

An AERA
Special
Interest Group

LEADERSHIP FOR SCHOOL IMPROVEMENT

MARCH 2014

INSIDE THIS ISSUE:

MESSAGE FROM THE CHAIR	1
LSI EMERGING SCHOLARS	3
LSI SIG SESSIONS AT AERA	9
LSI SIG BUSINESS MEETING MINUTES	10
LSI SIG DISSERTATION OF THE YEAR AWARD FINALISTS	11
HAVE YOU READ?	12
PUBLICATIONS FROM OUR MEMBERS	19
UPCOMING CONFERENCE OF INTEREST	23
POSITION LISTINGS	25
JOURNAL OF CASES IN EDUCATIONAL LEADERSHIP	29

SPECIAL POINTS OF INTEREST:

- Message from the Chair
- LSI Emerging Scholars
- Have You Read?
- Publications from our Members
- Journal of Cases in Educational Leadership

MESSAGE FROM THE CHAIR

Greetings Leadership for School Improvement (LSI) SIG Members,

Members of the LSI board are so very excited to be forwarding this newsletter to you at this time. Our interest in a newsletter began to take shape within the last year, but it became a reality following our active search for two individuals to oversee the newsletter creation. Pamela Angelle, from the University of Tennessee, and Angela Urick, from the University of Oklahoma, served as co-editors for this newsletter and we would like to thank them for their strong commitment to and careful oversight of this project. Our hope is to develop and forward a LSI newsletter once per semester in a timeframe that is just prior to AERA (spring) and UCEA (fall).

When officers of the LSI SIG began to conceptualize this newsletter, we identified a range of elements to be standing newsletter features or contributions. In part we want to use this newsletter to better promote various LSI events and happenings. For this reason, you'll find information in this newsletter on this year's LSI Dissertation of the Year competition (we'll present our winner at our business meeting

at AERA). I would like to thank Hans Klar from Clemson University for overseeing this year's competition. You will also see a feature about LSI events taking place at AERA in April. A special thank you to Kristina Hesbol from the University of Denver for overseeing the LSI SIG proposal submission process as well as the development of our slate of sessions to be featured at AERA. In addition to two paper sessions and a symposium, which are detailed elsewhere in this newsletter, I would like to share details about our LSI business meeting and encourage you to attend. This year's LSI business meeting will be held on Thursday April 3rd beginning at 6:15pm at the Convention Center, 100 Level, 115A. We are delighted to have Drs. John Deflaminis and Jon Supovitz from the University of Pennsylvania on hand at the start of our meeting to tell us about local university/district "leadership for school improvement work." They will share insights from an extended program of research and development designed to cultivate distributed leadership (DL)—particularly school leadership teams—as an



Dr. Shelby Cosner
University of Illinois at
Chicago

organizational resource for the support of school-wide improvement. We'll have the opportunity to learn about key elements of the development program and how these elements evolved over time in response to organizational and learner needs. We'll also learn how team members, both teachers and principals, thought about and constructed their roles and consider the affordances and constraints of their work conceptualizations, which had important consequences for the ways in which principals and teachers sought to intervene with faculty members for instructional improvement. This presentation will
(Continued on page 2)

Message from the Chair (Continued from page 1)

provide an excellent setup for a collective discussion of the potential for designed-DL as an organizational resource of support for school-wide improvement. Beyond this presentation/discussion and the announcement of our Dissertation of the Year award winner, we will conduct a short business meeting as a follow-up to our most recent business meeting held at UCEA (a recap of this meeting is provided elsewhere in this newsletter) and reserve time for informal networking, sipping, and noshing (we were told that last year's nibbles were some of the best to be found at a SIG business meeting).

As you review this first newsletter you will also see that we will regularly provide highlights about readings and upcoming conferences likely to be of interest to LSI members. For example, be sure to check out the "Have You Read" section of this and future newsletters, where we will contribute a comprehensive reading list from an LSI member. Think of this as our version of Mario Batali's "What I'm Drinking" in each week's *The New York Times Magazine*. We hope you will consider sending one of your comprehensive reading lists to us, and if it is selected, it will appear in a future newsletter. A special thanks to Dr. Phillip Hallinger for helping us to establish this as a standing contribution of our newsletter! In addition to "Have You Read" we will also draw attention to recent publications from LSI SIG members and from our newsletter publisher Information Age Publishing (thanks to George Johnson, IAP President and IAP for your generous support of our newsletter). Be sure to check out recent publications by LSI members noted in this issue and send your publication information to us for inclusion in our fall newsletter.

As you review this edition of our newsletter, I would also like to draw your attention to our showcasing of work from "Emerging Scholars." In this issue we feature the work of Stephanie Ogden from The University of Tennessee and Angela Urick from the University of Oklahoma. Our hope is to provide a forum for exemplary LSI-oriented work generated by recent doctoral graduates and early career professors. Although not included in this newsletter, we also hope to prominently feature an empirical or scholarly LSI-oriented article from one of our LSI SIG members in each of our future newsletters. With this in mind, please send your empirical/scholarly feature submission proposals to us by **June 30th** for consideration for our fall newsletter.

I would like to also provide a short update on several other

projects that our SIG has begun this year or that we hope to move forward in the coming months. Beyond this newsletter, you have likely received occasional listserv notification from Jennifer Clayton (this year's LSI Secretary/Treasurer). These announcements go out on a weekly or as needed basis when members request a particular notification be forwarded. Thanks Jennifer for overseeing this process this year. Do not hesitate to forward announcements to Jennifer (or Hans Klar beginning 2014-2015) if you have information for distribution to members of the LSI listserv. Also on the communications front, we hope to more fully develop our website on the AERA website and we also plan to develop a Facebook page. We'll share status updates related to these two projects through the listserv as these projects move forward.

As I approach the end of my term as chair of this SIG, I would like to take this opportunity to thank the other LSI SIG officers for their many contributions to our collective work during 2013-2014. A shout out to Kristina Hesbol from the University of Denver (who is the incoming LSI Chair for 2014-2015), Jennifer Clayton (who is the incoming LSI Program Chair for 2014/2015), and Hans Klar (who is the incoming LSI Secretary/Treasurer for 2014-2015). As you may recall we recently held an election to fill an incoming officer role (Dissertation of the Year Chair). Our slate of candidates for this post included Kristin Huggins (Washington State University), Linda Lyman (Illinois State University), and Angela Urick (University of Oklahoma). Thanks to each of you for your willingness to serve the LSI SIG beginning in 2014-2015. The balloting for this post is just wrapping up and we will announce our new officers at our AREA business meeting. To round out the 2014-2015 team of LSI officers, I will move into the Past-Chair role for 2014-2015 and remain in service to the SIG for one final year.

I hope that this spring term is going well for all of our LSI members even if it doesn't quite feel like spring for many of us. As I write this column it is 2 degrees in Chicago and I am looking out to a very frozen Lake Michigan. Fingers crossed that March brings less snow and better temperatures to the Midwest. Looking forward to seeing you all in Philadelphia in April.

My best,

Shelby

LSI Emerging Scholars



To what extent do typologies of school leaders predict teacher attrition?

A multilevel latent class analysis of principals and teachers

(ERIC doc: <http://eric.ed.gov/?id=ED541342>)

Angela Urick

Assistant Professor at the University of Oklahoma

2012 Recipient of the LSI Dissertation of the Year Award

Over the past couple decades, leadership styles, such as transactional, transformational, instructional and shared instructional leadership, have been used to define differences in school leadership practice (Robinson *et al.*, 2008; Hallinger, 2003). Similarly, over this time, school leadership has transitioned from more traditional, top down, heroic principals (Edmonds, 1979) to restructured schools with collective decision making and responsibilities distributed to teachers (Marks & Louis, 1999). From these differences in practice, we have found that shared instructional leadership has the largest effect on student achievement (Heck & Hallinger, 2009; Marks & Printy, 2003; Robinson *et al.*, 2008). These same principal behaviors associated with shared instructional leadership, such as shared decision making, a sense of teacher community and principal instructional direction and support, may also influence teacher retention (Dorman, 2003; Loeb *et al.*, 2005). However, the relationship between school leadership and teacher retention is not well established. Attitudinal proxies, such as teacher satisfaction, commitment or intent to stay (e.g. Singh & Billingsley, 1998), are often conflated with the actual event of teachers staying or leaving. Further, the underlying purpose of school leadership research has been to test the effectiveness of these “idealized” styles rather than identify the specific differences between principals across the U.S. These broad oversights signify more specific, engrained theoretical issues that have prevented our understanding of the ways in which schools leaders influence teachers to stay.

There are three main issues that this study sought to address in order to present a more comprehensive link between school leadership and teacher retention. First, a comparison of the behaviors associated with each

“idealized” leadership style, transformational, instructional and shared instructional, reveals considerable conceptual overlap. These descriptions of styles represent a list of possible principal behaviors, but not a clear delineation of different types of principals. Second, teacher perceptions or aggregate, principal, staff and teacher, perceptions are the most common measures of leadership practice (Leithwood & Jantzi, 2008; Urick & Bowers, 2011; 2014). Little is known about the variations between and within each stakeholder perception and, more importantly, the extent to which principal and teacher perceptions of the school leadership relate or match (e.g. Goldring, Cravens, Murphy, Porter, & Elliot, 2012). Third, the search for relationships between school leadership and outcomes has been variable-centered rather than person-centered (e.g. Goldring, Huff, May, & Camburn, 2008). Sets of variables or behaviors are grouped into composites and regressed on outcomes to demonstrate the extent of their effectiveness. Instead, person-centered approaches group school leaders into “types” based on similar characteristics or behaviors and test differences in performance. The purpose of person-centered approaches is to identify and account for differences in context as well as in practice to ultimately describe the extent that a type of leader within a particular context is successful. This study applies a two-level latent class analysis, a person-centered approach, to address these issues and answer:

1. What types of principals and teachers exist in school leadership across the U.S.?
2. To what extent do these different types of teachers and principals in school leadership predict teacher retention?

