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 my pleasure to welcome you to the LTEL SIG spring newsletter, AERA Edition.

Many thanks to **Jennifer Clayton,** our outgoing Newsletter Chair, for her service and dedication to the work of our SIG. Welcome and congratulations to **Ian Sutherland**, incoming Newsletter Chair. You have some big shoes to fill, but I am sure with the help of our friends at Information Age Publishing, you will do a great job.

About our Special Interest Group (SIG)
We are a community of professors who study Learning and Teaching in Educational Leadership (LTEL). 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 the American Educational Research Association (AERA). You can follow us on Facebook at https://www.facebook.com/LTELsig/ and you can also find us on our official AERA website here http://www.aera.net/SIG129/LTELSIG129.

Continued…

Inside This Issue

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

SIG Election Results

This spring we held elections for the spots that will become vacant on the EC at the end of the AERA meeting.

Congratulations to **Daniel Reyes-Guerra**, who was elected to serve as Chair with a 3-year term that begins at the conclusion of the AERA meeting.

Karen Sanzo has been elected to serve as Secretary, replacing **Bev Irby**. Many thanks to Bev for your years of service to the LTEL-SIG.

Vicki Park was elected to serve as a Member-At-Large, with a two year term replacing Terry Orr. We are appreciative of Terry's service as the At-Large Member in charge of the Kottkamp Dissertation Award.

Upcoming AERA Meeting

The AERA Annual Meeting will be held in **Washington, DC from Friday, April 8, 2016 through Tuesday, April 12**. We are looking forward to another opportunity to collaborate with educational leadership researchers who share our passion for Learning and Teaching in Educational Leadership.

If you have not renewed your SIG membership, please be sure to do so before our AERA meeting in DC. 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.

LTEL SIG Awards

The LTEL SIG Distinguished Faculty Research Award is given biennially (in even-numbered years) to recognize a distinguished record of research to the field related to learning and teaching in educational leadership and administration. The record of research for which the individual is nominated must represent a significant contribution to the broad field of educational leadership and administration preparation and development through moving forward practice, policy, or research aligned with LTEL-SIG's purposes. This year's award recipient will be announced. Many thanks to our At-Large Members, Ed Fuller and Mariela Rodriguez for their service on this important committee.

We will not be awarding the Kottkamp Dissertation Award this year. Thank you to our At-Large Member, Terry Orr and her committee, for conducting the review of applications. Please encourage your doctoral students to investigate educational leadership preparation and development programs, assess the impact of preparation on leadership practice, examine policy issues related to state or national leadership standards assessment and credentialing, or contribute through disciplined inquiry to the knowledge base about learning and teaching in educational leadership**.**

SIG Business Meeting at AERA in Washington, DC

**Learning and Teaching in Educational Leadership (LTEL)**
SIG Business Meeting
6:15-7:45pm
Monday, April 11, 2016
Washington DC Convention Center, Level One, Room 147 A

Please plan on attending our meeting and bring along as many of your graduate students as you can. The LTEL SIG Distinguished Faculty Research Award will be presented, followed by a reception. Be sure to read on in the newsletter about their outstanding contributions to our field.
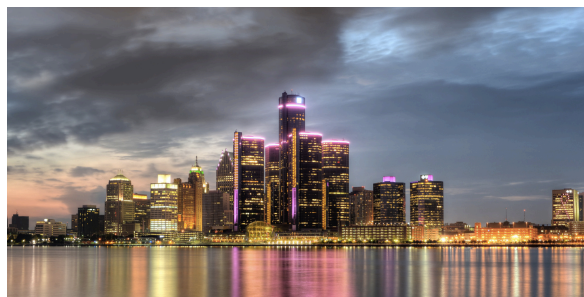
Call for Proposals for University Council for Educational Administration (UCEA)
The call for proposals for the UCEA annual meeting has been released. Now is the time to start writing your conference proposals and to plan your trip to Detroit, MI in November.

This year's theme, "Revitalizing Education in Complex Contexts: Re-envisioning Leadership, Refreshing Practice, Redefining Student Success," is intended as an occasion to talk, meet, think, and organize for a renewed vision, goal-setting and coalition-building that will bring new life and meaning to the role of education and educational leadership. The theme highlights the context of the convention location in Detroit, a city that has faced significant challenges and undergone tremendous change, with a lens on the educational, political, civic, corporate, and community revitalization that occurs in such contexts.

