Suzanne E. Eckes & Janet R. Decker
Indiana University - Bloomington

Rossow, L. F., & Stefkovich, J. A. (2014). *Education law: Cases and materials* (2nd ed.). Durham, NC: Carolina Academic Press. <http://www.cap-press.com/booksisbn/9781611631203/Education-Law-Second-Edition>

The second edition of *Education Law* by Lawrence Rossow and Jacqueline Stefkovich provides a comprehensive overview of legal issues that impact K-12 schools. A strong aspect of this text is its broad coverage of the intersection of law, education, policy, and ethics. Within this latest edition, the authors have diligently sought out the most recent legal issues confronting schools such as home-schooling, voucher programs, and cyberbullying. The book includes 30 unedited court cases, which is especially useful when teaching educational leadership students who typically do not have access to major legal databases. The cases are interwoven throughout the book's six chapters.

The book covers all of the important aspects of a typical school law textbook but also includes several other features. In addition to the unedited cases, the text contains excerpts from several important federal laws, including Title IX, Title VII, the Family Educational Rights Privacy Act (FERPA), and the Equal Access Act. Supplementary materials such as the table of cases and glossary of terms are also helpful.

In the first chapter on Governance of Public Schools, the authors describe the legal framework of public education. This subject matter can be difficult for students to understand, but the authors skillfully present the information in a clear and user-friendly manner. They describe the different sources of law, the structure of the court system, and legal terminology such as *stare decisis*. Also, this edition includes new subsections addressing the No Child Left Behind Act, vouchers, and charter schools.

The authors explain when school districts may be held responsible for student injuries in the second chapter on Liability of Educators and School Districts. In addition to addressing the typical topics of negligence, defenses to negligence, and intentional torts, this chapter includes a discussion on civil rights torts and qualified immunity. The authors detail Section 1983 claims alleging federal violations for illegal student searches, corporal punishment, and sexual harassment. This chapter also includes several new cases and a discussion of the Paul D. Coverdell Act.

In Chapter 3, Teachers' Rights and Responsibilities, the authors divide the content into several important areas, including the grounds for teacher dismissal. In so doing, the authors are careful

to document the tension between teachers' freedom to exercise personal rights and the governmental authority to restrict these rights. For example, one subsection addresses the multiple examples of teacher conduct that could be considered immoral and lead to dismissal. The chapter also highlights the important *Garretti v. Ceballos* U.S. Supreme Court decision and notes the decision's impact on teachers' First Amendment rights both inside and outside the classroom.

The Students' Rights and Discipline chapter is extremely comprehensive. It outlines the scope of school administrators' authority, grade reductions as punishment, expulsion and suspension—including emergency suspensions, school bus suspensions, in-school suspension, and suspension from extracurricular activities. This chapter also addresses disciplinary transfers, responsibility for alternative education, expulsion or suspension for behavior that occurs off school grounds, zero tolerance, due process, student speech, search and seizure, corporal punishment, and student records. Although these topics are typically presented separately in school law texts, this chapter effectively relates the topics to one another. An especially helpful update in this most recent edition is the focus on students' rights and technology. This new section discusses relevant case law related to searching student cell phones and other new emerging areas.

In the Special Education chapter, the book outlines the major provisions of the Individuals With Disabilities Education Act, Americans With Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. The authors detail the requirements schools must follow when disciplining students with disabilities. The chapter concludes with a section about procedural due process. Special education is often one of the most difficult topics for school law students, and this chapter explains each of these areas in practical terms.

Chapter 6, Church/State/Education Relationships, lays a solid foundation by describing the relationship between the Free Exercise Clause and Establishment Clause. It then delves into many controversial issues confronting schools today including home schooling, course requirements and religious objections, creationism, prayer clubs, the Equal Access Act, religious materials in schools, prayer at school events, moments of silence, curriculum, and school vouchers.

In summary, this second edition of *Education Law* by Lawrence Rossow and Jacqueline Stefkovich should be an invaluable source to aspiring school administrators. The authors have carefully and comprehensively explained many of the pressing legal issues confronting public K-12 schools.

UCEA Employment Resource Center

UCEA Job Search Handbook, on the UCEA website (www.ucea.org), is an online resource for aspiring educational leadership faculty members and the institutions that prepare them. Topics include preplanning, preparing an application, the interview, postinterview tactics, negotiations, and sample materials. <http://www.ucea.org/opportunities/ucea-job-search-handbook/>

UCEA Job Posting Service is free. To submit a posting for the website, e-mail the URL for the position announcement (website address at your university where the position description has been posted) to ucea-list@virginia.edu. A link will be provided to the job announcement from the UCEA job posting page: www.ucea.org.



CALL FOR NOMINATIONS:

2015 Exemplary Educational Leadership Preparation Program Award

Deadline: June 29, 2015

THE AWARD

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

Leadership educators are invited to nominate their programs for recognition at the 2015 UCEA Convention. The program or programs (up to three) determined most worthy of recognition will receive a significant cash award. In addition, the award-winning programs will be recognized at a session during the 2015 UCEA Convention, on the UCEA website, and through a case-study publication.

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

AWARD CRITERIA

Contributions will be judged on the extent to which the program (a) reflects current research on the features, content, and experiences associated with effective leadership preparation and (b) has demonstrated evidence of program effectiveness. *The Handbook of Research on the Education of School Leaders* (Young, Crow, Murphy, & Ogawa, 2009) addressed both of these criteria in depth. For the full set of award criteria, please visit <http://www.ucea.org/opportunities/exemplary-university-based-educational-leadership-preparation/>

THE PROCEDURE

To nominate your program, please navigate to the following URL:

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

Then follow the instructions below:

Step 1: Read through the award criteria and instructions

Step 2: Submit a statement of intent to apply (through the link) by **May 25, 2015**. Upon receipt of a program's intent to submit an Award Application, the program contact will be invited to an Award Dropbox Folder where program application materials should be deposited.

Step 3: Prepare Parts I-V of the Award Application as described at the above URL.

Step 4: Save each part of the Award Application as an individual PDF file in the designated Award Dropbox Folder. Please note each file should be named according to the corresponding part of the Award Application (e.g., Part.I.pdf, Part.II.pdf, etc.)

All materials must be submitted by June 29, 2015. Please email ucea@virginia.edu or call (434) 243-1041 with questions.



BELMAS Conference
July 10-12, 2015
Wokefield Park, UK

The 2015 theme is: "Democracy: Time for Renewal or Retreat in Educational Leadership."

<http://www.belmasannualconference.org.uk/>



2015 Excellence in Educational Leadership Awards

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

Dr. David Chapin is MI Excel program director for Focus Schools at the Office of K-12 Outreach, Michigan State University College of Education, East Lansing. He is a 39-year public school veteran in Michigan, having served as teacher, coach, principal, assistant superintendent, and superintendent in three distinctly different Michigan school districts. Dr. Chapin has been a leader in Michigan education throughout his career. Most notable is his work to close achievement gaps between high-performing students and underserved minority students. As superintendent of East Lansing Public Schools, Dr. Chapin sought support from Michigan State University faculty to assist him in advancing a diverse culture that recognized the importance of responding to individual student learning needs. His success in this work led him to assume a leadership role in Michigan's Statewide System of Support as the MI Excel program director for focus schools at Michigan State University. In this role, Dr. Chapin worked with 28 district intervention specialists in partnership with leaders in 199 local schools to address and eliminate gaps in achievement within student subgroups and subject areas. In addition, Dr. Chapin has provided testimony to the state House and Senate education committees and was a member of the adjunct faculty at Saginaw Valley State University from 1996 to 2001. Dr. Chapin retired from his position as superintendent of the East Lansing Public Schools in 2013 and from Michigan State University in 2015. Dr. Chapin and his wife, Laurie, are the parents of two children, both public school teachers in Michigan.

