

Learning and Teaching in Educational Leadership SIG Newsletter

The LTEL-SIG brings together discipline specialists, educational theorists, curriculum developers, educational researchers, classroom experts, practitioners, policy makers, and others concerned with teaching in Educational Administration.

LTEL SIG Message from the Chair Liz Hollingworth, University of Iowa

It is with great pleasure that I welcome you to the first of two Learning and Teaching in Educational Leadership (LTEL) Special Interest Group (SIG) Newsletters in 2015: the American Educational Research Association (AERA) Annual Meeting Edition. Many thanks to Jennifer Clayton, Newsletter Editor, and to our publisher, Information Age Publishing, for creating and distributing our SIG newsletter.

About our SIG

This SIG continues to be a collection of dynamic and engaging researchers who share a passion for the study of best practices in the preparation of school leaders and the evaluation of leaders and leadership preparation programs. Our collective SIG work is often published in the form of scholarly articles in the *Journal of Research in Leadership Education* published by SAGE and in edited books published by both Information Age Publishing and Routledge. Our SIG is dually sponsored by University Council for Educational Administration (UCEA) and AERA.



SIG Election Results

So much has happened since our last meeting in Washington, DC in November. Most importantly, we have held elections for the two spots that were vacant upon the completion of terms for At-Large Members **Carol Mullen** and **Jennifer Friend**. I am delighted to announce our new

Continued...

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Learn more about the LTEL SIG online at:
<http://www.aera.net/SIG129/LTELSIG129>

SIG Election Results (continued)

At-Large Members, **Mariela Rodriguez** from University of Texas San Antonio and **Edward J Fuller** from Pennsylvania State University. Many thanks to everyone who voted, and to our wonderful members who were nominated. A special thank you to Past President **Arnie Danzig** for arranging the slate of candidates. If you are interested in running for the LTEL SIG Executive Committee, please let me know.

At our SIG Business Meeting at the UCEA Convention, we selected **Kathleen M. Winn** from the University of Iowa to serve as the 2015 Graduate Student Representative. Many thanks to **Jessica Costa** and **Kristel A. McDowell** from Old Dominion for their 2014 service. This position is selected every year at the UCEA convention by the Executive Committee.

Upcoming AERA Meeting

The AERA Annual Meeting will be held in **Chicago, IL from Thursday, April 16, 2015 through Monday, April 20**. We are looking forward to another opportunity to collaborate with educational leadership researchers who share our passion for Learning and Teaching in Educational Leadership. Our SIG members will share research in three paper sessions and one roundtable this year.

If you have not renewed your SIG membership, please be sure to do so before our AERA meeting in Chicago. We use the AERA SIG listserv for our communications, so only current members will receive our newsletters, calls for publications, and other important announcements. If you are not receiving our messages, please contact our Secretary, **Bev Irby**, or me.

SIG Meeting in Chicago

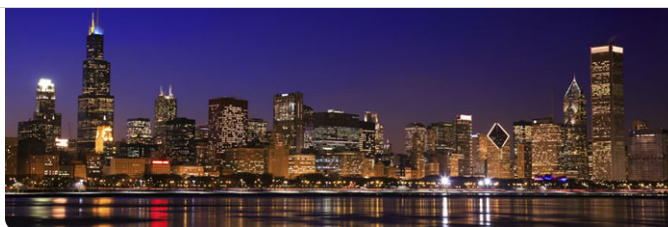
Learning and Teaching in Educational Leadership (LTEL)

SIG Meeting

*Sunday, April 19**6:15-7:45pm**Swissotel, Lucerne Level, Lucerne*

Please plan on attending our meeting and bring along as many of your graduate students as you can. Our two major SIG awards will be presented at the meeting: the Kottkamp Dissertation Award and the LTEL SIG Distinguished Faculty Service Award. The award recipients are **Kimberly Jamison**, recent EdD from The George Washington University, and **Dean Diana Pounder** from Central Arkansas University. Be sure to read on in the newsletter about their outstanding contributions to our field. Thank you to our At-Large Members, **Terry Orr** and **Jennifer Friend**, for conducting the review of applications for the awards.