(Continued on page 4)

LSI Emerging Scholars (continued from page 3)

This study is an innovative application of a two-level latent class analysis (LCA) which follows recent calls for more complex models to better represent the nature of schools (Hallinger & Heck, 2011). I analyzed a nationally representative sample of approximately 7,310 public schools and principals and 35,560 teachers from the restricted-use 1999-2000 Schools and Staffing Survey (SASS) originally collected by the National Center for Education Statistics (NCES). The 1999-2000 SASS presents a unique opportunity for a comprehensive and foundational study of school leadership across the U.S. This administration of SASS contains variables that reflect the last couple decades of leadership measures not found in other national surveys or more recent administrations. These data, leadership measures, context variables and whether or not a teacher stayed, moved or left teaching the following year, were analyzed using LCA in *Mplus* version 6 which tests for significantly different participant subgroups or “types” from their responses to a set of survey items that sit within a larger directional or structural equation model framework (see Muthén, 2002; 2003; 2004; 2008). Principal perceptions and teacher perceptions were tested in separate models before they were included in a final omnibus, two-level model. This final model tests the probability that a particular type of teacher in a school with a specific type of principal will stay, move or leave.

I found four types of teachers, *Integrated*, *Balkanized*, *Transitioned*, *Limited* and three types of principals, *Integrating*, *Transitioning*, *Balkanizing* in school leadership. The differences in these types were defined by the extent (i.e. high, mid, low) that teachers or principals perceived principal leadership and teacher leadership within the school. I named each type based on their responses about leadership as well as related context factors. The similar names across principal and teacher types represent similar response patterns. For example, *Integrated/Integrating* responded that they had the most principal and teacher leadership. Whereas, *Balkanized/Balkanizing* responded that they had less principal and more teacher leadership. The identification of these types led to three main findings that supply evidence to address the theoretical issues discussed above. First, these types demonstrate that

multiple leadership styles, transformational, instructional, etc., are practiced simultaneously in schools and differences in leadership are defined by the degree of principal and teacher involvement. Second, while principal and teacher types had similar response patterns, *Integrated* teachers did not necessarily work at a school with a *Integrating* principal. In fact, *Integrated* teachers (highest responders) and *Limited* teachers (lowest responders) were evenly distributed across all three principal types. Finally, however, *Integrated* teachers who did work with *Integrating* principals were more likely to stay in their current school. Teacher types, *Balkanized* and *Limited*, who perceived their school as having less principal leadership regardless of their principal’s type, were more likely to leave or move. These findings reinforce the importance of strong principal leadership, to accompany teacher leadership, as well as the need for principals to actively direct teacher perception.

References

- Bass, B., & Avolio, B. (1990). Developing transformational leadership: 1992 and beyond. *Journal of European Industrial Training*, 14 (5), 21-27.
- Dorman, J. (2003). Relationship between school and classroom environment and teacher burnout: A LISREL analysis. *Social Psychology of Education*, 6, 107-127.
- Edmonds, R. (1979). Some schools work and more can. *Social Policy*, 17(5), 17-18.
- Goldring, E., Cravens, X., Murphy, J., Porter, A., & Elliott, S. (2012). The convergent and divergent validity of the Vanderbilt Assessment of Leadership in Education (VAL-ED): Instructional leadership and emotional intelligence. Presented at the Association for Education Finance and Policy: Boston, MA.
- Goldring, E., Huff, J., May, H., & Camburn, E. (2008). School context and individual characteristics: What influences principal practice? *Journal of Educational Administration*, 46(3), 332-350.
- Hallinger, P. (2003). Leading educational change: (Continued on page 5)

LSI Emerging Scholars (continued from page 4)

- Reflections of the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-350.
- Hallinger, P., & Heck, R. (2011). Conceptual and methodological issues in studying school leadership effects as a reciprocal process. *School Effectiveness and School Improvement*, 22(2), 149-173.
- Hallinger, P., & Murphy, J. (1986). The social context of effective schools. *American Journal of Education*, 94(3), 328-355.
- Heck, R., & Hallinger, P. (2009). Assessing the contribution of distributed leadership to school improvement and growth in math achievement. *American Educational Research Journal*, 46, 659-689.
- Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly*, 30, 498-518.
- Leithwood, K., & Jantzi, D. (2008). Linking leadership to student learning: The contributions of leader efficacy. *Educational Administration Quarterly*, 44(4), 497-528.
- Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48, 387-423.
- Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education*, 80(3), 44-70.
- Marks, H., & Louis, K. (1999). Teacher empowerment and the capacity for organizational learning. *Educational Administration Quarterly*, 35(5), 707-750.
- Marks, H., & Printy, S. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397.
- Muthén, B. O. (2008). Latent variable hybrids: Overview of old and new models. In G. Hancock & K. Samuelsen (Eds.) *Advances in Latent Variable Mixture Models*. Charlotte, NC: Information Age Publishing, pp. 1-24.
- Muthén, B. O. (2004). Latent variable analysis: Growth mixture modeling and related techniques for longitudinal data. In D. Kaplan (Ed.) *The Sage Handbook of Quantitative Methodology for the Social Sciences*. Thousand Oaks, CA: Sage (pp. 345-368).
- Muthén, B. O. (2003). Statistical and substantive checking in growth mixture modeling: Comment on Bauer and Curran. *Psychological Methods*, 8(3), 369-377.
- Muthén, B. O. (2002). Beyond SEM: General latent variable modeling. *Behaviormetrika*, 29(1), 81-117.
- Printy, S. M., Marks, H. M., & Bowers, A. J. (2009). Integrated leadership: How principals and teachers share transformational and instructional influence. *Journal of School Leadership*, 19(5), 504-532.
- Robinson, V., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44, 635-674.
- Singh, K., & Billingsley, B. (1998). Professional support and its effects on teachers' commitment. *Journal of Educational Research*, 91(4), 229-239.
- Urick, A., & Bowers, A.J. (2011). What influences principals' perceptions of academic climate? A nationally representative study of the direct effects of perception on climate. *Leadership and Policy in Schools*, 10(3), 322-348.
- Urick, A., & Bowers, A. J. (2014). The impact of principal perception on student academic climate and achievement in high school: How does it measure up? *Journal of School Leadership*, 24(2), 386-414.

LSI Emerging Scholars

Examining the Systemic Effects of Relational Trust and Network Trustworthiness on School Community: A Multi-Site Case Study of Three Independent Schools.

Stephanie Ogden, Ph.D.
Dean of Research, Knox County STEM Academy
Knoxville, Tennessee



Within the context of disappointing performance of American students on standardized tests, a nationally driven standards-based reform movement is gaining traction. To implement standards-based reform from beyond the school while avoiding the pitfalls of undifferentiated standardization, educators require improved understanding of structures and conditions operating within effective schools. Towards that end, research on capacity building (Newmann, King, & Youngs, 2000; Fullan, 2007) and professional community (Gardner, Csikzentmihalyi, & Damon, 2001; Marks & Louis, 1998; and Senge, 2006) is being applied to restructure troubled schools “from the inside out” (Elmore, 2007).

Although contemporary restructuring of American schools has been primarily associated with high stakes testing and externally imposed school accountability, a body of literature associated with the role of relational trust in public school reform is emergent (Bryk & Schneider, 2002). Research on independent schools espousing honor system values, already operating under a model highly reliant upon relational trust and mutual trustworthiness, is, however, largely lacking. This study aimed to address this gap in the research base by focusing on the perceptions of teachers and administrators practicing in independent school contexts espousing high levels of relational trust and relying primarily upon accountable relationships within the school to ensure trustworthy educational outcomes.

Design

The theoretical framework of social capital theory (Coleman, 1990) as applied by Bryk and Schneider (2002) to the resource of relational trust in school

communities focused the design, the collection and analysis of data, and the generation of inferences and reporting of findings in this study. The design featured a small number of illustrative cases focusing on independent schools of a certain type. Criteria for case selection included evidence of a high value for the resource of relational trust within the schools’ cultural structures and a primary reliance upon developing personal and interpersonal resources for accountability, as opposed to externally imposed standardization.

An exploratory mixed methods multi-site case study design featuring a dominant qualitative side was used to fulfill the purpose and to respond to the research questions of this study. The purposes of this study were to explore how relational trust is fostered in three independent schools practicing honor systems and to uncover interactions between relational trust and features of professional community within these schools. In this study, qualitative data gathering and analysis techniques were applied to qualitative data from interviews, observations, and documents. Quantitative survey data from Bryk and Schneider’s (2002) questionnaires were used primarily for triangulation within the case study, making them less dominant.

Interviews, observations, artifacts, sociograms, and surveys were analyzed to identify teacher and administrator perceptions of structures supporting relational trust, accountability to community standards, and sustainable trust-based cultures. Survey data were also analyzed for corresponding evidence of organizational conditions associated with school

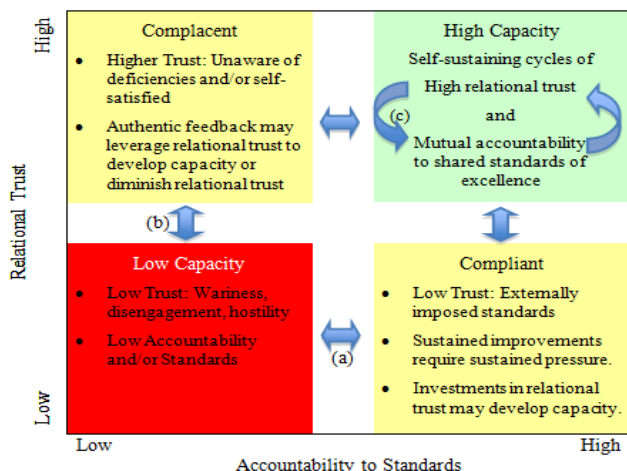
(Continued on page 7)

improvement: teacher orientation to innovation, teacher commitment to school community, peer collaboration, reflective dialog, collective responsibility, focus on student learning, and teacher socialization.