The proposal submission process will open April 6th, 2016 and will close on May 9th, 2016 at midnight EST.

In Closing
This is my last newsletter posting as Chair of the LTEL SIG. It has been my honor and a pleasure to serve as the leader of this esteemed group of colleagues who are committed to the study of educational leadership. I look forward to serving as the Past-President for the next 3 years. I also would like to express my deepest gratitude and sincere thanks to Arnie Danzig, the out-going Past-President. He has served as a wonderful mentor and guide for me these past 3 years, and I can honestly say the SIG is a better organization as a result of his leadership. Please join us in a toast to Arnie at our business meeting in DC.

Thank you,
~Liz Hollingworth

AERA 2016 LTEL Sessions

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

Monday, April 11

Time:	7:45 a.m. to 9:15 a.m.
Location:	Convention Center, Level 2, Room 209C
Session Title:	Internship and Socialization Practices in Educational Leadership
Type:	Paper Session
Chair:	Danna Beaty, Tarleton State University

Session Papers:

An Examination of Design Development as the Signature Pedagogy in a Practice-Oriented Doctoral Program
John Hall, Temple University
Rick Mintrop, University of California, Berkeley

Comparative Benefits and Outcomes for Enhanced Internships in Small Districts: A Multicohort Study
Margaret Terry Orr, Bank Street College

Learning and Teaching in Educational Leadership: Students' Gendered Experiences With Mentoring
Anjale DeVawn Welton, University of Illinois at Urbana-Champaign
Katherine Cumings Mansfield, VA Commonwealth University
Pei-Ling Lee, The University of Texas-Austin
Michelle D. Young, University Council for Educational Administration

Preparing Leaders to Engage Complex Social Systems: Where Do We Stand?
Ian Sutherland, Old Dominion University
Karen L. Sanzo, Old Dominion University

Profiles of the Administrative Internship Experience: The Mentor/Intern Relationship

Rebecca A. Thessin, The George Washington University
Jennifer K. Clayton, The George Washington University
Kimberly R. Jamison, The George Washington University

Monday, April 11

Time:	11:45 a.m. to 1:15 p.m.
Location:	Convention Center, Level 2, Exhibit Hall D, Section C
Session Title:	Leadership and Teaching in Educational Leadership
Type:	Roundtable Session
Chair:	Scott Bailey, Stephen F. Austin State University

Session Papers:

DIYlab: Fostering Digital Competence, Students' Agency, and Learning
Juana M. Sancho-gil, Universitat de Barcelona
Fernando Hernandez-Hernandez, Universitat de Barcelona
Raquel Mino-Puigcercos, The University of Barcelona

Learning Mechanisms Drawn Upon by Leadership Coaches in the Development of Aspiring Principals
Shelby A. Cosner, University of Illinois at Chicago
Lisa Walker, University of Illinois at Chicago
Jason Swanson, University of Illinois at Chicago
Martha Hebert, University of Illinois at Chicago
David Mayrowetz, University of Illinois at Chicago
Michelle McKenna Shabaker, University of Illinois at Chicago
Anne Hutchinson, University of Illinois at Chicago
Sam Whalen, University of Illinois at Chicago

Mentoring Experiences of an Educational Leadership Graduate Student and Professor: A Collaborative Autoethnography
Joel R. Malin, Miami University-Oxford
Donald G. Hackmann, University of Illinois at Urbana-Champaign

Teaching Doctoral Research Courses in a Blended Setting
MD Haque, University of La Verne
Sunny Liu, University of Southern California

The Action Research Ed.D.: An Approach to Developing Effective Scholar-Practitioners
April L. Peters, University of Georgia
Karen C. Bryant, University of Georgia
Sheneka M. Williams, University of Georgia

Monday, April 11

LTEL SIG BUSINESS MEETING:

Time: **6:45 p.m. to 8:15 p.m.**
Location: **Convention Center, Level 1, Room 147A**

Tuesday, April 12
Time: 10:35 a.m. to 12:05 p.m.
Location: Convention Center, Level 1, Room 141
Session Title: Technology and Learning in Educational Leadership
Type: Paper Session