Dr. John Conrath is director of superintendent licensure at The Ohio State University, Columbus, Ohio. Dr. Conrath coordinates the Accelerated Licensure Program for Superintendents and teaches graduate courses in collective bargaining and school facilities planning and instructional practices at The Ohio State University. Dr. Conrath has served public education for 49 years as a teacher and administrator, taking his first superintendent's position in 1971 and retiring as superintendent of the Whitehall City Schools, Whitehall, Ohio, in 1994. He has held leadership positions in professional organizations that includes serving as president of the Ohio Association of Local School Superintendents and president of the Ohio Association of Supervision and Curriculum Development. Dr. Conrath's community involvement includes serving as president of two Rotary Clubs as well as vice president of the Ohio Center for Effective Discipline. Dr. Conrath is a registered facility planner, providing services in academic, operational and facility school planning, and is a member of the Council of Educational Facilities Planners

International. He has completed studies and surveys for more than 50 school districts to assist in curriculum and educational facility planning. He has presented programs throughout the Midwest on student learning, classroom management, collective bargaining, and student self-discipline.

Dr. Karl Covert is dean of Washtenaw Technical Middle College (WTMC), an innovative charter high school located on the campus of Washtenaw Community College in Ann Arbor, Michigan. In 2014, under Dr. Covert's leadership, WTMC was recognized by *Newsweek Magazine* as one of the top 10 overall U.S. high schools and as the 35th ranked high school for its success supporting academic achievement among students in poverty. The success of WTMC, in turn, has been instrumental in motivating state-level policy conversations about possibilities for "scaling up" successful middle college models throughout Michigan. Dr. Covert is also a lecturer in the Master of Arts Program in Educational Leadership and Policy in the School of Education at the University of Michigan. Dr. Covert holds a PhD in Education from the University of Cambridge, England. He has worked in education for the past 24 years as a teacher, counselor, and administrator. Dr. Covert studied and held positions in Belgium, Germany, Delaware, England, and Maine. He has spoken and written on educational change, student voice, and instructional initiatives.

Dr. William DeFabiis is chief school administrator, superintendent, and principal (simultaneously) at South Hackensack School District in South Hackensack, New Jersey. Nominated by Rutgers University, Dr. DeFabiis has had a distinguished career as an educator in a variety of instructional and administrative positions. For the past 16 years, Dr. DeFabiis has served as chief school administrator in a district with one K-8 school with fewer than 300 students. In this capacity, he served simultaneously as superintendent of the district and principal of the school. Dr. DeFabiis's contributions to education in his district have been so profound that the school gymnasium bears his name. He is also beloved by the educators in his district who describe him as "motivational," "inspirational," and "personable." He is a champion of student arts education, organizing trips to the Metropolitan Opera, museums, and other cultural hubs. Equally important, he encourages all educators in his district to continue their education and pursue advanced degrees to the extent that nearly all staff have earned graduate degrees.

Dr. Bryan Duffie serves as the superintendent of the Westside Consolidated School District in Jonesboro, Arkansas. Dr. Duffie has 22 years of experience in education. He previously served as the middle school and high school principal at Westside, and as a teacher in the North Little Rock School District. Dr. Duffie is the president of the Craighead County Superintendent's Association, president of the Northeast Arkansas Career and Technical Center Board, and board member for the Northeast Arkansas Educational Services Cooperative. Dr. Duffie earned his EdD in Educational Leadership and Policy from Vanderbilt University in 2010. He and his wife, Jeanne, have two children, Nathan (18) and Phillip (14).

Brother William Dygert, CSC, is a Brother of the Congregation of Holy Cross who currently serves as the superintendent of schools for the Diocese of Paterson, New Jersey. During his educational career, he has taught English in high school and college as well as teacher education and administration courses at the graduate level. He has served as a middle school president; as a high school assistant principal and principal; and for the past 23 years as a Catholic school superintendent, first for the dioceses of Beaumont and Tyler in Texas, then for the Diocese of Providence Rhode Island, for the Diocese of Peoria in Illinois, and most recently for the Diocese of Paterson. Brother William Dygert holds a BA in English, three master's degrees, and a PhD in Educational Leadership from the University of Dayton in Ohio.

Dr. James Ellerbe is district transformation coach at the North Carolina Department of Public Instruction in Charlotte. He began his career serving in the U.S. Army, where he was named Soldier of the Month, Soldier of the Quarter, and Soldier of the Year. He received a bachelor's degree in Middle School Education from Fayetteville State University and a master's in Educational Administration and Leadership. He was a principal in a middle and high school in Cumberland County, North Carolina. Dr. Ellerbe received his doctorate in Educational Leadership and Supervision at North Carolina State University. He is a district transformation coach with the North Carolina Department of Public Instruction and a teaching assistant professor at North Carolina State University. His research interests include curriculum and instruction, single-gender education, education administration, education of children of poverty, and district and school transformation.

Dr. Francisco Escobedo is superintendent of Chula Vista Elementary School District in Chula Vista, California. He has been in education the better part of 26 years. He is the chairperson for the South Bay Family YMCA Board of Directors and a board member for Junior Achievement and American Heart Association. He was recently selected as one of 100 top superintendents nationwide to visit the White House and meet with President Obama to share his district implementation of 21st century initiatives. His experience includes working as assistant superintendent for educational leadership in the South Bay Union School District, principal research analyst for the American Institutes for Research, and California regional vice president of achievement/operations for Edison Schools. Since 2001, Dr. Escobedo has served as an adjunct professor of Educational Administration at San Diego State University and member of the College of Education doctoral faculty. He also served as a member of the EdD in Educational Leadership Program Community Governance Committee for a 3-year term and currently serves on the Educational Leadership Department Advisory Committee. Dr. Escobedo earned his undergraduate degree from Yale University, MA from San Diego State University, and EdD in Educational Leadership from the University of California, San Diego, and San Diego State University.

Dr. Michael Flanagan is assistant superintendent of schools in the Diocese of Madison, Wisconsin, primarily overseeing the areas of curriculum, instruction, and assessment for over 40 schools and 6,000 children. His focus in the area of instructional leadership is on technology integration and its impacts in both teaching and learning. He is also involved in the Initial Educator/Mentor program, with the core belief that supporting new teachers and principals in

the initial years of service is critical to the area of curriculum and instruction. Michael regularly plans and implements professional development opportunities for teachers and principals alike. He spent several years as principal of Our Lady of the Assumption School in Beloit, Wisconsin, with prior public high school teaching experience in music education. An accomplished vocalist and pianist, he utilizes his past teaching experience to promote student creativity, meeting the needs of learners for the future, and educational equity of all. While at Our Lady of the Assumption, Michael focused efforts on instructional technology, its benefits, and uses in the classroom. In particular, Michael oversaw an initiative in which each student was provided an iPad as a regular instructional tool. Michael is currently enrolled in the Urban Education doctoral program at the University of Wisconsin–Milwaukee, researching the effects of technology integration on student learning. He is interested in describing student uses of iPads in classrooms where teachers have received professional development.

Dr. Phillip Lanoue has been superintendent of Clarke County School District in Athens, Georgia, since July 2009. He is the 2015 National Superintendent of the Year, as well as the 2015 Georgia Superintendent of the Year. Dr. Lanoue is also one of the nation's top 50 educational innovators in digital learning as named by *Converge* magazine. Under his leadership, the school district has been honored as a Title I Distinguished District for being Georgia's top large district for closing the achievement gap. The district has received numerous state recognitions as a model technology school district, Georgia's top Career Academy, and the state's top award for exceptional response to intervention practices. Recently named a District of Distinction by *District Administrator* magazine for increased dual enrollment credits, Clarke County is home to a National Blue Ribbon School, a MetLife/NASSP Breakthrough School, and a NAMM Top Community in Music Education. Dr. Lanoue previously served as area assistant superintendent for the Cobb County School District in Marietta, Georgia. Prior to that, he served as principal for 18 years in four high schools in Massachusetts and Vermont, his home state. His subject specialty is biology, and he began his educational career as a science teacher. He received his PhD in Educational Leadership from Mercer University, MEd in Administration and Planning from the University of Vermont, and a bachelor's degree in Secondary Education from the University of Vermont. He is also an adjunct assistant professor at the University of Georgia in the Educational Administration and Policy program in the Department of Lifelong Education, Administration and Policy.