Findings

Structures found to support responsible freedom at these schools included their historic honor systems, programs for character education, strategic planning, and policies and schedules guiding daily life. Neither structure nor freedom alone was found to be sufficient to sustain cultures built on relational trust and mutual accountability. Inflexible structures or inauthentic, coercive, or incompetent leaders diminished social capital over time at all three schools. Schools enjoying the best organizational conditions for school improvement built capacity by fostering macro-micro feedback loops of honor and trust between the scales of the individual and the school as a professional learning community. The first words of the Student Handbook at one of the schools illustrate the reinforcement across personal and organizational scales in these trust-based school communities: “Without honor [intrapersonal] there can be no trust [interpersonal], and without trust there can be no community [organizational].” Under the banner of “Standards without standardization,” founders of that school led in the organization of the first professional association of independent schools, translating principles of relational trust and mutual accountability to the trans-organizational scale.

Figure 1. Capacity Building Model



Interpretations

Findings were applied to develop a model for individual and organizational capacity building, relating the dimensions of relational trust and accountability to standards. The two-dimensional model for capacity building identified four categories of school capacity based on levels of both relational trust and accountability to standards: low capacity schools, compliant schools, complacent schools, and high capacity schools.

The model further developed associated strategies for moving schools in each category towards developing or sustaining high capacity. Where relational trust was lower within the school communities studied, leaders tended to retain decision-making, disrupting cycles nurturing organic school improvement, as described by Bryk and Schneider (2002). Associated with low relational trust, the hoarding of leadership functions impacted the dimension of accountability to standards, resulting in an external locus of control. Externally imposed standards or accountability structures sometimes resulted in compliance but standards misaligned with individual or cultural values detracted from the resource of relational trust and undermined the emergence of self-sustaining, high capacity individuals and schools. Similarly, whenever standards and/or accountability were lower, this study uncovered evidence of schools exhibiting a complacent form of relatively higher relational trust unsupported by corresponding merit. Conversely, this study also uncovered evidence of escalating cycles of relational trust and mutual accountability to shared standards of excellence at all three independent schools studied.

This multi-site case study of three schools from the relatively unexamined territory of independent education answers, in its small way, the call of Fullan, who asked in 2001 for more case studies of how diverse schools build capacity to improve student learning. By examining how the dimensions of relational trust and accountability to standards relate with capacity building, this study also contributes a model offering greater

(Continued on page 8)

LSI Emerging Scholars (continued from page 7)

depth of understanding of the system mechanisms and leadership strategies operating to develop community resources within schools.

References

- Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York: Russell Sage Foundation.
- Coleman, J. S. (1990). *Foundations of social theory*. Cambridge, MA: Harvard University Press.
- Elmore, R. (2007). *School reform from the inside out*. Cambridge, MA: Harvard Education Press.
- Fullan, M. (2007). *The meaning of educational change* (4th ed.). New York, NY: Teachers College Press.
- Gardner, H., Csikzentmihalyi, M., and Damon, W. (2001). *Good work: When excellence and ethics meet*. New York: Basic Books.
- Marks, H. & Louis, K. (1998). Does professional community affect the classroom? Teacher' work and student work in restructuring schools. *American Journal of Education*, 106(4), 532-57.
- Newmann, F., King, M., & Youngs, P. (2000). Professional development that addresses school capacity: Lessons from urban elementary schools. *American Journal of Education*, 108(4), 259-299.
- Senge, P. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.

Send In Your News!

Please send Emerging Scholars abstracts, call for manuscripts, conference announcements, reading lists, or news you would like to have considered for publication in *LSI Newsletter* to:

Pam Angelle
pangelle@utk.edu

Angela Urick
urick@ou.edu

David Lomascolo
dlomasco@utk.edu

**Any submissions should be in Microsoft Word format only.*

CPRE ANNOUNCES UPCOMING CONFERENCE POLICY AND POLITICS OF THE COMMON CORE

Co-organized by: *Jim Spillane and Jon Supovitz*

November 2014

Made possible through a grant from the Education Research Conference Program of AERA

For more information:

<http://www.sesp.northwestern.edu/news-center/news/2013/12/spillane-common-core-research-conferences.html>



THE POWER OF EDUCATION RESEARCH FOR INNOVATION IN PRACTICE AND POLICY

2014 Annual Meeting | Philadelphia, Pennsylvania | April 3–7, 2014 |  #AERA14

Thursday, April 3, 6:15–7:45 PM
Business Meeting
Convention Center, 100 Level, 115 A

Paul Soska, III, Eastwood Local School District; Toni A. Sondergeld, Bowling Green State University; Paul Andrew Johnson, Bowling Green State University

Thursday, April 3, 12:00-1:00 PM
LSI SIG Symposium

The Outcomes of Professional Learning Communities Through the Lens of Leadership Capacity
Chris V Templeton, Reed Springs Public Schools; Barbara Nell Martin, University of Central Missouri

Bridging Practice and Policy: Implementing Lessons Learned From the School Leadership Program

Convention Center

Friday, April 4, 2:15–3:45 PM
Change Leadership Across Multiple Contexts
Convention Center, 100 Level, 115C

Friday, April 4, 12:25–1:55 PM
Leadership that Improves School Outcomes
Marriott, Fourth Level, Franklin 11

Session Organizer: Kristina Astrid Hesbol, University of Denver
Chair: Jennifer K. Clayton, The George Washington University

Session Organizer: Kristina Astrid Hesbol, University of Denver
Chair: Chase Nordengren, University of Washington - Seattle

Developing Leadership in Others: An Examination of How Principals Learn to Foster Leadership Capacity
Hans W. Klar, Clemson University; Kristin Shawn Huggins, Washington State University; Hattie Lee Hammonds, Clemson University; Frederick Chaim Buskey, Clemson University

Exploring the School Culture Dimensions That Support Teacher Leadership in Elementary, Middle, and High Schools

Joanne St. Peter, Glastonbury Public Schools

Assessing the Needs of Training on Special Education Knowledge and Skills for Public School Administrators
Haiyan Bai, University of Central Florida; Suzanne Martin, University of Central Florida

Servant Leadership to Be or Not to Be? The Impact on Team Learning and Student Achievement

Brian Biscari, Dowling College; Christopher Dillon, Dowling College; Christopher Herr, Dowling College; Elsa-Sofia Morote, Dowling College; Brian Zahn, Southampton High School; S. Marshall Perry, Dowling College

Leading Across Islands: Decision-Making Factors Found in Leader Networks Spanning a Newfoundland School District

Wilson Warren, Newfoundland Labrador English School Board; Eugene Gary Kowch, University of Calgary

Leadership by School Principals in a Policy-Driven Context: Innovation, Competition, and Performativity in Kazakhstan

Natallia Yakavets, University of Cambridge

The Impacts of No Child Left Behind Sanctions on an Elementary School Principal: A Case Study
Amy Orange, University of Houston - Clear Lake

Use of Rasch Rating Scale Modeling to Develop a Measure of District-Level Practices Identified to Increase Student Achievement

Differences in What Public and Private School Principals Emphasize in Their Schools

Brittney Lee Henkel, Conroe Independent School District; John R. Slate, Sam Houston State University

LSI SIG BUSINESS MEETING

NOVEMBER 8, 2013

UCEA CONFERENCE

—MINUTES—

Board Members Present

Shelby Cosner (Chair), Kristina Hesbol (Program Chair), Jennifer Clayton (Secretary/Treasurer), Hans Klar (Dissertation Awards Chair)

Other Attendees

Pam Angelle, Susan Korach, Angela Urick, Joan Buttram, Bill Frick, Bill Firestone, Joe Murphy, Thomas Zooks, Helen Montgomery, David Dematthews
Meeting called to order at 7:00 AM by Shelby Cosner
Agenda reviewed and amended

Introductions

Dissertation of the Year Update

- Hans provided information that this year's competition has been advertised via multiple listservs including LSI, Division A and that paper copies are being disseminated at UCEA
- Any faculty interested in reviewing should contact Hans via email

Budget Update

- Jennifer provided our current balance of \$6109.74 and membership at 206
- A longitudinal look at our budget trends is underway. The budget is healthy, but two years with higher costs at AERA (Vancouver and San Francisco) have depleted some of the budget

Electronic Newsletter Update

- Pam Angelle and Angela Urick will help Kristina Hesbol begin to plan our first newsletter planned for Spring 2014
- Suggestions for format and content were sought and yielded the following list: Funding opportunities, Recently awarded grants, Biographies of leaders showing strong school improvement, Federal school turnaround and other federal policy updates, Writing opportunities, Recently published books, Synopses of recently published articles.
- Pam, Angela, and Kristina will meet with George of IAP and come back to board with suggestions

Preliminary Planning for Slate of Nominations for AERA 2014

- We need a slate by 11/15
- We will this year elect Dissertation of the Year Award coordinator
- Concern was expressed about having a board of all junior faculty
- Angela Urick self-nominated for the position
- Linda Lyman was nominated for the position
- For AERA 2014, we will discuss by-law changes allowing us to formalize the past president role, add a communications chair, and a graduate student representative

Preliminary planning for SIG Business Meeting at AERA

- Suggestions for programming were sought
- Bill Frick noted the success of last year's practitioner perspective
- Is there a Philadelphia model we could feature?
- A practitioner scholar panel was suggested as those doing exemplary work through partnership
- Please email suggestions to Shelby for about the next 4 weeks

Recruitment of Graduate Students to SIG

- Suggestion was made by Joe Murphy to encourage members to bestow membership upon graduate students for one year
- Perhaps we can sponsor someone attending AERA w/ SIG monies
- Reach out to plenum member reps and see if we can pay for one graduate student membership to the SIG for one year

Book Series with IAP

- Susan Korach will work with Kristina Hesbol to talk with George at IAP about this and the newsletter

LSI SIG 2013 Dissertation of the Year Award Finalists

Hans W. Klar
Clemson University

On behalf of all LSI SIG members and the LSI SIG Executive Committee, I would like to congratulate the finalists for the 2013 LSI SIG Dissertation of the Year Award. The reviewing of submissions for the award occurred over two phases. In the first phase, applicants were invited to submit executive summaries of their dissertations that described the purpose, research methods, findings, and implications for research and practice. As a result of these reviews, three finalists were selected according to the evaluation criteria stipulated in the call. (See below.) In the second phase, the three finalists were invited to submit their complete dissertations for review. The winner will be announced at the SIG business meeting at the 2014 AERA Annual Meeting in Philadelphia, Pennsylvania. At the meeting, the winner will be awarded a check for \$1000, and the winner's advisor will be awarded a check for \$300.