-Liz Hollingworth



AERA 2015 LTEL Sessions

As you prepare your schedules for Chicago in the coming week, we encourage you to attend the LTEL sessions highlighted below. Special thanks go to Danna Beaty and Ellen Reames for serving as Program Co-Chairs.



Friday, April 17

Time: 12:25 p.m. to 1:55 p.m.
 Location: Swissotel, Lucerne Level, Lucerne I
 Session Title: Leadership Development Through Teaching and Learning
 Type: Paper Session
 Chair: Karen Jones, Texas State University

Session Papers:

Developing Team-Based Instructional Leadership Practices

Sara Dexter, University of Virginia
 Melissa Morgan, University of Virginia
 Dallas Hitt, University of Virginia

Examining the Development of School Leader Competencies by Aspiring Principals During the Principal Preparation Experience: An Exploratory Longitudinal Study

Shelby Cosner, University of Illinois at Chicago
 Martha Hebert, University of Illinois at Chicago
 Lisa Walker, University of Illinois at Chicago
 Anne Hutchinson, University of Illinois at Chicago
 David Mayrowetz, University of Illinois at Chicago
 Samuel Whalen, University of Illinois at Chicago
 Jason Swanson, University of Illinois at Chicago

Learning From Our Graduates and Interns: Examining Graduate and Student Experiences in the Education Administration Internship

Jennifer Clayton, The George Washington University
 Rebecca, Thessin, The George Washington University

Measuring Leadership Dispositions of Preservice Principals

Kathleen Campbell, Southeastern Louisiana University
 Mindy Crain-Dorough, Southeastern Louisiana University
 Evan Mense, Southeastern Louisiana University
 Jennifer Sughrue, Southeastern Louisiana University

School Leader Preparation for Teacher Evaluation: A Case Study on Authentic Experiences

Ashley Briggs, ICF International

Saturday, April 18

Time: 2:45 p.m. to 4:15 p.m.
 Location: Hyatt East -Purple Level, Riverside West
 Session Title: Leadership and Teaching in Educational Leadership
 Type: Roundtable Session
 Chair: Vanessa Hammler Kenon, The University of Texas – San Antonio

Session Papers:

Approaching Justice Through Relevancy: Student Perspectives on Making Online Coursework Matter in Principal Preparation Programs

Scott Bailey, Stephen F. Austin State University
 Stephanie Applewhite, Stephen F. Austin State University

Preparing Principals as Social Justice Leaders

Cheryl Desmond, Millersville University of Pennsylvania
 Tiffany Wright, Millersville University of Pennsylvania

Institutes as Authentic Learning Experiences in Programs of Educational Leadership

Danna Beaty, Tarleton State University



Sunday, April 19

Time: 10:35 a.m. to 12:05 p.m.
 Location: Swissotel, Event Centre First Level, Zurich D
 Session Title: Evaluating Leadership Preparation Programs
 Type: Paper Session
 Chair: Danna Beaty, Tarleton State University

Session Papers:

Characteristics of Educational Leadership Faculty Across Institution Types: An Analysis of Credentials and Administrative Experience

Donald Hackmann, University of Illinois at Urbana-Champaign
 Joel Malin, University of Illinois at Urbana-Champaign
 Martha McCarthy, University of Illinois at Urbana-Champaign

Exploring Best Practices in Evaluating Principal Preparation Programs

Ed Fuller, The Pennsylvania State University
 Liz Hollingworth, University of Iowa

Leading Adult Learning on the Ground: Three Longitudinal Cases of School Leaders Supporting Adult Development

Eleanor Drago-Severnson, Teachers College, Columbia University
 Jessica Blum-DeStefano, Teachers College, Columbia University

The Principal Preparation Program Coordinator's Changing Role: A Multistate Cross-Case Analysis