Session Papers:

How Collaborative Leadership Facilitates Student Learning in Blended, Self-Paced Mathematics Classrooms
Douglas M. Wieczorek, Iowa State University
Manuel Del Real, Iowa State University

Measuring the Impact of Nontraditional Leadership Preparation: Connecting Online Learning to Career Outcomes
Bradley W. Davis, The University of Texas at Arlington
Angelia Dalene Williams, University of Texas at Arlington
Greg Hladik, The University of Texas-Arlington

Teaching Qualitative Research Online to Leadership Students: Between Firm Structure and Choice
Maja Miskovic, Concordia University
Elena Lyutykh, Concordia University-Chicago

Using TeachLivE: Examining the Impact of Virtual Learning on Preservice Administrators' Understanding of Supervision
Teresa Martin Starrett, Texas Woman's University

Tuesday, April 12

Time: 2:15 p.m. to 3:45 p.m.
Location: Convention Center, Level 1, Room 147A
Session Title: Program Issues in Educational Leadership
Type: Paper Session
Chair: Anthony Olalere, Clemson University

Session Papers:

Administrative Best Practice to Influence Culture in a Rural Middle School of Poverty
David Nixon, Anderson School District 3
Robert Charles Knoeppel, Clemson University

Teaching Research in Ed.D. Practitioner Programs Using the Research Skill Development Framework
Tara L. Shepperson, Eastern Kentucky University

Tell Me so I Can Hear You: A Developmental Approach to Effective Feedback
Eleanor E. Drago-Severson, Teachers College, Columbia University
Jessica Blum-DeStefano, Teachers College, Columbia University

The Role of Faculty in K–12 Policy Implementation: The Case of Indiana's Teacher Evaluation Law
Molly Stewart, Indiana University-Bloomington
Colleen E. Chestnut, Indiana University-Bloomington
Anna Sera, Indiana Unviersity-Bloomington

Designing and Refining the Development of Team-Based Instructional Leadership Practice
Melissa Anderson Morgan, University of Virginia
Sara L. Dexter, University of Virginia

Promotion News

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

LTEL-SIG Kottcamp Dissertation of the Year Award Update

The Learning and Teaching in Educational Leadership (LTEL) SIG sponsors an annual award—the Robert Kottkamp Outstanding Dissertation Award—to encourage and recognize promising research in the field of leadership preparation. Only dissertations that directly investigate educational leadership preparation and development programs, assess the impact of preparation on leadership practice, examine policy issues related to state or national leadership standards assessment and credentialing, or contribute through disciplined inquiry to the knowledge base about learning and teaching in educational leadership are considered. This year, the LTEL SIG received several nominations of promising new research. After careful review of the dissertations, however, the LTEL-SIG awards committee determined that none fit the award's purpose and could not be considered, despite their quality and relevance to the field of leadership and school organization generally. We thank the LTEL-SIG awards committee— Andrew William Place, St. Joseph's University, Kristina Hesbol, University of Denver, and Susan Everson, St. Louis University--for their thoughtful work on behalf of the LTEL-SIG. We encourage LTEL-SIG members to support their advanced graduate students in undertaking research on leadership preparation, and contribute to knowledge and policy making in our field.

Invitation to a Conversation on the
National Educational Leadership Preparation Standards

Invitation

Dear Educational Leadership Preparation Colleagues,

You are cordially invited to join UCEA and the members of the National Educational Leadership Preparation (NELP) standards committee at AERA for a focus group feedback session on a draft of the new preparation standards for building and district leaders. These standards, which will replace the 2011 ELCC standards, were designed by a national committee made up of practitioners, state leaders, and researchers appointed by CCSSO and the NPBEA.

Date: Saturday, April 9, 2016

Time: 8:00 AM - 11:00 AM

Location: Convention Center, Level One, Room 150A

As a preparer of future leaders, your perspective is critical for ensuring that the new standards identify key aspects of building and district leaders' work and that they represent the appropriate developmental level for a newly prepared leader.

Please RSVP using the link below to let us know if you will attend this important discussion.

Click here to RSVP

Or copy RSVP link in browser: http://goo.gl/forms/ETDPeZ9F10

We hope to see you there!