Scott Leslie has serviced as principal of RHAM High School in Hebron, Connecticut, since 2001. Mr. Leslie taught science at RHAM High School and was a member of the leadership team for Granby Public Schools prior to his current position. He served as a member of the New England Association of Schools and Colleges Committee on Public Schools for 6 years and chaired the committee for 2 years. Mr. Leslie is also active in the Connecticut Association of Schools committees and workshops.

Dr. Charles Little is director of the Indiana Urban Schools Association and Clinical Professor at IUPUI in Indianapolis. For 15 years, Chuck served in a joint appointment as clinical associate professor of Educational Leadership and Policy Studies and as executive director of the Indiana Urban Schools Association. In the latter role, he led a partnership between the university and 37 partner districts

around the state. After serving in the U.S. Army during the Vietnam War, Dr. Little earned degrees from Rutgers University (BA, 1967), SUNY Binghamton (MAT, 1971) and Indiana University (EdD, 1978). A former social studies teacher, principal, and superintendent in upstate New York, Chuck was serving as superintendent of the Plymouth-Canton Community Schools in Michigan when he was recruited back to Indiana University in 1999. Since that time he has worked closely with aspiring principals in the Urban Principals Program and the Principal Preparation Academy and with aspiring superintendents in Indiana University's Executive EdD program. In his role as executive director of IUSA, Chuck has engaged countless aspiring and practicing school leaders in promoting policies that advance equity and social justice for students across the state.

Tricia McManus is director of leadership development in Hillsborough County Public Schools, Tampa, Florida, one of the 10 largest school districts in the United States. Ms. McManus was central to development of the principal coach position in 2011 and the training program that supports these mentors, who guide aspiring leaders through the preparation pipeline they complete to qualify for appointment as a principal. That pipeline was developed under Ms. McManus' leadership through a \$12.5 million grant from The Wallace Foundation. The components of the pipeline include (a) the Future Leaders Academy, a 6-month program for aspiring assistant principals; (b) the Assistant Principal Introduction Program, a 2-year preparation while completing training courses and being mentored by a principal coach; (c) the Preparing New Principals Program, a 2-year program including monthly coaching for individuals who have completed 3 years of successful work as an assistant principal; and (d) Principal Induction, a 2-year program with weekly coaching and professional development sessions for new principals. Ms. McManus also supports seated principals through development and delivery of 40-plus trainings to further develop leadership skills. Concern for seated principals in high-needs, high-poverty schools sparked her collaboration with University of South Florida faculty in Educational Leadership and Policy Studies to redesign the Educational Specialist degree targeted for advanced professional development for principals in "turnaround" schools. She brought to the collaboration both passion and critical insights from experience, having served as principal at Twin Lakes Elementary School (2002), where the school rose from a C school grade to an A in 3 years, and at Just Elementary School (2005), where she was transferred to help raise the school's F school grade. Ms. McManus received both her bachelor's degree in Elementary Education and her master's degree in Educational Leadership from the University of South Florida.

Dr. M. Juhan Mixon is president of the Florida Association of School Administrators in Tallahassee. Juhan (pronounced *John*) received his BA in Political Science and Economics at the University of Florida in 1969 and his EdD in Education Administration with emphasis in law and finance in 1977. Dr. Mixon has held several responsible positions in education including a principal at the elementary level and assistant principal at the middle school level, assistant superintendent of schools in Pinellas County, and deputy commissioner of education. After leaving the Department of Education, he worked as a consultant for governmental affairs with Bryant, Miller and Olive Law Firm for 5 years, where he developed the Florida School Finance Program for \$1.5 billion in lease purchase school financing. In July 1992, he opened the office of Mixon and Associ-

ates. The firm grew rapidly adding additional clients and consultants. Mixon has been responsible for lobbying all facets of health, business, and educational issues. He prides himself for having access to virtually every department and agency in government and the legislature. In July 2010, Juhan Mixon was appointed by the Florida Association of School Administrators Board of Directors as interim executive director and January 2011 became the executive director. Under his leadership, the association continues to grow and work for students and school administrators in Florida.

Dr. Sylvester Perez is superintendent of San Antonio School District in San Antonio, Texas. A native of San Antonio, he has provided more than 40 years of service to Texas school children, including 13 years as superintendent in the Mathis, Clint, San Marcos, and Midland school districts. Prior to becoming a superintendent, he held positions as principal, assistant principal, athletic director, teacher, and coach. He was among five finalists for Texas Superintendent of the Year in 2006. He has an extensive record of student achievement and was involved in successful bond elections at each of the four school districts where he served as superintendent.

Dr. Martin Ringstaff is superintendent of the Cleveland School District, Cleveland, Tennessee. Dr. Ringstaff is a former principal and current superintendent in the University of Tennessee-Knoxville service area. He is an exemplary practitioner with deep roots in K-12 education. Dr. Ringstaff has been involved with the University of Tennessee as an instructor in our Educational Leadership and Policy classes. He enthusiastically and competently shares his wealth of knowledge and experiences with our students. Moreover, he stays informed and current on educational theory and best practices in order to bring theory to practice. Dr. Ringstaff is a supporter and ambassador for the University of Tennessee's educational administration programs. He is willing to contribute his expertise in a variety of settings. He participated in a state review of our partners and played a role in the achievement of reaching the highest standards in leadership programs. Dr. Ringstaff is known nationally and is involved with AASA. He is a knowledgeable and professional scholar, practitioner, and partner with the University of Tennessee. The faculty chose and endorsed Dr. Ringstaff as the 2015 Excellence in Educational Leadership Award.

Dr. Bart Rocco has been superintendent of the Elizabeth Forward School District, Elizabeth, Pennsylvania, since 2009. Dr. Rocco started his Pennsylvania career as a high school English teacher at South Park High School, where he later served as vice principal. In 1993 he moved to the West Jefferson School District, where he served as vice principal until 1997 and principal from 1997–2006. In 2006, he became the West Mifflin Area School District assistant superintendent. Dr. Rocco holds undergraduate and master's degrees from Duquesne University and a doctorate in education from the University of Pittsburgh, where he is a member of the TriState Study Council and the Western Pennsylvania Superintendents Forum.

Dr. Lynn Scearcy is the retired chief academic officer and assistant superintendent of Eastern Carver County Schools, Chaska, Minnesota. She has served at the middle school, high school, and university level all in service to K-12 education. Dr. Scearcy began her educational career as a secondary English teacher in the Fridley Public Schools in 1972. From there she worked in many professional

development and consulting roles in the Twin Cities Metropolitan area. In 1985 she became the Assistant Principal of Minnetonka Junior High, then 2 years later at Minnetonka High School. From 1992–1998, Dr. Searcy served as middle school principal in two different buildings in Minnetonka. At the middle school level Dr. Searcy found her passion as an educational leader. When the University of Minnesota recruited her to be lecturer and coordinator of licensing and leadership development within the Department of Educational Policy and Administration, Lynn carried that passion for middle school education with her by teaching the very popular “The American Middle School.” Dr. Searcy’s expertise in middle school education was further acknowledged in her positions as director of the Minnesota Middle School Association and as trustee on the National Middle School Association Board of Directors. While at the university 1999–2006, Dr. Searcy engaged faculty and practitioners in continuously improving the administrative licensure program. In 2006, Dr. Searcy returned to the work of K-12 when she served as chief academic officer/assistant superintendent of the rapidly growing Eastern Carver County Schools until her retirement in 2012.

Dr. David Scott is principal of Matthews Elementary School in Northport, Alabama. Dr. Scott graduated from the program of Instructional Leadership at the University of Alabama in 2011. As a researcher, he seriously reconsidered the impact of No Child Left Behind on teaching, learning, and leading, for example, through his dissertation research, which intensively investigated the topic based on the case study of Title I schools. Dr. Scott has been a principal for 9 years, after serving as an assistant principal for 6 years and a teacher for 6 years. In addition to his experience in the public schools sector, Dr. Scott has been an adjunct professor for the University of Alabama Instructional Leadership program for the past 4 years and also taught at the University of West Alabama. In addition, Dr. Scott is actively involved in the leadership preparation efforts through the Instructional Leadership Program at the University of Alabama, including mentoring leadership interns, assisting with entrance interviews for prospective leadership candidates, reviewing student portfolios, and serving as a guest speaker in leadership courses in the program.