The finalists for the LSI SIG 2013 Dissertation of the Year Award are:

Finalist: **Kate Cassidy, Brock University**
Advisor: Michelle McGinn
Dissertation: *The Essence of Feeling a Sense of Community: A Hermeneutic Phenomenological Inquiry With Middle School Students and Teachers*

Finalist: **Kendra Lowry, University of Wisconsin-Madison**
Advisor: Richard Halverson
Dissertation: *Beyond Just a Seat at the Table: African American Administrators' Recollections of Race, Voice and Inclusion in Problem-Solving in Four Northern De/seggregated School Districts*

Finalist: **Emily Palmer, University of Minnesota- Minneapolis**
Advisor: Karen Seashore Louis
Dissertation: *Talking about Race: Overcoming Fear in the Process of Change*

In addition to congratulating the finalists, I would like to thank the following reviewers for their time, dedication and considerable efforts:

Pamela Angelle, University of Tennessee- Knoxville
Jennifer Clayton, George Washington University
Shelby Cosner, University of Illinois-Chicago
Beverly Irby, Texas A&M University
Catherine O'Brien, Gallaudet University
Karen Sanzo, Old Dominion University
Angela Urick, University of Oklahoma

Evaluation Criteria:

To be considered for the LSI SIG Dissertation of the Year Award, dissertations must:

- Be submitted by a LSI SIG member, a student of a LSI SIG member, or a graduate student LSI SIG member
- Align with the LSI SIG mission
- Seek to address significant research question(s) situated within the context of school leadership and student learning
- Have a clearly articulated and appropriate conceptual framework
- Use rigorous and appropriate research methods
- Relate significant findings
- Discuss the contribution of the findings to research and practice
- Be well written

HAVE YOU READ...?

***Special thanks to Professor Phillip Hallinger, internationally recognized scholar in leadership, who recommends the following sources to our readership.**

- Ball, S. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy*, 18(2), 215-228.
- Barth, R. (1990). *Improving schools from within*. San Francisco: Jossey-Bass.
- Belchetz, D., & Leithwood, K. (2007). Successful leadership: Does context matter and if so, how? In C. Day & K. Leithwood (Eds.), *Successful principal leadership in times of change: An international perspective* (pp. 117-137). Dordrecht, The Netherlands: Springer.
- Bell, L., Bolam, R., & Cubillo, L. (2003). *A systematic review of the impact of school headteachers and principals on student outcomes*. London: EPPI-Centre, Social Science Research Unit, Institute of Education.
- Bossert, S., Dwyer, D., Rowan, B., & Lee, G. (1982). The instructional management role of the principal. *Educational Administration Quarterly*, 18(3), 34-64.
- Bridges, E. (1967). Instructional leadership: A concept re-examined. *Journal of Educational Administration*, 5(2), 136-147.
- Bryk, A. S., Sebring, P. B., & Allensworth, E. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.
- Caldwell, B. & Spinks, J. (1988). *The self-managing school*. Philadelphia, PA: Falmer Press.
- Carnoy, M. (2003). Globalization and education reform. In N. Stromquist & K. Monkman (Eds.), *Globalization and education: Integration and contestation across cultures* (pp. 43-61). Oxford, UK: Rowman and Littlefield.
- Cheng, Y. C. (2000). A CMI-triplization paradigm for reforming education in the new millennium. *The International Journal of Educational Management*, 14 (4), 156-174.
- Cheng, Y.C. (1994). Principal's leadership as a critical factor for school performance: Evidence from multi-levels of primary schools. *School Effectiveness and School Improvement*, 5(3), 299-317.
- Cheng, Y.C. (2003). Trends in educational reform in the Asia-Pacific region. In J. Keeves & R. Watanabe (Eds.) *International handbook of educational research in the Asia Pacific* (pp. 3-16). Dordrecht, The Netherlands: Kluwer.
- Cheng, Y.C., & Chan, M.T. (2000). Implementation of school-based management: A multi-perspective analysis of the case of Hong Kong. *International Review of Education*, 46(3-4), 205-232.
- Cheng, Y. C., & Mok, M.M.C. (2007). School-based management and paradigm shift in education: An empirical study. *The International Journal of Educational Management*, 21(6), 517-542.
- Cheng, Y.C., & Walker, A. (2008). When reform hits reality: The bottleneck effect in Hong Kong primary schools. *School Leadership and Management*, 28(5), 505-521.
- Cheung, A.C.K., & Wong, P.M. (2010). Effects of school heads' and teachers' agreement with the curriculum reform on curriculum development progress and student learning in Hong Kong. *The International Journal of Educational Management*, 25(5), 453-473.
- Creemers, B. P. M., & Kyriakides, L. (2008). *The dynamic model of educational effectiveness*. New York: Routledge.
- Creemers, B. P., & Scheerens, J. (1994). Developments in the educational effectiveness research programme. *International Journal of Educational Research*, 21(2), 125-140.
- Day, C. (2009). Capacity building through layered
(Continued on page 13)

HAVE YOU READ...? (CONTINUED FROM PAGE 12)

- leadership: Sustaining the turnaround. In A. Harris (Ed.), *Distributed leadership*. Buckingham: Open University Press.
- Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q., Brown, E., Ahtaridou, E., & Kingston, A. (2011). *Successful school leadership: Linking learning and achievement*. Berkshire, UK: Open University Press.
- De Fraine, J., Van Damme, J., & Onghena, P. (2002). Accountability of schools and teachers: What should be taken into account? *European Educational Research Journal*, 1(3), 403-427.
- Dimmock, C., & Walker, A.D. (1998). Transforming Hong Kong's schools: Trends and emerging issues. *Journal of Educational Administration*, 36(5), 476-491.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Fullan, M. (2007). *The new meaning of educational change* (4th Edition). New York: Teachers College Press.
- Gamage, D., & Sooksomchitra P. (2004). Decentralization and school based management in Thailand. *International Review of Education*, 50, 289-305.
- Geijsel, F., Slegers, P., & Van den Berg, R. (1999). Transformational leadership and the implementation of large-scale innovation programs. *Journal of Educational Administration*, 37(4), 309-328.
- Geijsel, F., Slegers, P., Van den Berg, R., & Kelchtermans, G. (2001). Conditions fostering the implementation of large-scale innovation programs in schools: Teachers' perspectives. *Educational Administration Quarterly*, 37(1), 130-166.
- Goldring, E., Huff, J., May, H., & Camburn, E. (2008). School context and individual characteristics: What influences principal practice? *Journal of Educational Administration*, 46(3), 332-352.
- Gopinathan, S. (1999). Preparing for the next rung: Economic restructuring and educational reform in Singapore. *Journal of Education and Work*, 12(3), 295-308.
- Gronn, P. (2002). Distributed leadership as a unit of analysis. *Leadership Quarterly* 13, 423-451.
- Gronn, P. (2009). Hybrid leadership. In K. Leithwood, B., Mascall & T. Strauss (Eds.), *Distributed leadership according to the evidence*. London: Routledge.
- Gronn, P. (2003). *The new work of educational leaders: Changing leadership practice in an era of school reform*. London: Sage.
- Gurr, D., Drysdale, L., & Mulford, B. (2005). Successful principal leadership: Australian case studies. *Journal of Educational Administration*, 43(6), 539 – 551.
- Hall, G., & Hord, S. (2002). *Implementing change: Patterns, principles, and potholes*. Boston, MA: Allyn & Bacon.
- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2) 125-142.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-351.
- Hallinger, P., Bickman, L., & Davis, K. (1996). School context, principal leadership and student achievement. *Elementary School Journal*, 96(5), 498-518.
- Hallinger, P., & Heck, R.H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership and Management*, 30(2), 95-110.
- Hallinger, P., & Heck, R.H. (2011). Conceptual and methodological issues in studying school leadership effects as a reciprocal process. *School Effectiveness and School Improvement*, 22(2), 149-173.

(Continued on page 14)

HAVE YOU READ...? (CONTINUED FROM PAGE 13)

- Hallinger, P., & Heck, R.H. (2011). Exploring the journey of school improvement: Classifying and analyzing patterns of change in school improvement processes and learning outcomes. *School Effectiveness and School Improvement* 22(1), 1-27.
- Hallinger, P., & Heck, R.H. (1998). Exploring the principals contribution to school effectiveness: 1980-1995. *School Effectiveness and School Improvement*, 9(2), 157-191.
- Hallinger, P. & Heck, R.H. (2002). What do you call people with visions? The role of vision, mission and goals in school leadership and improvement. In K. Leithwood, P. Hallinger and Colleagues (Eds.), *The Handbook of Educational Leadership and Administration (Second Edition)*. Dordrecht: Kluwer.
- Hallinger, P., & Huber, S. (2012). School leadership that makes a difference: International perspectives. *School Effectiveness and School Improvement*, 23(4), 359-367.
- Hallinger, P. & Lee, M.S. (2011). Assessing a decade of education reform in Thailand: Broken promise or impossible dream? *Cambridge Journal of Education*, 41 (2), 139-158.
- Hallinger, P. & Leithwood, K. (1994). Exploring the impact of principal leadership. *School Effectiveness and School Improvement*, 5(3), 206-218.
- Hallinger, P., & Lee, M.S. (2011). Assessing a decade of education reform in Thailand: Broken promise or impossible dream? *Cambridge Journal of Education*, 41 (2), 139-158.
- Hargreaves, A., & Fullan, M. (1998). *What's worth fighting for out there*. New York: Teachers College Press.
- Hargreaves, A., & Macmillan, R. (1995). The balkanization of secondary school teaching. In L. S. Siskin and J. W. Little (Eds.), *The subjects in question* (pp. 141-71). New York: Teachers College Press.
- Hargreaves, D. (1995). School culture, school effectiveness and school improvement. *School Effectiveness and School Improvement*, 6(1), 23-46.
- Hargreaves, D., & Hopkins, D. (1994). *Development planning for school improvement*. New York: Cassel.
- Harris, A. (1998). Improving ineffective departments in secondary schools: Strategies for change and development. *Educational Management Administration Leadership*, 26(3), 269-278.
- Hayes, D., Christie, P., Mills, M. & Lingard, B. (2004). Productive leaders and productive learners: Schools as learning organisations. *Journal of Educational Administration*, 42(4/5), 520-538.
- Heck, R.H. (2006). Assessing school achievement progress: Comparing alternative approaches. *Educational Administration Quarterly*, 42(5), 667-699.
- Heck, R.H. (2009, April). *Examining the impact of successive teachers on student learning: Testing a multilevel cross-classified model*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Heck, R.H. (2000). Examining the impact of school quality on school outcomes and improvement: A value-added approach. *Educational Administration Quarterly*, 36(4), 513-552.
- Heck, R.H. (1993). School context, principal leadership, and achievement: The case of secondary schools in Singapore. *The Urban Review*, 25(2), 151-166.
- Heck, R. H. (2009). Teacher effectiveness and student achievement: Investigating a multilevel cross-classified model. *Journal of Educational Administration*, 47(2), 227-249.
- Heck, R. H., & Hallinger, P. (2009). Assessing the contribution of distributed leadership to school improvement and growth in math achievement. *American Educational Research Journal*, 46, 626-658.
- Heck, R. H., & Hallinger, P. (2010). Collaborative leadership effects on school improvement: Integrating unidirectional- and reciprocal-effects models. *The Elementary School Journal*, 111(2), 226-252. (Continued on page 15)