Joy Phillips, Educational Research Consultants
 Ellen Rheams, Auburn University
 Donald Hackmann, University of Illinois Urbana-Champaign
 Joel Malin, University of Illinois Urbana-Champaign

Time: 4:05 p.m. to 5:35 p.m.
 Location: Swissotel, Lucerne Level, Lucerne I
 Session Title: Social Issues in Learning and Teaching in Educational Leadership Programs
 Type: Paper Session
 Chair: Danna Beaty, Tarleton State University

Session Papers:

Analyzing a Blended Learning Model Through Social Network Analysis

Kelley Bliden, Jefferson County Public Schools

Examining Educational Leadership as Mediatonal Praxis: Mediating Social Injustices in Education Settings

Patrick Jenlink, Stephen F. Austin State University

LGBT Educators' Perceptions of School Climate and Implications for School Leaders

Tiffany Wright, Millersville University of Pennsylvania

Learning to Lead for Strong School-Parent Relationships: From Aspiring to Practicing Leaders

Suzanne McCotter, Montclair State University
 Katrina Bulkley, Montclair State University
 Christina Celfo, Montclair State University

LTEL SIG BUSINESS MEETING:

Time: 6:15 p.m. to 7:45 p.m.
Location: Swissotel, Lucerne Level, Lucerne I

Promotion News

Share your promotions, new jobs, graduations, and awards with the LTEL-SIG Newsletter committee to feature your accomplishments in our next newsletter!



Congratulations to Dr. Kimberly Jamison LTEL-SIG Kottcamp Dissertation of the Year Award Recipient!



Dr. Kimberly Jamison is and recently earned her EdD with The George Washington University. Her dissertation, “Exploring the Experiences of Administrative Interns: A Phenomenological Approach” has been selected for the 2015 LTEL-SIG Kottcamp Dissertation of the Year Award. Dr. Jamison will provide an overview of her dissertation at the LTEL-SIG Business Meeting on April 19. The Kottcamp Award winner is presented with \$250 and a plaque. Her dissertation chair is Dr. Jennifer Clayton.

The School Leadership Preparation Development Network

Karen Sanzo
Old Dominion University



This article highlights the evolution and work of the School Leadership Preparation and Development Network (SLPDN). Over the course of the last five years the SLPDN has hosted a series of leadership development webinars, conferences, and facilitated collaborative research and scholarship dissemination to practitioners and academics throughout the United States. Within this piece I will briefly discuss the need to better connect across programs around leadership preparation and development beyond the sphere of higher education, discuss the development of the Network, and share ways that you can become involved in SLPDN initiatives.

Leadership Preparation and Development

By now the research is clear that school leaders make a significant impact on the success of schools (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004). What is not as clear is how we can best prepare aspiring and current school leaders to meet the needs of a diverse learner population. This search for best practices and quality research around preparing and developing school leaders is not new. Piele and Culberston wrote in their edited series on Administration and Preparation through the University Council for Educational Administration (UCEA) in 1972, over forty years ago, about the changing landscape of leadership preparation programs and “the continuing search for more effective patterns of field experience, instructional method, and content in preparatory programs” (Lutz & Ferrante, 1972, p. vii). We find ourselves still in this search, although we are now

much better situated to collaboratively undertake joint research initiatives, cross program (district, higher education, and other educational agencies) development activities, and engage in substantive partnerships.

It can be argued that we already know an abundance of successful practices, grounded in extant research, to prepare current and the next generation of school leaders. Yearly we are exposed to these at annual conferences, and quarterly and monthly through professional journals. We are fortunate to have organizations that we can rely on to provide a venue for learning about scholarship in this area such as the University Council for Educational Administration, the National Council of Professors of Educational Administration, and the Annual Educational Research Association. The scope of these organizations, though, tends to primarily be focused at academics and not for practitioners in the field. The challenge also lies in that while we may have *some* research-based practices identified and research organizations that help disseminate the findings, the field as a whole is not currently accessing these to a large extent and using these lessons learned. Nor do we have an abundance of strategies, activities, practices, and approaches to prepare our current and future school leaders to meet the changing demands of our educational system.