Dr. Bob Shannon is Superintendent of Schools, Manhattan-Ogden, Unified School District (USD) 383, in Manhattan, Kansas. Dr. Shannon has dedicated his professional career to education and has worked to make schools places for student success. He received his PhD from the University of Nebraska–Lincoln in 1982. He served in a variety of positions before becoming the superintendent of the McPherson, Kansas school district for many years. For the past 9 years, Bob has served as the superintendent of schools in Manhattan-Ogden, serving the community where Kansas State University is located. Under Bob’s leadership, USD 383 partnered with departments in the College of Education on many projects and initiatives. His district is a major partner in college award-winning PDS teacher preparation programs. Currently Bob serves as chair of the Steering Committee for the Council of Public School Improvement, a professional development organization sponsored by the College of Education at Kansas State University that brings noted researchers and nationally recognized educators to the campus to interact with teachers and administrators from schools in the region. Demonstrating courage in times of budget challenge and fidelity to a

priority of continued learning for adults as well as students, Bob is currently working with the Kansas State University Department of Educational Leadership to organize the third Kansas State University/USD 383 Master’s Teacher Leadership Academy, a 2-year program that will allow teachers selected by the district to pursue greater responsibilities in teacher leadership with the option of pursuing state licensure for building level leadership positions.

Dr. Pamela Shetley is director of the Office of Talent Development in Prince George’s County Public Schools (PGCPS), Upper Marlboro, Maryland. Prior roles in PGCPS include service as the director of the Department of Human Capital Management, supervisor of Magnet Programs, and the supervisor of the Department of Staff Development. Dr. Shetley was principal of Ernest E. Just Middle School. During her tenure in the Office of Talent Development, Dr. Shetley has orchestrated the establishment of partnerships between PGCPS and six graduate degree programs. In 2011 she led the application process that resulted in a \$12.5 million grant from The Wallace Foundation to develop the PGCPS principal pipeline program. During the same period she led the acquisition of a \$5 million grant from the U.S. Department of Education. Dr. Shetley has co-led the PGCPS leadership preparation program with Howard University in a partnership known as EAGLE III that is providing 28 principal and central office leaders with a praxis model of instruction with an emphasis on social justice and experiential learning activities. The program includes three PGCPS-focused experiential cognate courses that support leadership for STEM programs, leadership for diverse learners, and parent and community engagement. Dr. Shetley is also an adjunct professor at Coppin State University and Trinity University as well as a member of the education advisory boards of the Howard University Department of Educational Leadership and Policy Studies and the University of Maryland, University College. Her career in education began at Norfolk State University in Virginia, where she majored in English with an emphasis in secondary education. In 1993, she earned an MS at the Johns Hopkins University. She received a doctorate in Educational Leadership and Policy from Bowie State University.

Dr. Bradley C. Testa is assistant principal at Cocalico Middle School, Denver, Pennsylvania. He received a bachelor’s degree in history from Dickinson College, Carlisle, Pennsylvania, in 2003 and completed work toward his Pennsylvania teaching certificate in social studies (Grades 7–12). He received his master’s degree in Educational Leadership from Temple University in 2008 and will graduate from Temple once again in 2015 with his doctorate in Educational Leadership. Dr. Testa’s career in education began as an eighth-grade social studies in an extremely urban setting in the School District of Lancaster, Pennsylvania. He taught in this position for 6 years, then accepting the assistant principal position at Cocalico Middle School. In addition, he serves as the safety coordinator for Cocalico School District, training staff on safety procedures and writing a new all-hazards plan for the district. Dr. Testa’s research interests focus on the principalship, the shrinking pool of principal applicants, and the identification of principals for open positions. His dissertation focused on perceived relationships between teacher leader positions and success as a principal in Pennsylvania.

Dr. Samuel Varano has been principal of Souderton Area High School, Souderton, Pennsylvania (near Philadelphia) for the past 11 years. After beginning his career as a social studies teacher at

Pennridge High School, Dr. Varano served as assistant principal of Pennridge Central Middle School, was administrative assistant at New Hope-Solebury High School-Middle School, and spent 3.5 years as the principal of Indian Crest Junior High School in the Souderton Area School District. He earned his BS in Secondary Education from Pennsylvania State University and his MEd and EdD in Education Leadership from Lehigh University. Dr. Varano is also currently an adjunct professor in Lehigh's College of Education. During Dr. Varano's 11 years as principal, Souderton Area High School has progressed from relative obscurity to *U.S. News and World Report's* No. 26 ranked high school in Pennsylvania and No. 2 in the education-rich Montgomery County (PA) in 2012. Dr. Varano was named Pennsylvania's 2011 MetLife/NASSP High School Principal of the Year, recognizing his leadership that has fostered an organizational learning culture, yielding excellent programs and high student achievement. Whereas such recognition is based largely on hard data, at the heart of Souderton's excellent student achievement and cutting-edge Career Pathways Program are the positive relationships within the high school organization and between the high school and the community, which have been built through organizational learning strategies.

Dr. Pam Vogel is superintendent of East Union Community School District, Afton, Iowa. She has initiated new programs such as an Early Childhood Center, a junior kindergarten program, before- and after-school programs, and a 1:1 laptop program for Grades 6–12. Her district recently completed building a new preK–5 elementary school and is one of the first districts in Iowa selected to participate in the Teacher Advancement Program. Vogel earned her doctorate from Iowa State University in 2008 and received the Jordan Larson Award for the outstanding graduate in educational administration. She currently serves as an adjunct instructor for four courses in the superintendent licensure program, all focusing on curriculum and instruction. She has worked as a program leader for leadership development and as a curriculum mapping project leader for Heartland Area Education Agency and in numerous leadership roles for the Woodward-Granger Community School District, including director of curriculum and instruction and special programs, acting superintendent, and middle school principal. Vogel spent 10 years teaching special education at Oskaloosa Junior High School in Iowa. She also worked as director of curriculum and instruction for Lynville-Sully and Twin Cedars Community School Districts. She was elected in 2013 to the National Board of Directors of the Association of Supervision and Curriculum Development and is a member and past president of the executive board of the Iowa Association for Supervision and Curriculum Development.

Dr. Jamie Wilson has been superintendent of Denton Independent School District, Denton, Texas, since July 2012, previously serving as assistant superintendent for secondary academic programs. Denton ISD supports system-wide professional learning communities and Dr. Wilson has been instrumental in many innovations. He worked to change the district's grading system to a more formative system that encourages student assessment and teacher review and revision. Dr. Wilson's ability to challenge longstanding traditions, garner support for cutting-edge best practices, and implement a major change initiative exemplifies extraordinary leadership practice and authentic modeling for district leaders. Dr. Wilson also encourages teachers and principals to pursue graduate studies. Dr. Wilson

also has served as principal, assistant principal, science department chair, coach, and teacher. He received his bachelor's and master's degrees and doctorate in educational administration from the University of North Texas, receiving the Outstanding Doctoral Student in Educational Administration Award.