- Heck, R.H., Larson, T., & Marcoulides, G. (1990). Instructional leadership and student achievement: Validation of a causal model. *Educational Administration Quarterly*, 26(2), 94-125.
- Ho, D.C.W. (2010). Teacher participation in curriculum and pedagogical decisions: Insights into curriculum leadership. *Educational Management Administration & Leadership*, 38(5), 613-624.
- Jackson, D. (2000). The school improvement journey: Perspectives on leadership. *School Leadership & Management*, 20(1), 61-78.
- Ko, J., Hallinger, P. & Walker, A.D. (2012). Exploring school improvement in Hong Kong secondary schools. *Peabody Journal of Education*, 87(2), 216-234.
- Kruger, M., Witziers, B., & Slegers, P. (2007). The impact of school leadership on school level factors: Validation of a causal model. *School Effectiveness and School Improvement*, 18(1), 1-20.
- Kyriakides, L. Creemers, B., Antoniou, P. & Demetriou, D. (2009). A synthesis of studies searching for school factors: Implications for theory and research. *British Educational Research Journal*, 36(1), 1-24.
- Kyriakides, L. & Creemers, B.P.M. (2008). Using a multidimensional approach to measure the impact of classroom-level factors upon student achievement: A study testing the validity of the dynamic model. *School Effectiveness and School Improvement*, 19(2), 183-205.
- Law, E.H.F. (2011). Exploring the role of leadership in facilitating teacher learning in Hong Kong. *School Leadership & Management*, 31(4), 393-410.
- Law, W.W. (2004). Translating globalization and democratization into local policy: Educational reform in Hong Kong and Taiwan. *International Review of Education*, 50(5-6), 497-524.
- Lee, J.C.K., Levin, H. & Soler, P. (2005). Accelerated schools for quality education: A Hong Kong perspective. *The Urban Review*, 37(1), 63-81.
- Lee, M. S., Walker, A. & Chui, Y. L. (2012). Contrasting effects of instructional leadership practices on student learning in a high accountability context. *Journal of Educational Administration*, 50(5), 586-611.
- Lee, V. E., & Bryk, A. S. (1989). A multilevel model of the social distribution of high school achievement". *Sociology of Education*, Vol. 62, pp. 172-192.
- Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly*, 30(4), 498-518.
- Leithwood, K. (2001). School leadership in the context of accountability policies. *International Journal of Leadership in Education*, 4(3), 217-235.
- Leithwood, K. & Beatty, B. (2008). *Leading with teacher emotions in mind*. Thousand Oaks, CA: Corwin Press.
- Leithwood, K., & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with the school. *Journal of Educational Administration*, 38(2), 112-129.
- Leithwood, K., Patten, S. & Jantzi, D. (2010). Testing a conception of how school leadership influences student learning. *Educational Administration Quarterly*, 46(5), 671-706.
- Leithwood, K., & Sun, J.P. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48(3), 387-423.
- Louis, K.S., Dretzke, B. & Wahlstrom, K. (2010). How does leadership affect student achievement? Results from a national US survey. *School Effectiveness and School Improvement*, 21(3), 315-336.
- Leithwood, K., Day, C., Sammons, P., Harris, A. & Hopkins, D. (2006b). *Seven strong claims about successful school leadership*. National College of School Leadership, Nottingham, UK.

(Continued on page 16)

- Leithwood, K. & Hallinger, P. (1993). Cognitive perspectives on educational administration: An introduction. *Educational Administration Quarterly*, 24 (3), 296-301.
- Leithwood, K., Hallinger, P., Chapman, J., Corson, D. & Hart, A. (Eds.; 2002). *The second international handbook of educational leadership and administration*. Dordrecht, Netherlands: Kluwer Press.
- Leithwood, K., Harris, A. & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27-42.
- Leithwood, K. & Jantzi, D. (2005). A review of transformational school leadership research 1996–2005. *Leadership and Policy in Schools*, 4(3), 177-199.
- Leithwood, K. & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with the school. *Journal of Educational Administration*, 38(2), 112-129.
- Leithwood, K. & Jantzi, D. (1999). The relative effects of principal and teachers sources of leadership on student engagement with school. *Educational Administration Quarterly*, 35, 679-706.
- Leithwood, K., Jantzi, D., Silins, H. & Dart, B., (1993). Using the appraisal of school leaders as an instrument for school restructuring. *Peabody Journal of Education*, 68 (1), 85-109.
- Leithwood, K. & Louis, K.S. (2000). *Understanding schools as intelligent systems*. New York: JAI Press.
- Louis, K.S., Dretzkea, B. & Wahlstrom, K. (2010). How does leadership affect student achievement? Results from a national US survey. *School Effectiveness and School Improvement*, 21(3), 315-336.
- Louis, K.S., Leithwood, K., Wahlstrom, K.L. & Anderson, S.E. (2010). Investigating the links to improved student learning: Final report of research findings. University of Minnesota, USA. Downloaded from http://www.cehd.umn.edu/carei/Leadership/Learning-from-Leadership_Final-Research-Report_July-2010.pdf on August 14, 2011.
- MacBeath, J. & Cheng, Y.C. (2008). *Leadership for learning: International perspectives*. Rotterdam, Netherlands: Sense Publishers.
- Marks, H., & Printy, S. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397.
- May, H., Huff, J. & Goldring, E. (2012). A longitudinal study of principals' activities and student performance. *School Effectiveness and School Improvement*. DOI: 10.1080/09243453.2012.678866
- May, H. & Supovitz, J. (2011). The scope of principal efforts to improve instruction. *Educational Administration Quarterly*, 47(2) 332–352.
- Mulford, B., & Silins, H. (2003). Leadership for organisational learning and improved student outcomes: What do we know? *Cambridge Journal of Education*, 33 (2), 157-183.
- Mulford, B., & Silins, H. (2009). Revised models and conceptualization of successful school principalship in Tasmania. In B. Mulford and B. Edmunds (Eds.) *Successful school principalship in Tasmania*. Launceston, Tasmania: Faculty of Education, University of Tasmania.
- Murphy, J. (2005). *Connecting teacher leadership and school improvement*. Newbury Park, CA: Corwin Press.
- Murphy, J. & Hallinger, P. (1992). The principalship in an era of transformation. *Journal of Educational Administration*, 30(3), 77-88.
- Murphy, J. & Meyers, C. (2008). *Turning around failing schools: Leadership lessons from the organizational sciences*. Thousand Oaks, CA: Corwin.
- Neumerski, C. (2012). Rethinking instructional leadership, a review: What do we know about principal, teacher, and coach instructional leadership, and where

(Continued on page 17)

HAVE YOU READ...? (CONTINUED FROM PAGE 16)

- should we go from here? *Educational Administration Quarterly*. Online first.
- Nettles, S. & Herrington, C. (2007). Revisiting the importance of the direct effects of school leadership on student achievement: The implications for school improvement policy. *Peabody Journal of Education*, 82(4), 724-736.
- Ng, P.T. (2010). The evolution and nature of school accountability in the Singapore education system. *Educational Assessment, Evaluation and Accountability*, 22(4), 275-292.
- Opdenakker, M., & Van Damme, J. (2007). Do school context, student composition and school leadership affect school practice and outcomes in secondary education? *British Educational Research Journal*, 33(2), 179-206.
- Pan, H.L., & Chen, P.Y. (2011). Challenges and research agenda of school leadership in Taiwan. *School Leadership & Management*, 31(4), 339-353.
- Potter, D., Reynolds, D., & Chapman, C. (2002). School improvement for schools facing challenging circumstances: A review of research and practice. *School Leadership & Management*, 22(3), 243-256.
- Rahimah, H.A. (1998). Educational development and reformation in Malaysia: Past, present and future. *Journal of Educational Administration*, 36(5), 462-475.
- Reynolds, D. (2010). *Failure-free education? The past, present and future of school effectiveness and school improvement*. London: Routledge.
- Reynolds, D., Hopkins, D., Potter, D., & Chapman, C. (no date). *School improvement for schools facing challenging circumstances: A review of research and practice*. Unpublished paper. Exeter, UK: University of Exeter.
- Reynolds, D., Stringfield, S., & Schaffer, E.C. (2006). The high reliability schools project: Some preliminary results and analyses. In A. Harris & J. Chrispeels (Eds.), *Improving schools and educational systems* (pp. 56-76). New York: Routledge.
- Robinson, V. (2006). Putting education back into educational leadership. *Leading & Managing*, 12(1), 62-75.
- Robinson, V. (2007). *School leadership and student outcomes: Identifying what works and why*. Melbourne: Australian Council for Educational Leaders Monograph No. 41.
- Robinson, V., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 564-588.
- Sammons, P., Thomas, S., & Mortimore, P. (1997). *Forging links: Effective schools and effective departments*. London: Paul Chapman.
- Schaffer, E., Reynolds, D., & Stringfield, S. (2012). Sustaining turnaround at the school and district Levels: The high reliability schools project at Sandfields Secondary School. *Journal of Education for Students Placed at Risk*, 17(1-2), 108-127.
- Schoen, L., & Fusarelli, L. (2008). Innovation, NCLB, and the fear factor: The challenge of leading 21st-century schools in an era of accountability. *Educational Policy*, 22, 181-203.
- Scheerens, J. (2012). *School leadership effects revisited*. Dordrecht, Netherlands: Springer.
- Sebastian, J., & Allensworth, E. (2012). The influence of principal leadership on classroom instruction and student learning: A study of mediated pathways to learning. *Educational Administration Quarterly*, 48(4), 626-663.
- Silva, J., White, G., & Yoshida, R. (2011). The direct effects of principal-student discussions on eighth grade students' gains in reading achievement: An experimental study. *Educational Administration Quarterly*, 47(5), 772-793.
- Siskin, L. S. (1991). Departments as different worlds: Subject subcultures in secondary schools. *Educational*

(Continued on page 18)

Administration Quarterly 27(2), 134–60.