Continued...

Only a small subset of educators seems to be accessing and utilizing these previously mentioned practices and engaging in research around these practices. Just six years ago Kottkamp and Rusch (2009) wrote that what “we as a field of research produce is a lot of islands sprinkled across a vast sea” (p. 80). Within our field we have hard working, dedicated scholars and practitioners engaged in meaningful and substantive work focused around leadership preparation and development. This is evident through the work we share at research conferences and in our journals. However, what we currently do not see in *large scale* are connections and partnerships between scholars, practitioners, and other educational organizations around preparing and developing school leaders. It is incumbent upon us, now, to bring these islands together to create a mass of research, best practices, and solutions to challenges to prepare current and aspiring school leaders. One organization attempting to do just that is the School Leadership Preparation and Development Network.



SLPDN

The School Leadership Preparation and Development Network began in 2010 with funding provided through the United States Department of Education School Leadership Program (SLP). Originally, the Network began as The United States Department of Education School Leadership Program Communication Hub with the intent to connect SLP grant project members and participants across the United States around core issues of project implementation, sharing lessons learned, and researching the grant-funded initiatives. These multi-million dollar grant funded initiatives are partnership projects between school districts and other educational providers to prepare aspiring and/or current assistant principals and principals. You can learn more about the SLP at this website: <http://www.slpdn.com/about-the-usde-slp.html>

The scope of the Network has evolved to reach beyond the initial core of grant-funded projects and connects an inclusive group of educators interested in learning how to better prepare and develop current school leaders, as well as emerging and aspiring school leaders. Our goal is to connect individuals and organizations across the nation interested in transforming schools and districts through understanding and promoting innovative and successful practices in school leadership preparation and development, informing policy around school leadership, and supporting high-quality research to collect evidence around effective leadership development practices. What makes the SLPDN unique is our focus on connecting various stakeholders, beyond the traditional higher educational and research organizations, who are interested in leadership preparation and development. There is a significant gap between the work conducted in higher education and other research organizations and the “on-the-ground” work in school districts. The SLPDN seeks to address this gap.

Continued...

Over the past five years the SLPDN has hosted four national conferences around leadership preparation and development. Originally involving SLP grantees, the conferences have expanded to an inclusive community sharing our lessons learned, processing through challenges in program implementation (including partnership development and sustainability, program evaluation, the internship, and coaching activities), and research initiatives around identifying effective leadership development practices. Our “Working Conferences” are distinctive and promote the idea of professional learning communities through an intensive conference process where we learn about the various initiatives underway by conference attendees, collaborate in innovative pre- and post-sessions, and engage in activities that often mirror the types of training and initiatives found to be successful in the field with leaders.

The SLPDN webinar series over the past five years has featured a variety of valuable resources for leadership preparation and development providers, bringing together experts in the field throughout the nation. This series is responsive to the needs of the community and features topics of interest that are in alignment with national issues around preparation and development. Webinars vary from evaluation tools for leadership preparation programs, integration of social justice into schools and districts, to the use of effective formative assessment strategies by school leaders. Network members are encouraged to facilitate their own webinars through the series. We invite you to join our upcoming webinars in April and May featuring Scott McCleod on “The Challenges of Digital Leadership: Are We Irrelevant To The Digital, Global World In Which We Now Live?”, Justin Baeder on “Decision Science: How High-Performance Instructional Leaders Navigate Organizational Change”, and Rebecca Cheung on

Models of Outcomes Based Accountability for Leadership Preparation. You can learn more about the webinar series, including connecting into our upcoming sessions, at:

<http://www.slpdn.com/webinars.html>

Other initiatives have included collaborative research around pressing problems of practice in leadership preparation and development. Our joint initiatives have led to a number of publications featuring the work of Network members around their initiatives in this area. These publications include: From Policy to Practice: *Sustainable Innovations in School Leadership Preparation and Development* (Sanzo, 2014), *Successful School Leadership Preparation and Development* (Sanzo, Myran, & Normore, 2012), and a special issue for the Journal of School Leadership entitled *University-District Collaborations for Leadership Preparation: Encouraging Results, Promising Possibilities, Questionable Policies* (Browne-Ferrigno & Crum, 2011).