Dr. Janelle Wilson has served as superintendent of Hanover County Public Schools, Hanover, Virginia, since 2011, serving nearly 18,000 students. An educator for over 23 years, Dr. Wilson has served as assistant superintendent for instructional leadership, principal, assistant principal, curriculum specialist, and classroom teacher in Hanover. Dr. Wilson chairs several committees, such as the Region I Superintendent's Committee, the Metropolitan Education Research Consortium, and the Math Science Innovation Center Board. She serves on the Board of Governors for the International Baccalaureate, a nonprofit educational foundation offering international education programs. Dr. Wilson also contributes to the field by serving as a facilitator of the University of Virginia's Statewide Communities of Practice for Performance Excellence and as an executive coach for the Virginia Association of School Superintendents. Dr. Wilson holds a bachelor's degree in English, a master's degree in secondary English education, as well as an endorsement in school administration. She earned her doctorate in educational leadership at the University of Virginia. As an instructor in the Curry School of Education educational leadership program since 2002, she has contributed to excellence in educational leaders by teaching and mentoring aspiring leaders across the commonwealth. She actively contributes to the university's leadership preparation program by teaching several different courses in the master's program and since 2012 has served on the Curry School of Education's Foundation board. Her positive collaborations with other professionals in her field was recognized by the YWCA with their Outstanding Woman Award in Education award in 2014, and in 2015 the Dominion Resources and the Library of Virginia presented her with the Strong Men and Women in Virginia History Award. In 2015 she also received the Region 1 Superintendent of the Year award.

Dr. Timothy S. Yeomans is superintendent of Puyallup School District, Puyallup, Washington, serving 22,400 students. He was superintendent of the Meridian School District 2007–2012. Service to "each child" in the Puyallup School District through the improvement of instruction, student growth, and achievement is Dr. Yeomans' passion. He aligns instructional programs with the necessary resources and creates lasting partnerships with institutions of higher learning. Earlier in his career, Dr. Yeomans held leadership positions at the district level and served as a high school principal, a teacher, student leadership advisor, coach, and athletic director. Dr. Yeomans currently instructs graduate students who are aspiring to become school and district leaders at Pacific Lutheran University and Washington State University. He has served on the Professional Education Advisory Boards for Educational Leadership Programs at the University of Washington, University of Washington–Bothell, and Western Washington University. He actively partakes in leadership work with the Washington Association of School Administrators and serves as a board member for the Washington State Fair Foundation. He holds bachelor's and master's degrees from Washington State University and an EdD in Educational Leadership and Policy Studies from the University of Washington.



20TH ANNUAL CSLEE VALUES AND LEADERSHIP CONFERENCE

Moral Literacy and Ethical Leadership

From the Local to the Global

October 15 - 17, 2015

The Nittany Lion Inn, University Park, Pennsylvania, USA

We invite you to join us for the 20th Annual Consortium for the Study of Leadership and Ethics in Education (CSLEE) Values and Leadership Conference hosted this year by the Rock Ethics Institute at The Pennsylvania State University. The conference will be held at the historic Nittany Lion Inn on Penn State's University Park Campus, located in central Pennsylvania.

We encourage you to help promote the conference by sharing this flyer with all interested colleagues and students. The Rock Ethics Institute is also sponsoring a limited number of Graduate Student Scholarships that can be applied to the conference registration fee. More information about the program, featured presenters, registration, travel, and the Graduate Student Scholarship can be found at: www.csleevaluesandleadership.org.

The Call for Papers and guidelines for proposal submissions are posted on the conference website. Submit proposals by **June 14, 2015** using the online submission form found at <http://bit.ly/CSLEEPproposal>. Any questions you have about the conference may be addressed to the conference planning team using the contact form on the conference website.

The 2015 Values and Leadership Conference will consider moral literacy and ethical leadership through a variety of subthemes including:

- From policy to classrooms: diverse manifestations of ethics and ethical leadership in education
- Developing moral leaders: models of ethical development and ethical leadership
- Intersections of ethical leadership and moral literacy
- Ethical leadership, education, and social justice
- The future of ethical leadership: pressing concerns and new possibilities
- Education, ethics, and multiple literacies, including the intersection of ecological and moral literacy
- The juxtaposition of local and global perspectives on education, ethics, and leadership

Featured Speakers:

Dr. Davin Carr-Chellman, The Pennsylvania State University

Dr. Moses Davis, The Pennsylvania State University

Dr. Crystal Sanders, The Pennsylvania State University

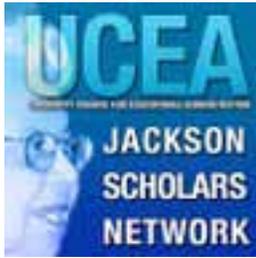
Dr. Joan Poliner Shapiro, Temple University

Dr. Megan Tschannen-Moran, College of William and Mary



Publications are available in alternative media on request. Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce. Penn State encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact Deborah Trifalonas at 814-863-8237 or dtt49@psu.edu in advance of your participation or visit: U.Ed. LBA 15-186





Jackson Scholars Network Workshop at AERA 2015

Jackson Scholars, Alumni, Mentors, and supporters engaged in two very informative panels at the 2015 Jackson Scholars Network Workshop at the AERA annual meeting in Chicago, IL. UCEA Associate Director of Graduate Student Development Gerardo R. López moderated both panels. Attendants and panelists enjoyed candid conversations about strategies for navigating academic conferences and the academy. Jackson Scholars expressed appreciation to the panelists for offering genuine reflections based on their experiences and successes. UCEA sincerely thanks all who were in attendance for this meaningful mentoring event.

Jackson Scholars

Da'vid Aguayo, University of Missouri
Danielle Allen, University of North Carolina at Chapel Hill
Gwendolyn Baxley, University of Wisconsin-Madison
Lorenda Chisolm, University at Buffalo, SUNY
Hee Jin Chung, Pennsylvania State University
Alvin Curette, University of Texas at San Antonio
Dorothy Dixon, Sam Houston State University
Samuel Garcia, Texas State University
Yvania Garcia-Pusateri, Miami University of Ohio
Elizabeth Gil, Michigan State University
Nakia Gray, New York University
Kortney Hernandez, Loyola Marymount University
Regina Hopkins, University of Connecticut
Youshawna Hunt, Stephen F. Austin State University
Kierstyn Johnson, Virginia Commonwealth University
Dorado Kinney, University of Texas at Austin
Stephen LaBrie, Howard University
Kelly Lane, University of Kentucky
Dongmei Li, University of Texas at Austin
Stefanie Marshall, Michigan State University
Rhodesia McMillian, University of Missouri-Columbia
Marsha Modeste, University of Wisconsin-Madison
Benterah Morton, Louisiana State University
Sheldon Moss, Sam Houston State University
Jada Phelps Moultrie, Indiana University-Purdue University
Indianapolis
Rachel Pope, Howard University
Karen Ramlackhan, University of South Florida
Patricia Rocha, Texas State University
Joanna Sanchez, University of Texas at Austin
Atiya Struthers, Rutgers University
Christine Tran, University of Washington
Karina Vielma, University of Texas at San Antonio
Tamey Williams, Texas State University
James Wright, Michigan State University

Jackson Scholar Mentors

Monica Byrne-Jimenez, Hofstra University
Casey Cobb, University of Connecticut
Cosette Grant-Overton, University of Cincinnati
Michael Gunzenhauser, University of Pittsburgh
Kristina Hesbol, University of Denver
Muhammad Khalifa, Michigan State University
Gerardo R. Lopez, Loyola University New Orleans
Brendan Maxcy, Indiana University-Purdue University
Indianapolis

Thu Suong Nguyen, Indiana University-Purdue University Indianapolis
Dianne Olivier, University of Louisiana at Lafayette
Jeanne Powers, Arizona State University
Cristobal Rodriguez, Howard University
Martin Scanlan, Marquette University/Boston College
Kathryn Schiller, University at Albany, SUNY
Charol Shakeshaft, Virginia Commonwealth University
Pamela Tucker, University of Virginia
Terah Venzant Chambers, Michigan State University
Noelle Witherspoon Arnold, University of Missouri-Columbia

Faculty Panelists

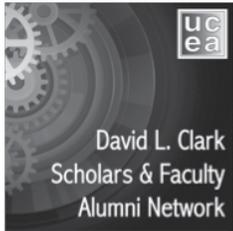
Judy A. Alston, Ashland University
Noelle Witherspoon Arnold, University of Missouri-Columbia
Terah Venzant Chambers, Michigan State University
Liz Hollingworth, University of Iowa
Decoteau J. Irby, University of Wisconsin-Milwaukee
David Mayrowetz, University of Illinois at Chicago
Steve Tozer, University of Illinois at Chicago