Siskin, L. (1997). The challenge of leadership in comprehensive high schools: School vision and departmental divisions. *Educational Administration Quarterly*, 33(1), 604-623.

Slavin, R.E., & Madden, N.A. (2006). *Success for All/Roots & Wings: 2006 summary of research on achievement outcomes*. Baltimore, MD: Johns Hopkins University, Center for Research and Reform in Education.

Slegers, P., Geijsel, F., & Van den Berg, R. (2002). Conditions fostering educational change. In K. Leithwood, P. Hallinger et al. (Eds.), *Second international handbook of educational leadership and administration* (pp. 75-102). Dordrecht: The Netherlands: Kluwer Academic.

Southworth, G. (2002). Instructional leadership in schools: Reflections and empirical evidence. *School Leadership and Management*, 22(1), 73-92.

Southworth, G. (1990). Leadership, headship and effective primary schools. *School Organization*, 10, 3-16.

Southworth, G. (2003). *Primary school leadership in context: Leading small, medium and large sized schools*. London: Taylor and Francis.

Spillane, J.P. (2006). *Distributed leadership*. San Francisco: Jossey-Bass.

Spillane, J. P. (2005). Primary school leadership practice: How the subject matters. *School Leadership and Management*, 25(4), 383-397.

Stoll, L., & Fink, D. (1996). *Changing our schools: Linking school effectiveness and school improvement*. Buckingham: Open University Press.

Stringfield, S., Reynolds, D., & Schaffer, E. (2012). Making best practice standard — and lasting. *Phi Delta Kappan*, 94(1), 45-50.

Stringfield, S., Reynolds, D., & Schaffer, E. (2008a).

Improving secondary students' academic achievement through a focus on reform reliability: 4- and 9-year findings from the High Reliability Schools project. *School Effectiveness and School Improvement*, 19(4), 409-428.

Stringfield, S., Reynolds, D., & Schaffer, E. (2008b). Towards highly reliable, high quality public schooling. In MCREL (Ed.), *High reliability organizations in education* (pp. 6-23). Denver, CO: MCREL.

Thoonen, E., Slegers, P., Oorta, F., & Peetsmaa, T. (2012). Building school-wide capacity for improvement: The role of leadership, school organizational conditions, and teacher factors. *School Effectiveness and School Improvement*, 23(4), 441-460.

Timperly, H. (2009). Distributing leadership to improve outcomes for students. In K. Leithwood, B. Mascall, & T. Strauss (Eds.), *Distributed leadership according to the evidence* (pp. 197-222). London: Routledge.

Wahlstrom, K. & Louis, K. S. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy and shared responsibility. *Educational Administration Quarterly*, 44(4), 458-495.

Walker, A.D., Hu, R. K. & Qian, H, (2012). Principal leadership in China: An initial review. *School Effectiveness and School Improvement*, 23(4), 369-399.

Walker, A.D., & Ko, J. (2011). Principal leadership in an era of accountability: A perspective from the Hong Kong context. *School Leadership & Management*, 31(4), 369-392.

Wildy, H., & Loudon, W. (2000). School restructuring and the dilemmas of principals work. *Educational Management Administration Leadership*,

(Continued on page 19)

HAVE YOU READ...? (CONTINUED FROM PAGE 18)

28(2), 173-184.

Wiley, S. (2001). Contextual effects on student achievement: School leadership and professional community. *Journal of Educational Change*, 2(1), 1-33.

Wong, K.C. (2001). Chinese culture and leadership. *International Journal of Leadership in Education*, 4(4), 309-319.

Wong, K.C. (1995). Education accountability in Hong Kong: Lessons from the school management initiative. *International Journal of Educational Research*, 23(6), 519-529.

Yu, H., Leithwood, K. & Jantzi, D. (2002). The effects of transformational leadership on teachers' commitment to change in Hong Kong. *Journal of Educational Administration*, 40(4), 368-389.

PUBLICATIONS FROM OUR MEMBERS

Cuban, L. (2013). Why so many structural changes in schools and so little reform in teaching practice? *Journal of Educational Administration*. 51(2). Online first. Downloaded from <http://www.emeraldinsight.com/journals.htm?issn=0957-8234&volume=51&issue=2>

Cunniff, D., Elder, D., & Padover, W. (2013). *Innovative Educational Leadership Through the Cycle of Change*. Dubuque, IA: Kendall Hunt Publishing.

Fry, G.W., & Bi, H. (2013). The evolution of educational reform in Thailand: The Thai educational paradox. *Journal of Educational Administration*, 51(3), 290-319.

Glover, E., (2013). *The myth of accountability: What don't we know*. Lanham MA: Rowman and Littlefield Publishing.

Hall, G. (2013). Evaluating change processes: Assessing extent of implementation (Constructs, methods and implications). *Journal of Educational Administration*, 51(3), 264 - 289.

Hallinger, P. & Lee, M.S. (2013). Exploring principal capacity to lead reform of teaching and learning quality in Thailand. *International Journal of Educational Development*, 33, 305-315.

Hallinger, P., & Lee, M.S. (2013). Exploring principal capacity to lead reform of teaching and learning quality in Thailand. *International Journal of Educational Development*, 33, 305-315.

Hopkins, M., Spillane, J. P., Jakopovic, P., & Heaton, R. M. (2013). Infrastructure redesign and instructional reform in mathematics: Formal structure and teacher leadership. *Elementary School Journal*, 114(2), 200-224.

Klein, E. D. (2013). *Statewide Exit Exams, Governance, and School Development. An International Comparison*. Münster: Waxmann.

Lindberg, E. & Vanyushyn, V. (2013). School-based management with or without instructional leadership: experience from Sweden. *Journal of Education and Learning*, 2(3), 39-50.

Manley, R. & Hawkins, R. (2013) *Making the Common Core Standards Work: Using Professional Development to Build World Class Schools*. Corwin, A SAGE Company, Thousand Oaks, California.

Marshall, R. (2013). *National School Improvement Tool*. Australian Council for Educational Research, retrieve from <http://www.acer.edu.au/documents/NSIT.pdf>.

(Continued on page 20)

PUBLICATIONS FROM OUR MEMBERS

(CONTINUED FROM PAGE 19)

Mitchell, P., & Ramirez, S. (2013). *Collaboration and Peak Performance: A Multidisciplinary Perspective*. Los Gatos, CA: Robertson Publishing.

Mulcahy, D.G. (2013). *Transforming Schools: Alternative Perspectives on School Reform*. Charlotte, NC: Information Age Publishing.

Murphy, J. (2013). The architecture of school improvement. *Journal of Educational Administration*, 51(2). 252-263.

Spillane, J. P., & Hopkins, M. (2013). Organizing for instruction in education systems and school organizations: How the subject matters. *Journal of Curriculum Studies*, 45(6), 721-747.

Urick, A., & Bowers, A. J. (2013). What are the different types of principals across the U.S.? A latent class analysis of principal perception of leadership styles. *Educational Administration Quarterly*, published online first <http://eaq.sagepub.com/content/early/2013/06/19/0013161X13489019.full.pdf+html>.

Urick, A., & Bowers, A.J. (2014). The impact of principal perception on student academic climate and achievement in high school: How does it measure up? *Journal of School Leadership*, 24(2), 386-414.

Watson, V. (2012). *Learning to Liberate: Community-Based Solutions to the Crisis in Urban Education*. (Routledge, Critical Social Thought Series Edited By Michael Apple)

LSI SIG OFFICERS 2013-2014

CHAIR

Shelby Cosner, Ph.D.
sacosner@uic.edu
Associate Professor
Department of Educational Policy Studies
University of Illinois at Chicago

IMMEDIATE PAST CHAIR:

Karen Sanzo, Ph.D.
kasnzo@odu.edu
Associate Professor of Educational Leadership
Program Coordinator Educational Leadership Services
Old Dominion University

PROGRAM CHAIR:

Kristina A. Hesbol, Ph.D.
Kristina.hesbol@du.edu
Clinical Assistant Professor
Educational Research, Practice and Policy
University of Denver

AWARDS CHAIR:

Hans W. Klar, PhD
hklar@clemson.edu
Assistant Professor
Educational Leadership
Clemson University

SECRETARY/TREASURER:

Jennifer K. Clayton, PhD
claytonj@gwu.edu
Assistant Professor of Educational Administration
Department of Educational Leadership
The George Washington University

CO-EDITORS LEADERSHIP FOR SCHOOL IMPROVEMENT NEWSLETTER

Pamela S. Angelle, Ph.D.
pangelle@utk.edu
Associate Professor
Graduate Program Coordinator
Educational Administration Program
The University of Tennessee

Angela Urick, Ed.D.
urick@ou.edu
Assistant Professor
Educational Leadership and Policy Studies
The University of Oklahoma



New Book Information

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

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

Co-Editors:

Alex J. Bowers, *Teachers College, Columbia University*; bowers@tc.edu;

Alan R. Shoho, *The University of Texas at San Antonio*; alan.shoho@utsa.edu;

Bruce G. Barnett, *The University of Texas at San Antonio*; bruce.barnett@utsa.edu;

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

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

Submission Guidelines:

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

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

Important Dates:

August 8, 2014—Submit manuscript electronically for consideration

September 26, 2014—Authors receive feedback from book series editors/reviewers and decisions are made to determine which manuscripts are still under consideration.