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- Browne-Ferrigno, T. & Crum, K.L. & (2011). University-district collaborations for leadership preparation: Encouraging results, promising possibilities, questionable policies. *The Journal of School Leadership*, 21(5).
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- Lutz, F.W. & Ferrante, R. (1972). *Emergent practices in the continuing education of school administrators*. Columbus, OH: University Council for Educational Administration.
- Sanzo, K.S. (2014). *From policy to practice: Sustainable innovations in school leadership preparation and development*. Information Age Publishing.
- Sanzo, K.S., Myran, S. & Normore, (2012) *Advances in Educational Administration, Volume 17, Successful School Leadership Preparation and Development*, UK: Emerald.

You are invited to “Join the Conversation” with the SLPDN. One opportunity this year to join the SLPDN is at our 5th Annual Working Conference in Chicago, Illinois September 24-26, 2015. The conference is free for all attendees and co-sponsored by the Illinois Partnerships Advancing Rigorous Training, the School of Education at Loyola University Chicago, The Center for Urban Education Leadership - University of Illinois @ Chicago, and the Educational Leadership Program at Old Dominion University. Learn about leadership preparation and development initiatives, research in the field, and policy developments. Find out more about the SLPDN conference and register to join us with your leadership preparation and development colleagues at:

<http://www.slpdn.com/slpdn-2015-conference.html>





AERA is quickly approaching, and I am looking forward to my first AERA conference experience. I enjoy attending the annual UCEA meeting where I leave feeling enthusiastic about the important work that graduate students and professors are doing. It is an inspiring event, and I anticipate that AERA will be a valuable experience as well. I have found that planning for a conference attendance requires an intentional approach. No matter one's role at the convention, a graduate student is afforded a unique opportunity to network with other graduate students and the researchers in their respective fields.

As graduate students plan for this year's conference in Chicago, there are a few tools that we could put in our pockets, literally and figuratively, to help make the most out of AERA 2015. I hope you find this short list helpful in your upcoming conference experience.

- ◇ **Prepare to Evaluate and Give Feedback.** Your feedback is important at the end of a conference. It is commonplace for organizers to invite you to share your experience for future event planning. Think about your expectations for the conference. As you navigate the convention, make notes of both what was effective and what could be improved. This way, when asked to provide feedback, you will have a basis on which to make your evaluation.
- ◇ **Articulate Goals.** Determine your conference goals to make the most of your limited time. Annually, AERA hosts thousands of educational researchers and thus thousands of opportunities. Using tools like the conference website (www.aera.net), downloading the conference app, or getting advice from people who have attended in the past can be helpful.



Continued...