Michelle Young, NELP Committee Chair

UCEA Executive Director

SAVE THE DATE!
University Council of Educational Administration for the Annual Convention!
November 17-20, 2016
Detroit, Michigan

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UCEA will be hosting its Annual Convention in Detroit Michigan at the Detroit Marriott Renaissance Center November 17th-20th. Early Bird Registration for the event will open June 1st, 2016 on the UCEA website. We hope to see you there!

- Wednesday November 16th-Thursday November 17th: UCEA Plenary Session
- Wednesday November 16th-Thursday November 17th: Graduate Student Summit
- Thursday November 17th, 8 AM-12 PM: Jackson Scholar Sessions
- Thursday November 17th, 11:30 AM-1:30 PM: Annual Awards Luncheon
- Thursday November 17th, 5:40 PM-7:00 PM: Social Justice Keynote
- Thursday November 17th, 7:00 PM-8:00 PM: Opening Reception in Honor of Past Presidents
- Friday, November 18th, 9:20 AM-10:30 AM: Presidential Address by Monica Byrne-Jimenez
- Friday, November 18th, 5:00 PM-6:10 PM: Mitstifer Lecture
- Friday, November 18th, 6:30 PM-8:00 PM: Jackson Scholars Reception and Recognition Ceremony
- Saturday, November 19th, 9:20 AM-10:30 AM: The Wallace Foundation Townhall
- Saturday, November 19th: Motown Party and 30th Anniversary of the Annual Convention Gala
- Sunday, November 20th: UCEA International Summit

Ritchie Program Impact and Development
Darsella Vigil and Susan Korach

In 2003, the University of Denver partnered with Denver Public Schools to customize the preparation of principals. This partnership was launched as a strategy to turn around poor performing schools and improve student achievement by training a new breed of principals for Denver Public Schools (Mitgang, 2012). Leadership from the district, the university, and a local foundation formed a design team charged with developing a prototype of a principal preparation program that aligned with the needs and goals of the district and challenged existing norms (Korach, 2011). The program adopted a competency-based rather than a course-based design and developed inquiry projects that immersed program participants in authentic leadership work throughout the life cycle of an academic year. Through the program, program participants are able to challenge the status quo by engaging in adaptive work and implementing second order change in their schools (Korach, 2011).

Program Features

In an effort to promote learning communities and connect theory to practice, all participants in the Ritchie program are provided the following student-centered opportunities through the program:

- real-world experience through a year-long internship supported by a mentor principal and integrated with the work of the program;
- customization of the inquiry projects to their individual leadership development needs (based on an analysis of their skills relative to the district principal performance standards) and the needs of the host school program participants' work should add value to the school);
- development of a leadership body of knowledge and skill (research, content, theory, tools, learning experiences, etc.) through weekly classes with a consistent team of university faculty and district leaders;

- development of a learning community grounded in reflective practice through the cohort structure that extends beyond each annual cohort to a network of alumni;
- opportunities to practice their leadership and receive feedback through leadership labs that help them develop the "dispositions and habits of mind integral to ethical and responsible leadership in urban settings" (Korach, 2005, p. 4; Korach & Agans, 2011).

Expansion of the Prototype

As a result of program evaluation findings (Korach & Agans, 2011), the faculty at the University of Denver began to redesign their course-based principal preparation after the model of the Ritchie program prototype. They launched a blended online model, Executive Leadership for Successful Schools (ELSS) in 2007. ELSS maintained the spiral learning process of connecting work to school and school to work and foundation on inquiry projects; however, some features looked different in the technology enhanced program. The online learning environment replaced the weekly class sessions and became the primary point of connection for program participants while the participants' real-world experience came from their schools, which were scattered among multiple school districts instead of just one (Korach & Agans, 2011). Additionally, ELSS relied on threaded online discussions, use of digital portfolios, and the establishment of online supportive networks and communities as the primary mode of instruction (Korach & Agans, 2011). It offers the same structure and content as the Ritchie program, except it has a different internship and delivery format. Early findings of this program suggested that it is equally as effective as the classroom-based program (Korach & Agans, 2011).