Alumni Panelists

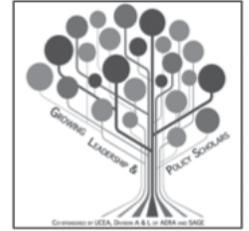
Daisy D. Alfaro (JS 2009-11), California State University, Los Angeles
Lisa R. Bass (JS 2005-07), North Carolina State University
Karen Stansberry Beard (JS 2005-07), Ohio State University
Erica Fernández (JS 2012-14), University of Connecticut
Muhammad Khalifa (JS 2005-07), Michigan State University
Juan Manuel Niño (JS 2011-13), University of Texas at San Antonio
Terri N. Watson (JS 2008-10), The City College of New York
Anjalé Welton (JS 2007-09), University of Illinois at Urbana-Champaign
Irene H. Yoon (JS 2009-11), University of Utah

Congratulations to Graduating Jackson Scholars

Nazneed Ali, University of Missouri-Columbia
Ricardo Cooke, San Diego State University
Lee Francis IV, Texas State University
Chetanath Gautam, Stephen F. Austin State University
Tina Marie Jackson, University of Texas at Austin
Myriam Khan, Sam Houston State University
Marsha Modeste, University of Wisconsin-Madison
BZenterah Morton, Louisiana State University
Keith Reyes, Washington State University
Tamey Williams, Texas State University



2015 David L. Clark Seminar



Another wonderful AERA conference and successful David L. Clark Seminar has come and gone. The David L. Clark Seminar is a chance for leading scholars in the field to meet with the top faculty in the field and discuss their research. UCEA

is thankful to the American Educational Research Association (specifically Divisions A & L) as well as SAGE Publications for their continued support and coordination of this event. Congratulations to all the 2015 David L. Clark Scholars who attended this year's seminar:

Jared Boyce, Teachers College, Columbia University
Stephanie Brown, Florida State University
Kevin Condon, University of Illinois at Chicago
Dionne Cowan, Georgia State University
F. Chris Curran, Vanderbilt University
Daniella Hall, Pennsylvania State University
Pakethia Harris, University of South Florida
Rodney Henderson, Howard University
Laura Elena Hernandez, University of California, Berkeley
Alice Huguette, University of Southern California
Todd Hurst, University of Kentucky
Amy Illingworth, San Diego State University
Detra D. Johnson, Texas A&M University
Kierstyn Johnson, Virginia Commonwealth University
Mary F. (Frankie) Jones, University of Illinois at Chicago
Sarah Hale Keuseman, University of Iowa
Jeffrey King, Texas State University
Priya Goel La Londe, University of Illinois at Urbana-Champaign
Stuart Littlejohn, The George Washington University
Hector D. Lopez, University of Texas at San Antonio
D. Gavin Luter, University at Buffalo, SUNY
Bryan A. Mann, Pennsylvania State University
Ashley E. McKinney, University of Utah
Kelly McMahon, University of Michigan
Erika Bernabei Middleton, New York University
Adam Miller, Florida Atlantic University
Jason P. Murphy, Rutgers University
Miguel Ordenes, University of California, Berkeley
Karen O'Reilly-Diaz, University of Washington
Jada Phelps-Moultrie, Indiana University-Purdue University Indianapolis
Lindsay Redd, University of Texas at Austin

Amy Luelle Reynolds, University of Virginia
Nicole Spencer, University of Missouri-Columbia
Cameron Sublett, University of California, Santa Barbara
Ariel Tichnor-Wagner, University of North Carolina at Chapel Hill
Nicole Vaux, University of Alabama
Jessica Wallenstein, Teachers College, Columbia University
Rachel White, Michigan State University
Rodney S. Whiteman, Indiana University
Leslie Wiggins, The George Washington University
Sarah Jane Zuckerman, University at Albany, SUNY

UCEA hopes you found the conversations with your faculty mentors and Clark peers to both inspire and invigorate your future research. We encourage you to continue the conversations and connections started. For a complete list of the 2015 Clark Scholars, please see <http://www.ucea.org/graduate-student-opportunities/david-clark-seminar/clark-seminar-participants/>. UCEA would also like to give a big thank you to all the 2015 Clark Faculty:

Scott Bauer, George Mason University
Mark Berends, University of Notre Dame
Curtis Brewer, University of Texas at San Antonio
Bonnie Fusarelli, North Carolina State University
Mark Gooden, University of Texas at Austin
Donald Hackmann, University of Illinois
Luis Huerta, Teachers College, Columbia University
Jane Lindle, Clemson University
Betty Malen, University of Maryland
Bradley Portin, University of Washington
Diana Pounder, University of Central Arkansas
Jennifer Rice, University of Maryland
Megan Tschannen-Moran, College of William and Mary
Tina Trujillo, University of California, Berkeley
Michelle Young, University of Virginia

Your contributions, leadership and mentor feedback support the David L. Clark Seminar's mission of bringing together emerging educational administration and policy scholars and noted researchers for presentations, generative discussion, and professional growth. We also would like to thank this year's keynote, Dr. Anthony Bryk, for such an engaging and illuminating speech!





2015 UCEA Graduate Student Summit Call for Proposals

The fourth annual 2015 UCEA Graduate Student Summit (GSS) will be held at the Manchester Grand Hyatt hotel in San Diego, California. The summit will take place beginning at **noon on Thursday, November 19, 2015 and ending at noon Friday, November 20.** The purpose of the 2015 UCEA GSS is to provide graduate students a space to engage in authentic *dialogue* about their scholarly work. This summit will offer opportunities to meet and network with graduate students and faculty, to present your work and receive feedback on your research. It will include:

- paper sessions, in which you will share your research and receive constructive feedback;
- workshop sessions, in which you will get direct feedback on a paper that you would like to publish, a proposal, or your dissertation research plan;
- networking sessions, where you will have the chance to network with students from other UCEA institutions interested in similar research topics and talk with UCEA Executive Committee members and Plenum representatives;
- and new session formats to create more opportunities for graduate students at UCEA to be announced in early spring. (Watch our website for updates!)

Watch for the full Call for Proposals and all other important updates regarding the GSS by regularly visiting

<http://www.ucea.org/graduate-student-opportunities/graduate-student-summit/>

Proposal submission will occur through AllAcademic, following the same submission dates as the UCEA General Convention. Please be sure to review the guidelines for submitting proposals on our website.

Join UCEA’s LinkedIn Group

If you are interested in receiving UCEA HQ announcements and engage in conversations around leadership research and preparation, you may want to join the UCEA LinkedIn Group “UCEA Headquarters.” Join colleagues from multiple countries and institutions in meaningful conversations about the educational leadership field. LinkedIn is a free professional network service. Members keep abreast of career, research and mentoring opportunities as well as important policy issues. They are alerted to UCEA publications, awards and other opportunities. If interested, members can also use the group as a resource to obtain knowledge as well as share opinions and perspectives.

What to do next:

1. Log into www.Linkedin.com
2. Search for the UCEA Headquarters Group.
3. Follow the LinkedIn instructions to join a group.

UCEA will approve your request to join. We look forward to welcoming you to the group.



UCEA Is Going Digital!

The *UCEA Review* is going digital starting with this Summer 2015 issue. If you would like to continue to receive paper copies, please specify your preference by going to the UCEA website (www.ucea.org) and logging into your account. Maintaining your online UCEA contact information is the best way to make sure you always get the latest UCEA news, no matter what format you choose. If you don’t have an account, creating one is easy. Just visit ucea.org and click on “Account Access” in the top right hand corner. Join us in reducing our carbon footprint and be UCEAawesome!

2015 UCEA Conference

Sponsors

Thank you to our early 2015 UCEA Convention sponsors! UCEA appreciates your support and looks forward to creating a wonderful experience for all Convention attendees. If you are interested in being a 2015 Convention sponsor, please email uceaconvention@gmail.com or check out our online sponsorship form <https://members.ucea.org/sponsor/events>. Every sponsor makes a difference!