- ◇ **Schedule.** Knowing the sessions you may be interested in beforehand is key. Because of the size of AERA, adequate planning and time management is necessary. Sessions you are interested in may be in one of the seven different conference hotels in downtown Chicago. Knowing when and where you are going will reduce frustration as you travel from one session to another. You may want to start building your conference schedule with sessions specific to graduate students and the LTEL-SIG meeting. See the Graduate Student Resource page on the AERA website for more detailed descriptions for each graduate student opportunity.
- *Graduate Student Resource Center* (Marriott Magnificent Mile Chicago, Fifth Level, Chicago E)
 - Thursday, April 16 (12:00 – 6:00)
 - Friday, April 17 (8:00 – 6:00)
 - Saturday, April 18 (8:00 – 6:00)
 - Sunday, April 19 (8:00 – 6:00)
 - *Graduate Student Council Sessions* (8 different opportunities throughout the conference)
 - *Getting Connected AERA's Multiple Offerings: Graduate Student Edition* (Thursday, April 16, 2:15-3:45; Marriott, Fifth Level – Chicago E)
 - *AERA Welcoming Orientation for New Members and First-Time Attendees* (Friday, April, 17, 7:00-8:00AM; Hyatt, East Tower – Gold Level – Grand AB)
 - *Division A Fireside Chat: Strengthening School Leaders' Understandings of the Intersections of Identity, Culture, Language, Heritage and Justice Conceptualization* (Friday, April 17, 2:15–3:45PM; Swissotel, Lucerne Level – Lucerne III)
 - *Reflecting on Service and Graduate Education* (Sunday, April 19th, 2:15 – 3:45; Marriott, Fifth Level, Chicago E)
 - *LTEL-SIG Business Meeting* (Sunday, April 19, 6:15 – 7:45PM; Swissotel Lucerne Level, Lucerne I)
- ◇ **Business Cards.** Business cards are an effective tool that quickly and efficiently provides contact information to those you meet, and invites follow-up conversations after a conference is complete. Check to see if your institution has a template for personalizing graduate student business cards that you can order. Bring plenty with you to the conference.
- ◇ **Social Media.** Similar to business cards, social media tools like Facebook, Twitter, and LinkedIn are effective ways to stay updated on the happenings of your professional groups and networks. The Learning and Teaching in Educational Leadership Special Interest Group has a Facebook page you can visit (<https://www.facebook.com/LTElsig?ref=hl>). The page includes information about job postings, calls for proposals, etc.
- ◇ **Elevator Pitch.** No matter what stage of your graduate studies, be ready to articulate your research interests or project in a 3-4-sentence pitch. Conferences are exciting but very busy events, and a few clear sentences may be all you have time for when speaking to professors or other researchers. Practice your elevator pitch with your fellow graduate students to get comfortable with your message.

See you in Chicago!

ROWMAN & LITTLEFIELD

Call for Book Chapter Proposals from International Scholars

Rowman & Littlefield Publishers has issued a contract for the 2016 publication of

International Perspectives on Women In Educational Leadership

International scholars and practitioners whose work reflects a broad range of perspectives on women in educational leadership are invited to submit chapter proposals. Elizabeth C. Reilly, Professor of Educational Leadership at Loyola Marymount University and Diane E. Reed, Associate Professor at St. John Fisher College, will co-edit the book.

The tentative themes of each section are as follows, but the editors and publisher are open to others:

- *Philosophical and Theoretical Perspectives on Women in Educational Leadership*
- *Cultural, Social, and Political Factors Affecting Women in Educational Leadership*
- *Recruiting, Preparing, and Mentoring Women Leaders*
- *Resilient and Persistent Women Leaders*
- *Untold Challenges Facing Women Educational Leaders*
- *Re-imagining Women in Educational Leadership*

Please send a proposal of no more than 2,000 words (excluding references) that addresses the following:

1. Overview of Chapter: Include the proposed title, a brief description of the theme you are addressing or proposing, and any other relevant information to set the context.
2. Preliminary Outline: Include an outline of the proposed chapter.
3. References: Provide selected references that you may include in the chapter.
4. Discussion of Expertise: Include brief biographies of each proposed author and their selected, recent publications. (The last 2-5 years are sufficient.)

The **proposal submission is due May 15, 2015**, and notification of acceptance will be June 15, 2015. Tentative deadline for accepted and completed book chapters is November 15, 2015.

Send inquiries and completed proposals to Elizabeth C. Reilly at elizabeth.reilly@lmu.edu.