Program Evaluation

University faculty have consistently engaged in program evaluation research from the prototype launch of the Ritchie Program through the development of ELSS. This evaluation has included case study research (Korach, 2008), annual administration of surveys (INSPIRE), and engagement with research initiatives such as the School Leadership Program (2008) and the Wallace Foundation Principal Pipeline Initiative (2011). Evaluation and assessment of principal preparation programs is both timely and necessary as university leadership preparation programs and their effectiveness have come under fire (Crow, Arnold, Reed, Shoho, 2012; Orr, 2010). This growing accountability trend has propelled faculty at the University of Denver to put internal evaluation measures in place that track the performance of their graduates. One of the latest initiatives is the development of a graduate tracking system.

Graduate Tracking System

In 2015, the Ritchie program launched its graduate tracking database as a prototype to be used for all Ritchie and ELSS graduates. The primary purpose of the database is to track the career paths and job performance of program graduates so that faculty and district leaders can measure how well the program is preparing its leaders and determine what areas need improvement. Currently, the database contains career placement data for all of its program participants who graduated.
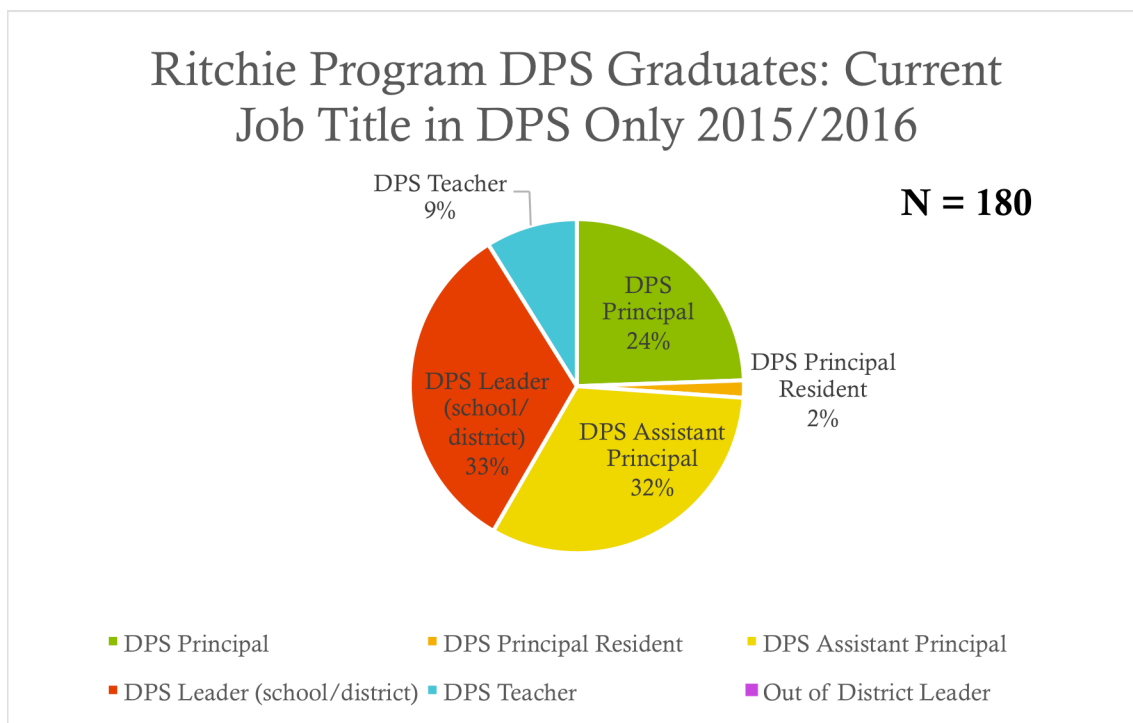
Placement data was collected and tracked before, during, and after graduates completed the program. It is important to note that placement data was tracked each year following the graduates exit from the program. Placement data begins with the 2003 cohort and is ongoing to the most current cohort of 2015. Some variables in the database include participant demographics, prior-placement, program indicators, and career placement data by year, school, and level (Please see *Figure* 1 for screenshot of the database).