University of San Diego - Host Sponsor

Pennsylvania State University - Partner

Texas A&M University - Partner

University of Iowa - Contributor

High Tech High Graduate School of Education - Partner

The Wallace Foundation - Host Sponsor

San Diego State University - Partner

University of Connecticut - Partner

Political Contexts of Educational Leadership

ISLLC Standard Six

Edited by Jane Lindle

Co-published with UCEA, this exciting new textbook is the first to tackle the ISLLC Standard #6—the political context of education. This unique volume helps aspiring school leaders understand the dynamics of educational policy in multiple arenas at the local, state, and federal levels. Leaders are responsible for promoting the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural contexts in which education and learning reside. By presenting problem-posing cases, theoretical grounding, relevant research, and implications for practice, this book provides aspiring leaders with the background, learning experiences, and analytical tools to successfully promote student success in their contexts.



February 2014

PB: 978-0-415-82382-1 | \$49.95

For more information visit: <http://goo.gl/ntvKuH>

 **Routledge**
Taylor & Francis Group

2015 UCEA Conference

**Nov. 20-23
San Diego, CA**

Re-Imagining
the Frontiers of
Education:
Leadership
With/In
Transnational
& Transcultural
Spaces



The 29th annual Convention will be held at the Manchester Grand Hyatt, San Diego, California, November 20-23, 2015. The convention theme highlights the location near the California-Mexico border and intends to draw attention to the border spaces that exist within our field, between both scholars and practitioners and among communities present in and around schools. Collectively, we can identify new ways to engage in research and dialogue and to recognize the strength of the multiple—often disparate—voices contributing to the future of education. Our focus on transnational and transcultural spaces emphasizes the fluid nature of leadership and the multiple identities that shape leaders and the populations they serve. Transnational spaces reflect the interconnected external dimensions that traverse social, geographic, economic, and political borders. Transcultural spaces comprise the internal connections among race, ethnicity, gender, religion, language, ability, and sexual orientation.

We invite submissions that (a) offer analyses of leadership and education in transnational and transcultural settings; (b) examine how we define and prepare school and district leaders to support justice, equity and quality in PK-12 schools; (c) identify policy priorities and leadership practices that prioritize developing socially just leaders; and (d) support advocacy work with/in communities marginalized by existing research and policy paradigms.

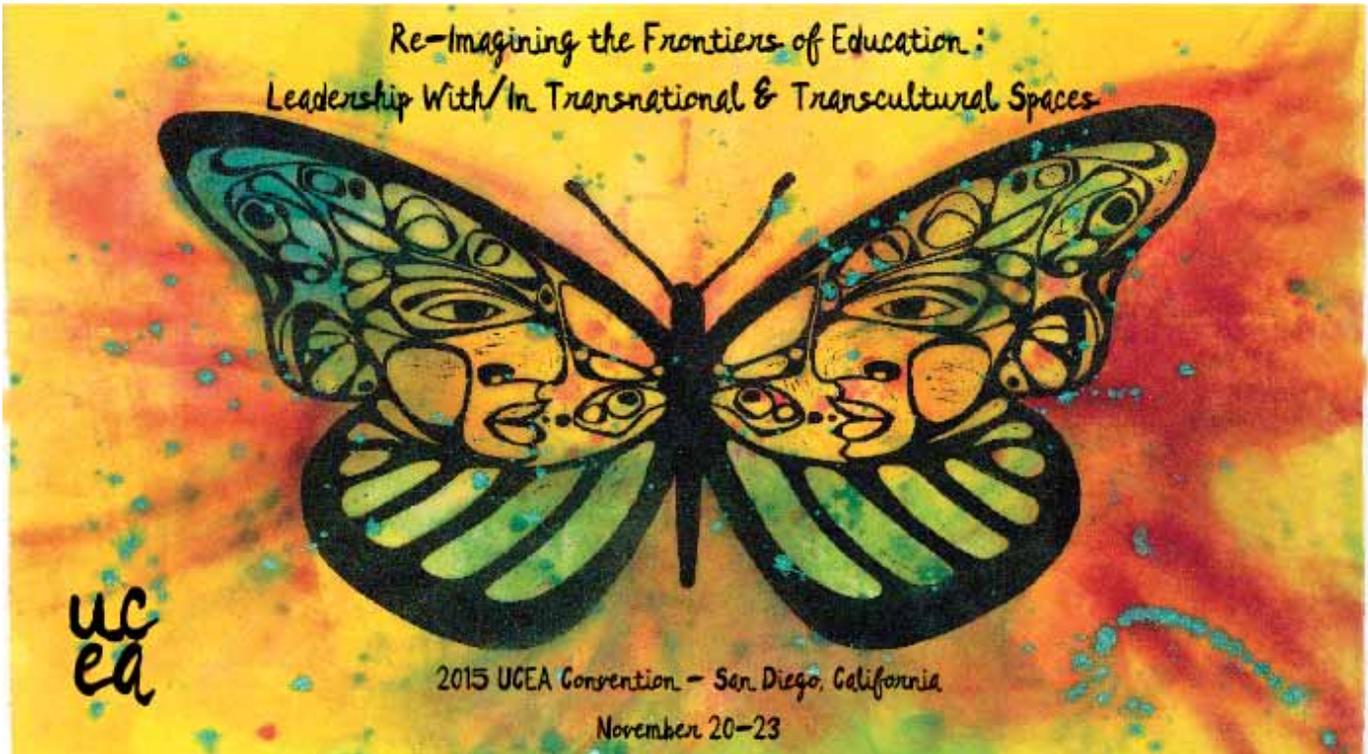
UCEA International Summit

Monday, November 23, 2015



Save the Date! The 2015 International Summit will be held Monday, November 23rd at the Manchester Grand Hyatt, time TBD. Join us for presentations, breakout sessions, and moderated discussions with a variety of scholars and practitioners involved in international research and development projects.





**The 29th Annual UCEA Convention
Manchester Grand Hyatt, San Diego, CA, Nov. 20-23, 2015**

REGISTRATION OPENS JUNE 1:

<http://www.ucea.org>

| Registrant | Early Bird <i>(through Sept. 12)</i> | Advance <i>(ends Oct. 20)</i> | Regular <i>(ends Nov. 5)</i> | Late/on site <i>(beg. Nov. 5)</i> |
|---------------------------|---|----------------------------------|---------------------------------|--------------------------------------|
| UCEA Member Faculty | \$ 220 | \$ 260 | \$ 300 | \$ 330 |
| Non-UCEA Faculty | \$ 270 | \$ 300 | \$ 330 | \$ 330 |
| UCEA Graduate Student | \$ 75 | \$ 95 | \$ 130 | \$ 150 |
| Non-UCEA Graduate Student | \$ 95 | \$ 120 | \$ 150 | \$ 150 |
| Practitioner | \$ 240 | \$ 290 | \$ 310 | \$ 330 |
| Other | \$ 240 | \$ 290 | \$ 310 | \$ 330 |
| Graduate Student Summit* | \$ 35 | | \$ 35 | \$ 35 |

**In addition to applicable Graduate Student registration rate listed above*

It is the policy of UCEA that all persons in attendance at the 2015 UCEA Annual Convention, including participants who plan to attend one or more sessions, are required to register. Registration is not transferable. **Rates increase after September 12**, the end of early bird registration. Early bird registration provides several advantages: a discount on registration fees, hotel accommodations at special guaranteed group rates, and no delay or inconvenience on site.

International Scholars

In keeping with UCEA's longstanding tradition of an international focus and collaboration with aligned organizations worldwide, we welcome international attendees to the 2015 Annual Convention. If you require a letter of invitation to travel to the UCEA Convention, please e-mail your request by November 1, 2015, to uceaconvention@gmail.com

The 29th Annual UCEA Convention

Nov. 20-23

San Diego, CA

LODGING DETAILS

Manchester Grand Hyatt San Diego

<http://www.manchestergrand.hyatt.com/en/hotel/home.html>

1 Market Place
San Diego, California, USA, 92101
Tel: +1 619 232 1234

Rates

We encourage you to make your reservation early as space is tight. All reservations must be made by **October 26, 2015** in order to receive rates listed above. Please visit the UCEA website and make your reservation through our online passkey. Room rates are as follows:

Single/Double: \$ 160.00
Triple/Quad: \$ 185.00



Complimentary basic Internet will be provided in both the meeting spaces and guest rooms.