New Book Information

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

Edited by **Karen L. Sanzo**, *Old Dominion University*

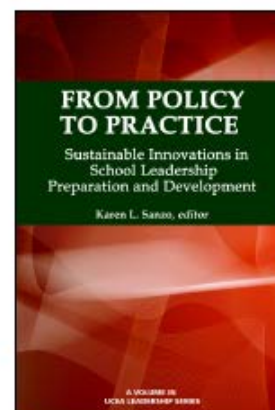
A volume in *UCEA Leadership Series*

Series Editor: **Liz Hollingworth**, *The University of Iowa*

The official book series of
the *University Council for Educational Administration (UCEA)*

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

CONTENTS: Sustaining School Leadership Programs: Planning for Leadership Succession, Recruitment, Selection, and Innovative Curriculum, *Antonia Issa Lahera and Anthony H. Normore*. Preparing Principals for High-Need Rural Schools: Lasting Impact of One District's Efforts to Transform School Leadership, *Tricia Browne-Ferrigno*. Raising the Quality of Principal Leadership Development: Lessons From a Collaboration Between an Urban School District, a State Leadership Institute, and a University Leadership Program, *Arlie Woodrum, Allison M. Borden, David Bower, Sharon Olguin, and Linda Paul*. Reflections on What Was Learned in the U.S. Department of Education Funded Learner-Centered Leadership (LCL) Project 2002–2006, *Arnold Danzig and Gary Kiltz*. Sustaining Data-Informed Decision Making, *Walter L. Burt, Jianping Shen, Robert Leneway, and J. Mark Rainey*. Efforts to Sustain Activities Developed Through Federal Funding: The Case of Project All, *Charol Shakeshaft, Kerry Robinson, Barbara Driver, and Jennifer Wilkerson*. Performance-Based Academic Coaching Teams (PACT): A System-Wide Support for Principals and Aspiring Principals, *Michele Skinner and Irma Harper*. Thinking Like an Evaluator: A Paradigm for Preparing Practice-Ready and Change-Focused School Leaders, *Miriam L. Fultz and Stephen H. Davis*. Utilization of a Cohort Model in School Leadership Preparation Programs: Lessons Learned From a Usde Grant, *Jennifer K. Clayton*. Preparing Principals and Leadership Teams to Implement Schoolwide Instructional Initiatives, *Paula Egelson, John Uhn, and Fran Cowart*. The Experiences of Women in a U.S. Department of Education School Leadership Preparation Cohort Program, *Darra Belle and Karen L. Sanzo*. Certified Cognitive CoachingSM in a School Leadership Program, *R. Scott Blackshire, Barbara H. Gideon, Mark A. Gooden, Dottie Hall, and Glenn Nolly*. Sustaining a Renewal Model for School Improvement, *Patricia Reeves, Louann Bierlein Palmer, Dennis McCrumb, and Jianping Shen*.



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Congratulations to Dr. Diana Pounder 2015 LTEL-SIG Distinguished Faculty Achievement Award in Service Recipient

The Learning and Teaching in Educational Leadership (LTEL) SIG is pleased to announce that the recipient of the 2015 Distinguished Faculty Achievement Award for Service is Dr. Diana Pounder. This award is given annually to recognize a distinguished record of research or service to the field related to learning and teaching in educational leadership and administration. Dr. Pounder currently serves as the Dean of the College of Education at the University of Central Arkansas. Her contributions to our field have been substantial and numerous. As co-chair of the LTEL SIG Taskforce on Leadership Preparation Effectiveness with Dr. Terry Orr, she was instrumental in developing and piloting the *INSPIRE* suite of surveys for leadership programs that are now available for use within our field. She served as Secretary for the American Education Research Association's Division A, provided leadership for diverse advisory and program committees and editorial boards, and she was the 2009 recipient of the University Council for Educational Administration's Distinguished Service Award. She also has a reputation for mentoring junior faculty in our field, regardless of higher education institution. Congratulations to Diana Pounder for receiving this honor for a long record of productive service!



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Visit the LTEL-SIG on Facebook to see photos of our members at the UCEA and AERA annual meetings: <https://www.facebook.com/LTELSig>