												2015-2016				
Pers onal ID	Employee ID	Cohort Year	Entry Yr/Trm	Grad Yr/Trm	Program Code	Program	Race	Gender	Age/ DOB	Name	Job Title	Org ID	Assignment Orgunit Name	District	Sector	Level
1001	10000001	2012-2013	201210	201330	CERT-EDUPLD	DPS: Ritchie	B	M	May-78	Smith, John	Assistant Principal	475	DENVER SCHOOL OF THE ARTS 9-12	DPS	K12	High School
1001	10000001	2012-2013	201210	201330	CERT-EDUPLD	DPS: Ritchie	W	F	May-78	Doe, Jane	Teacher Coach	297	CENTENNIAL ELEMENTARY K-8	DPS	K12	Elementary/Middle
1001	10000001	2012-2013	201210	201330	CERT-EDUPLD	DPS: Ritchie	AI	M	May-78	Smith, John	Principal	285	VALVERDE ELEMENTARY	DPS	K12	Elementary
1001	10000001	2012-2013	201210	201330	CERT-EDUPLD	DPS: Ritchie	H	F	May-78	Doe, Jane	Assistant Principal	224	COWELL ELEMENTARY	DPS	K12	Elementary
1001	10000001	2012-2013	201210	201330	CERT-EDUPLD	DPS: Ritchie	B	F	May-78	Doe, Jane	Principal Resident	506	RESPECT ACADEMY AT LINCOLN	DPS	K12	High School
1001	10000001	2012-2014	201210	201330	CERT-EDUPLD	DPS: Ritchie	W	M	May-78	Smith, John	Principal	328	Highline Academy Charter School	DPS	K12	Elementary/Middle
1001	10000001	2013-2014	201310	201430	CERT-EDUDPS	DPS: ELSS	W	M	Dec-80	Smith, John	Assistant Principal	471	HIGH TECH EARLY COLLEGE	DPS	K12	High School
1001	10000001	2013-2014	201310	201430	CERT-EDUPLD	DPS: Ritchie	W	F	Dec-80	Doe, Jane	Project/Program Manager		ENGLISH LANGUAGE ACQUISITION	DPS	K12	District
1001	10000001	2013-2014	201310	201430	CERT-EDUPLD	DPS: Ritchie	W	F	Dec-80	Doe, Jane	Assistant Principal	243	GODSMAN ELEMENTARY	DPS	K12	Elementary
1001	10000001	2013-2014	201310	201430	CERT-EDUPLD	DPS: Ritchie	W	F	Dec-80	Doe, Jane	Assistant Principal	259	DORA MOORE ELEMENTARY K-8	DPS	K12	PreK/Elementary/Middle
1001	10000001	2013-2014	201310	201430	CERT-EDUPLD	DPS: Ritchie	W	F	Dec-80	Doe, Jane	Principal	207	BARNUM ELEMENTARY	DPS	K12	Elementary
1001	10000001	2013-2014	201310	201430	CERT-EDUPLD	DPS: Ritchie	W	M	Dec-80	Smith, John	Assistant Principal	447	DCIS AT MONTBELLO MIDDLE 6-8	DPS	K12	Middle
1001	10000001	2013-2014	201310	201430	CERT-EDUDPS	DPS: ELSS	W	M	Dec-80	Smith, John	Teacher Admin Assistant	465	KUNSMILLER CREATIVE ARTS 9-12	DPS	K12	High School
1001	10000001	2013-2014	201310	201430	CERT-EDUPLD	DPS: Ritchie	W	M	Dec-80	Smith, John	Assistant Principal	249	JOHNSON ELEMENTARY	DPS	K12	Elementary
1001	10000001	2013-2014	201310	201450	CERT-EDUPLD	DPS: Ritchie	W	F	Dec-80	Doe, Jane	Assistant Principal	246	GUST ELEMENTARY	DPS	K12	Elementary
1001	10000001	2013-2014	201310	201430	CERT-EDUPLD	DPS: Ritchie	W	F	Dec-80	Doe, Jane	Teacher Coach		TEACHER LEARNING & LEADERSHIP	DPS	K12	District
1001	10000001	2013-2014	201310	201430	CERT-EDUPLD	DPS: Ritchie	W	F	Dec-80	Doe, Jane	Assistant Principal	219	COLFAX ELEMENTARY	DPS	K12	Elementary
1001	10000001	2013-2014	201310	201430	CERT-EDUPLD	DPS: Ritchie	H	M	Dec-80	Smith, John	Assistant Principal	466	DCIS AT MONTBELLO HIGH	DPS	K12	High School
1001	10000001	2013-2014	201310	201430	CERT-EDUPLD	DPS: Ritchie	W	F	Dec-80	Doe, Jane	Teacher Coach		TEACHER LEARNING & LEADERSHIP	DPS	K12	District
1001	10000001	2013-2014	201310	201430	CERT-EDUPLD	DPS: Ritchie	H	M	Dec-80	Smith, John	Assistant Principal	240	FORCE ELEMENTARY	DPS	K12	Elementary
1001	10000001	2013-2014	201310	201430	CERT-EDUDPS	DPS: ELSS	W	F	Dec-80	Doe, Jane	School Counselor	166	DCIS AT FORD ELEMENTARY ECE-5	DPS	K12	PreK/Elementary
1001	10000001	2013-2014	201310	201530	CERT-EDUDPS	DPS: ELSS	W	F	Dec-80	Doe, Jane	Assistant Principal	166	DCIS AT FORD ELEMENTARY ECE-5	DPS	K12	PreK/Elementary
1001	10000001	2013-2014	201310	201430	CERT-EDUDPS	DPS: ELSS	A	F	Dec-80	Doe, Jane	Teacher		HUMAN RESOURCES	DPS	K12	District
1001	10000001	2013-2014	201310	201430	CERT-EDUDPS	DPS: ELSS	B	F	Dec-80	Doe, Jane	Teacher	467	NOEL COMMUNITY ARTS SCHOOL HS	DPS	K12	High School
1001	10000001	2014-2015	201210	201530	CERT-EDUPLD	DPS: Ritchie	H	M	May-78	Smith, John	Assistant Principal	235	GRANT RANCH ELEMENTARY K-8	DPS	K12	Elementary/Middle
1001	10000001	2014-2015	201210	201530	CERT-EDUDPS	DPS: ELSS	W	M	May-78	Smith, John	Assistant Principal	467	NOEL COMMUNITY ARTS SCHOOL HS	DPS	K12	High School