December 12, 2013—Authors submit revised manuscripts to book series editors.

Series URL: <http://infoagepub.com/series/International-Research-on-School-Leadership>
IAP—Information Age Publishing, PO Box 79049, Charlotte, NC 28271

tel: 704-752-9125 fax: 704-752-9113 URL: www.infoagepub.com Page 21

IAP - Information Age Publishing Inc.

*List Price: \$45.99 each paperback plus s/h and \$85.99 each hardcover plus s/h
Special Price: \$39.99 each paperback plus s/h and \$69.99 each hardcover plus s/h*

Title	Paperback	Hardcover
School and District Leadership in an Era of Accountability	_____	_____
The Changing Nature of Instructional Leadership in the 21st Century	_____	_____
Examining the Assistant Principalship: New Puzzles and Perennial Challenges for the 21st Century	_____	_____
The Challenges for New Principals in the 21st Century: Developing Leadership Capabilities through Professional Support	_____	_____
Total	_____	_____

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

Shipping and Handling for Books:

Please include \$7.50 for the first book on U.S. orders; \$9.00 for the rest of the world. (\$2.50 per additional book)

Please place a check on the appropriate line:

Visa Mastercard American Express Check Enclosed

Charge Card Number _____ Exp. Date _____ Sec Code _____

Name _____

Your Signature _____

Address _____

City _____ State _____ Zip _____

(Country if outside U.S.A.)

Phone _____ Fax _____

Email _____

IAP - Information Age Publishing Inc., PO Box 79049, Charlotte, NC 28271

tel: 704-752-9125 fax: 704-752-9113 e-mail: orders@infoagepub.com URL: www.infoagepub.com



International Congress for
School Effectiveness and Improvement

cincinnati
2015

You are cordially invited to the
**The 28th International Congress
for
School Effectiveness and Improvement**
Cincinnati, Ohio, USA January 3-6, 2015

Think Globally, Act Locally and Educate All Children to Their Full Potential



Hosted by
University of Cincinnati School of Education
Fayette County Public Schools

Co-Sponsors
Education Northwest American Institutes for Research



"Think Globally, Act Locally, and Educate all Children to their Full Potential."

ICSEI 2015's theme reflects the rising international awareness that we must all learn from one another. Then we must apply that international research and best practice in our home nations and communities. The result must be the education of ALL children to their full potential. As we evaluate our local and national efforts, we are perpetually called upon to rise ever higher.

ICSEI 2015 will blend the finest research available from over 50 countries, with presentations from Asia, Australia, New Zealand, The Americas, Europe, the Middle East, and Africa. Presentations will include effectiveness and educational improvement research combined with descriptions of great schools and programs from across the USA and around the world.

Plenary Sessions

PISA 2013. Over a half-million students in over 70 economies participated in the most recent round of the Program for International Student Assessment (PISA). Details of these results will be presented by the Organization for Economic Cooperation and Development (OECD), with discussion of implications for US and other schools.

Scaling-Up Promising Reforms. Dr. Vivian Tseng and Dr. Kim DuMont of the W.T. Grant Foundation will lead a keynote session examining efforts to scale up reforms from idea to several schools, from several schools to dozens, and from substantial numbers of schools to hundreds or thousands of schools. In a series of related sessions, we will include Multi-year Results from Ideas in Innovation (I3) Grants. These sessions will include presentations by developers of reforms that have been awarded \$30-\$50 million dollars from the U.S Department of Education. Efforts at scaling up Cooperative Learning, Knowledge is Power Program (KIPP), Success for All, Teach for America and other programs will be presented alongside 4th year external evaluations of the programs' effects.

Teacher Effects. Dr. Tom Good, University of Arizona, and Dr. Daniel Muijs, University of Southampton, will discuss what we and practitioners need to know.

School And System Effects Meta-Analyses leading toward High Reliability Reforms. Dr. Robert Marzano will present results from his meta-analyses of school- and system-level educational effects, driving toward his call for High Reliability Organization (HRO) structures in educational reform. He will be joined by international scholars working in reviews of educational effects from diverse perspectives. A follow-up session will examine the processes and decade-plus follow-up data from Neath Port Talbot Wales High Reliability Schools project and from a successful effort in Kentucky (USA) to use HRO principles to enhance transition between middle- and high-school years.

Turning Around Low Performing Schools. If there is one imperative of the world's research on educational effectiveness, it was put forward by the late Ron Edmonds a third of a century ago. We must improve schools that serve large numbers of less advantaged students. In the USA, such schools are often concentrated in urban areas. Perhaps no one has written more persuasively and done more to prepare school principals for the work of turning around historically low-performing schools than Dr. Dan Duke. He will present his research and related work. Commentaries will be provided by US and World scholars.

ICSEI Networks

ICSEI hosts five international networks all of which sponsor multiple sessions and business meetings. Each is described at <http://www.icsei.net/index.php?id=530>

Early Childhood

Educational Leadership

The 3P Network (focused on Policy-makers, Politicians, Practitioners and their interactions)

Methods of Researching Educational Effectiveness (MORE)

Data Use Network.

Site Visits to Exemplary Schools and Promising Programs

An annual feature of ICSEI is orchestrated visits to local/regional schools that are implementing promising programs or are otherwise performing far above expectations. ICSEI 2015 will continue this tradition, with visits to elementary and secondary schools which have exhibited extraordinary effects within their local contexts.

Invitation to Propose Sessions

Presentations by scholars, policy persons, and practitioners are central to the original and ongoing intent and spirit of ICSEI. ICSEI 2013 featured presentations from nearly 50 countries. (Inter-)National and local policy briefs, scholarly presentations, and case studies highlighting exemplary practices in diverse contexts are all important to the Congress. Sessions can be proposed to any of the five networks or directly to the larger congress.

Program

Preconference

Opening Reception

Keynote/Plenary Sessions (Policy, Practice and Research)

Parallel Paper sessions, Symposia, and Workshops

Poster Sessions

Sponsors' Show Cases

ICSEI State of the Art

Network Meetings

Gala Dinner

School Visits

Dates

1 May 2014	Call for papers
1 August 2014	Online Registration opens
1 October 2014	Announcement of Proposal Acceptance
1 November 2014	Early bird registration fees end
20 November 2014	Deadline for presenter confirmation
1 December 2014	Online General Registration closes
10 December 2014	Deadline for full paper submission
23 December 2014	Detailed online program available
2 January 2015	On-site registration opens
3 -6 January, 2015	ICSEI 2015 !

Rank/Title: Assistant/Associate Professor Educational Leadership and Policy Studies

Academic Name: Morgridge College of Education

Months: 9

Professional Series

Academic Unit Description:

The Educational Leadership and Policy Studies program is one of several academic offerings in the Morgridge College of Education (MCE) at the University of Denver. The MCE has a robust history of support within the University, reflected by the fact that the College recently moved into a new state-of-the-art building in 2010. College-wide there are over 800 students across 22 degree-granting (i.e., MA, MLIS, EdS, EdD, PhD), licensure, and certificate programs.

The University of Denver, the oldest and largest independent university in the Rocky Mountain Region, is located in the city of Denver, which is quickly becoming one of the most ethnically diverse cities in the U.S. Census data show that Denver's population includes 11.1% Black or African American, 31.7% Hispanic or Latino, 2.8% Asian American, and approximately 1% Native American residents. Situated in this vibrant metropolitan community, the University is committed to building and sustaining a culturally diverse faculty, staff, and student body. DU is a research university with a high level of research activity and enrolls approximately 11,500 students in its undergraduate, graduate, and professional preparation programs (please visit <http://www.du.edu>).

The MCE is located in the new Katherine A. Ruffatto Hall, a 65,000 square foot complex providing a flexible, innovative, and multidisciplinary learning environment. The facility allows for ongoing dialogue with community, national, and global partners as we enter a transformational era in education. The facility features state-of-the-art technology including interactive white boards and flat-panel displays throughout, two TelePresence videoconferencing systems, and a Voice-over Internet Protocol (VOIP) integrated communications system.

Position Summary:

The University of Denver's Morgridge College of Education (MCE) invites applications for a tenure track position in the **Educational Leadership and Policy Studies Program** at the rank of Assistant/Associate Professor. We seek a candidate with knowledge and understanding of educational leadership across the P-12 educational spectrum. We desire a candidate with specific background or interest in educational policy and developing leaders who will ensure equitable access to learning for all students specifically students from historically under-served populations. This position requires an innovative and critical thinker capable of working within a dynamic environment. The responsibilities of this position include: maintaining an active research agenda, teaching graduate level courses, advising master's and doctoral students, directing and serving on dissertations, supporting the administration of academic programs in educational leadership, and other duties as assigned by the program coordinator.

Teaching Description:

Teach graduate-level courses in Educational Leadership

(Continued on page 28)

Research, Scholarship, or Creative Work:

Maintain active research agenda.

Service:

Advise Master's and Doctoral students; direct and serve on dissertation committees; and provide support for the administration of academic programs in Educational Leadership and Policy Studies.

Minimum Qualifications

Education: Earned doctorate in Educational Leadership, Educational Policy or a related field. The candidate should have an established record of scholarship, teaching, and community engagement.

Previous Experience:

The ideal candidate will have an established research agenda grounded in equity, educational leadership and policy with the demonstrated ability or desire to inform and influence current educational policy, practice, and research. Preference will be given to candidates who possess expertise in program evaluation and survey design and policy research.

Preferred Qualifications:

Education: A strong background in one or more of the following areas is desired: educational policy, law, finance, and/or governance; educational leadership, systems and organizational change. The successful candidate also should have a strong interest in working with programs that connect education across P-20 settings and with community stakeholders.