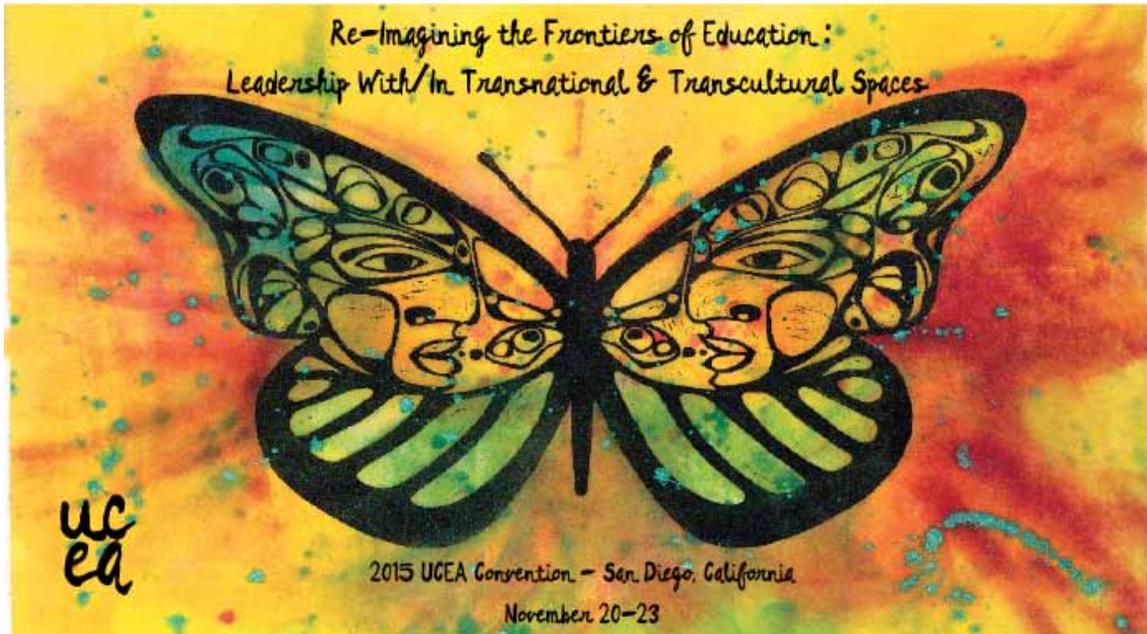


UCEA Graduate Student Summit

Thursday, November 19, 2015

The fourth annual UCEA Graduate Student Summit (GSS) will be held at the Manchester Grand Hyatt hotel, San Diego, California. The summit will take place beginning at noon on Thursday, November 19, 2015, and ending at noon on Friday, November 20. The purpose of the 2015 UCEA GSS 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 and receive feedback on your research. New session formats will create more opportunities for graduate students at UCEA to be announced in early spring. Watch for updates regarding the GSS by regularly visiting

<http://www.ucea.org/graduate-student-opportunities/graduate-student-summit/>



Call for Video Submissions & Video Stories UCEA Convention 2015

General Information

The 29th annual UCEA Convention will be held at the Manchester Grand Hyatt in San Diego, California, Friday, November 20 through Monday, November 23, 2015. The convention theme is "Re-Imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces."

The 2015 UCEA Convention will play host to the fourth annual UCEA Film Festival! UCEA has opened an opportunity for submissions of 5-minute videos that explore broadly the landscape of quality leadership preparation, including our research and engaged scholarship, our preparation program designs and improvement efforts, our policy work, and the practice of educational leaders.

View films selected for the 2013 UCEA Convention:
<http://ucealee.squarespace.com/home/2014/1/8/ucea-2013-film-festival.html>

Video Submission Guidelines

- Videos may be produced by graduate students and/or faculty in educational administration.
- **Video running time:** 5 minutes or less
- **Deadline for video submissions:** July 31, 2015
- **Video quality:** Filmmakers are encouraged to create the videos using High-Definition (HD) video (higher resolution than Standard-Definition, SD, video).



- **Audio quality:** Filmmakers are recommended to use a high-quality microphone to capture sound, such as a lapel or lavalier mic for individual speakers or a microphone on a boom pole to record group interviews or classroom instruction.
- **Rights & clearances:** Filmmakers must secure all rights, licenses, clearances, and releases necessary for participants, music, and locations for conference exhibition and web streaming.
- **Format:** Videos must be submitted on a DVD formatted in MPEG video Region 1/North America. Each DVD must be accompanied by a completed and signed Submission Form.

Mail DVD and Submission Form to:

Jennifer Friend
 Assistant Dean, School of Graduate Studies
 University of Missouri
 300F Administrative Center
 5115 Oak Street
 Kansas City, MO 64110

Filmmakers will be notified of the videos selected for the 2015 UCEA Convention by September 1, 2015. Video submission materials WILL NOT be returned.

Note: In order to create a video with high production value (professional filming, clear audio, editing, and postproduction), we suggest partnering with the film studies program at your institution or with students in specialized high school film production programs.

Submission deadline: July 31, 2015
See next page for Submission Form

UCEA Film Festival 2015 - Video Submission Form

Video Title: _____

Video Running Time (must be 5 minutes or less): _____

Contact Person: _____

Email: _____ Phone: _____

Institutional Affiliation: _____

Name of Educational Administration Preparatory Program Featured in Video: _____

Video Producer(s): _____

Video Director: _____

Brief Synopsis of Video: _____

Email Jennifer Friend with questions at friendji@umkc.edu

Mail completed submission form and DVD by July 31, 2015 to:

Jennifer Friend, Ph.D.
Assistant Dean, School of Graduate Studies
300F Administrative Center
5115 Oak Street
Kansas City, MO 64110

- Rights & Clearances – Filmmakers must secure all rights, licenses, clearances and releases necessary for participants, music, and locations for conference exhibition and web streaming.
- Videos must be submitted on a DVD formatted in MPEG video Region 1/North America.
- Filmmakers will be notified of the videos selected for the 2015 UCEA Convention by September 1, 2015. Video submission materials will NOT be returned.
- Selected videos will be posted on the UCEA website and featured prior to the general sessions at the 2015 UCEA Convention in Washington, DC.



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UCEA Review

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General Editor:

Michelle D. Young (UCEA)
 mdy8n@virginia.edu

Feature Editors:

April Peters (University of Georgia)
 alpeters@uga.edu

Mariela Rodríguez (University of Texas at San Antonio)
 Mariela.Rodriguez@utsa.edu

Interview Editor:

Juan Nino (University of Texas at San Antonio)
 juan.nino@utsa.edu

Point-Counterpoint Editor:

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 william.ingle@louisville.edu

Innovative Programs Editor:

Kristin Huggins (Washington State University)
 k.huggins@vancouver.wsu.edu

Managing Editor:

Jennifer E. Cook (UCEA)
 jenniferellencook@yahoo.com

2015 Calendar

- May 2015 Statement of Intent to Nominate, Exemplary Educational Leadership Prep Program Award, due May 25
 Nominations for UCEA awards due May 31
- June 2015 Nominations for Exemplary Educational Leadership Prep Program Award due June 29
- July 2015 BELMAS Conference, July 10-12, Reading, UK
 UCEA Film Festival submissions due
- August 2015 Deadline for Fall *UCEA Review* submissions, Aug. 1
 PSR Designation Forms for 2015-16 due Aug. 1
- October 2015 CSLEE Values & Leadership Conference, Oct. 15-17, University Park, PA
- November 2015 UCEA Executive Committee meeting, Nov. 17-18
 UCEA Plenary Session, Nov. 19
 Graduate Student Summit, Nov. 19-20, San Diego, CA
 UCEA Convention, Nov. 20-23, San Diego
 UCEA International Summit, Nov. 23, San Diego