Other:

The successful candidate will have a demonstrated ability to secure funding.

The Ricks Center for Gifted Children at the University of Denver is an exemplary program designed for gifted children. We provide nationally recognized gifted education to approximately 250 students ranging from ages three years old through eighth grade, who demonstrate exceptional, differentiated abilities and learning needs.

Our mission is to provide a dynamic and challenging educational environment that anticipates and responds to the individual, intellectual, social, emotional, physical, aesthetic, and cognitive needs of gifted children.

The Director of the Ricks Center will lead the implementation of the mission and goals of the Ricks Center for Gifted Children, create and maintain an environment that supports the overall well-being of enrolled children on a daily basis; nurture and assess the development of enrolled children; supervise teachers and staff, and lead a variety of constituent groups efficiently and effectively.

The Director role will include the following:

- Provide a consistent and stable management presence and coordinated leadership for the school.
- Develop enrollment plan, provide budgetary oversight and oversee admissions and scholarship policies.
- Develop, guide and implement strategic vision and brand for the school; identify resource requirements and efficiency opportunities to meet strategic plan and vision; develop and establish policies and procedures accordingly.
- Direct effective communication efforts with a wide variety of audiences; participate as a member of the Morgridge College of Education; maintain relations with the University, professionals in the community and visiting educators, and facilitate communication between teachers and parents as needed.
- Lead administrative team on special projects, including curriculum development, accreditation and program development.
- Direct the professional development staff; hire and supervise teachers, conduct specific performance reviews, terminate teachers as needed; design and direct implementation of professional development plans for teachers.
- Lead and facilitate curricular and instructional planning with teachers, including support to secure resources, sponsoring professional workshops and classes, reviewing current teaching methods, and other instructional activities.
- Lend leadership assistance to teachers in developing problem solving strategies for use with students and parents; provide support in cases of disciplinary action; and respond to the needs of the moment of students, teachers, parents, and community.
- Perform additional administrative duties as needed.

Required Experience

- Master's Degree in Education
- Five or more years of experience teaching gifted children
- Experience in educational administration
- Certificate or license in education field
- Endorsement in Gifted Education
- Administrative license

(Continued on page 30)



University of Denver
Morgridge College of Education
Educational Leadership and Policy Studies
(Continued from page 29)

Preferred Experience

- Terminal degree in Education
- Five to ten years or more experience teaching gifted children
- Five years of experience in educational administration
- Director Qualification from the Colorado Division of Childcare
- CPR and First Aid Certification

Instructions for candidates

Candidates must apply online through <http://dujobs.silkroad.com/> to be considered. Only applications submitted online will be accepted. Once within the job description online, please click “New Resume/CV” at the bottom of the page to begin application. Please attach a resume and cover letter with your application.

The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications from women, minorities, members of the LGBT community, people with disabilities and veterans. The University is an equal opportunity/affirmative action employer.

JOURNAL OF CASES IN EDUCATIONAL LEADERSHIP

The *Journal of Cases in Educational Leadership (JCEL)* is now being hosted at the University of South Florida by the Department of Educational Leadership & Policy Studies from 2013-2016. The co-editors are Drs. William R. Black, Zorka Karanxha and Vonzell Agosto. The managing editor is USF doctoral student Sean Dickerson.



This editorial team also includes Drs. Laura Trujillo-Jenks at Texas Women's University and Ira Bogotch at Florida Atlantic University serving as associate editors.

ABOUT JCEL

JCEL publishes, in electronic format, peer-reviewed cases appropriate for use in programs that prepare educational leaders. Building on a long tradition, the University Council for Education Administration (UCEA) sponsors this journal in an ongoing effort to improve administrative preparation. The journal's editorial team seeks a wide range of cases that embody relevant and timely presentations of issues germane to the preparation of educational leaders.

THE EDITORIAL TEAM'S VISION

As an editorial team our vision is to improve and expand public access, participation, and interest in the journal. We plan to realize this vision gradually over

(Continued on page 23)

the next three years by focusing on the following goals: increase the use of technology, increase representation of international perspectives and experiences, increase participation of scholar-practitioners on the editorial advisory board, mentor doctoral students, and provide a consistently brief time-span from review to publication. We believe the journal provides unique and vitally important contributions to thought, pedagogy, and practice in Educational Leadership and under our leadership the

journal will continue its tradition as one of the premier UCEA sponsored peer-reviewed journals in the field.

CONTACT INFORMATION

JCEL is published by SAGE Publications. For more information about the journal, please follow the link: <http://www.sagepub.com/journals/Journal201765/manuscriptSubmission>

CO-EDITORS

JCEL will operate under the leadership of three co-editors during its three year term at the University of South Florida: William R. Black will function as the Executive Editor during the 2013-2014 academic year, while Zorka Karanxha will do so in the second year of the term, and Vonzell Agosto in the final term.

William (Bill) R. Black is an Associate Professor and Masters Program Coordinator in the Department of Educational Leadership and Policy Studies at the University of South Florida. He has published in *Educational Policy*, *International Journal of Leadership in Education*, *Journal of Research on Leadership Education*, *Journal of Cases in Educational Leadership*, and *Journal of Values and Ethics in Educational Administration*, amongst others. His *(Continued on page 30)*

JOURNAL OF CASES IN EDUCATIONAL LEADERSHIP (CONTINUED FROM PAGE 29)

research interests include Educational Leadership Preparation and Policy Implementation and Leadership, with particular emphasis on students with disabilities and bilingual/bicultural students. He served as managing editor for the *International Journal of Qualitative Studies in Education* for three years (2001-2004), and served two terms as an editorial board member of *Educational Administration Quarterly*, being named outstanding reviewer for EAQ in 2008. He currently serves on the editorial board of the *Journal of Research on Leadership Education* and has served as program committee chair for the Learning and Teaching in Educational Leadership AERA Special Interest Group. Bill will focus on setting up operational infrastructures, solicitation of manuscripts, and the establishment of timely and robust review and publication processes. He may be reached at: wrbblack@usf.edu.

Zorka Karanxha is an Associate Professor in the Department of Educational Leadership and Policy Studies at the University of South Florida. Her research agenda focuses on educational leadership policies that positively influence marginalized communities through continued investigation of two interwoven conceptual strands: 1) Social justice leadership praxis to reduce educational inequities; and, 2) Social justice leadership to reduce inequities in legal education policy and policy implementation. Dr. Karanxha has co-written a book, published in *Action in Teacher Education*, *Journal of School Leadership*, *Journal of Research on Leadership Education*, and *Educational Administration Quarterly*. Dr. Karanxha has served as Program Chair of the Charter School Research and Evaluation SIG for the past three years and also served on the program committee for Critical Race Theory conference held at Teachers College in 2012. Dr. Karanxha has served as peer reviewer for *Journal of School Leadership (JSL)*, *Educational Administration Quarterly (EAQ)*, *Journal of School Choice*, *Journal of Cases in Educational Leadership (JCEL)*, and *Education Policy Analysis Archives (EPAA)*. Zorka will focus on fully implementing our vision for the journal. She may be reached at: karanxha@usf.edu.

Vonzell Agosto is an Assistant Professor in the Department of Educational Leadership and Policy Studies at the University of South Florida. Dr. Agosto's research agenda is comprised of two (Continued on page 24) overlapping strands focused through curriculum and pedagogy: anti-oppressive education and educational preparation (i.e., teachers, administrators). Her inquiry and instruction includes the use of technology and arts-based approaches. Dr. Agosto currently serves as co-chair of the section Arts, Youth, and Action for AERA's Division B: Curriculum Studies and as a member of the Editorial Review Board for the *Journal of Curriculum and Pedagogy*. She recently served as a co-editor of a special issue of *The Negro Educational Review: An International Refereed Journal* and has published in *Teachers College Record*, *Journal of Research on Leadership Education*, *Journal of School Leadership*, and *Race, Ethnicity, and Education*. Vonzell will contribute to integrating technologies into JCEL, such as video clips on authors speaking of their cases, podcasts, and encouraging authors to integrate web-based materials into their cases. She may be reached at: vagosto@usf.edu

ASSOCIATE EDITORS

Ira Bogotch is a Professor of School Leadership at Florida Atlantic University. In the late 1990s, Ira co-facilitated (with Dianne Taylor) the development of state leadership standards in Louisiana. He co-edited (with Carolyn Shields) an international handbook on social justice scheduled for publication in 2014. Ira is also the Associate Editor for the *International Journal of Leadership and Education*. His most recent publications include two books with Sense Publishers, *Radicalizing Educational Leadership: Dimensions of Social Justice* (2008) with co-authors, Floyd Beachum, Jackie Blount, Jeffrey Brooks, Fenwick English and *The Elusive What and the Problematic How: The Essential Leadership Questions for School Leaders and Educational Researchers* (2008), co-edited with \ (Continued on page 31)

JOURNAL OF CASES IN EDUCATIONAL LEADERSHIP (CONTINUED FROM PAGE 30)

Tony Townsend. He has published in Educational Administration Quarterly, the Journal of School Leadership, Teaching and Teacher Education and Intercultural Education, among other journals. In his new role as Associate Editor for the *Journal of Cases in Educational Leadership*, Ira will promote the publishing of international school leadership case studies. Previously, Ira has worked in Scotland, Malaysia, Guatemala, and Queensland, Australia. He may be reached at: ibogotch@fau.edu.

Laura Trujillo-Jenks is an Assistant Professor in the Department of Teacher Education at Texas Woman's University. She has extensive experience as an administrator and as a teacher in both general and special education arenas and her research focus is on campus leadership and law. Dr. Trujillo-Jenks is also the author of the book, *Survival Guide for New Teachers: How to Become a Professional, Effective, and Successful Teacher*, and the co-author of *Survival Guide for New Campus Administrators: How to Become a Professional, Effective, and Successful Administrator* and *Sex, Lies, Bullies, and Social Media in Schools: Practical Case Studies for Educators on Handling New Types of Issues*. Laura has served as an Associate Editor for JCEL for the last 2 years and adds stability and continuity to the editorial processes at the journal. She can be reached at: ltrujillo-jenks@twu.edu.