Completed_Pathways_plcmt_trackr   Codebook&Keycode   Sheet1

Figure 1: Screen Shot of Ritchie Graduate Tracker   Continued…

Reports that can be run from this database include program graduates' persistence rates in the district and testing for significant relationships and/or predictors leading to principal placement. To date (from 2003-2015), there have been 212 Ritchie graduates. Of the 198 participants that had completed placement data, 180 are employed by Denver Public Schools, 44 serve as principals, 58 serve as principal assistants, and 59 serve as a school or district leader (Please see *Graph* 1).

Ritchie Program DPS Graduates: Current Job Title in DPS Only 2015/2016

N = 180

- DPS Teacher 9%
- DPS Principal 24%
- DPS Principal Resident 2%
- DPS Assistant Principal 32%
- DPS Leader (school/district) 33%

Legend:
- DPS Principal
- DPS Principal Resident
- DPS Assistant Principal
- DPS Leader (school/district)
- DPS Teacher
- Out of District Leader

Graph 1: Ritchie Program DPS Graduates: Current Job Title in DPS 2015/2016.

Graduate Tracking System Development

The development process of this tracking database began with the formulation of a design team. The design team included the department chair, a university graduate research assistant, and district collaborators. The graduate research assistant and department chair worked closely together to design the database and collect data on graduates. Prior to the development of the database, placement data was collected and updated by the department chair on spreadsheets and cohort lists. The team developed a skeleton model of the database with desired variables and a corresponding codebook. Program demographic data was collected from the university's campus wide student information system. Program indicators and placement data were collected from various sources as existing data on program participants were scattered. The design team cross-referenced internal departmental placement lists with placement lists obtained from both the Colorado Department of Education and the district's website. As many of these lists only contained current placement data, the design team relied on the collection of publicly available data via Linked In, Facebook, school websites, and personal websites. For any remaining missing data, the department chair and GRA worked with the district to obtain placement reports from the districts internal information system. The process of data collection and data sharing was an ongoing circular process that further refined the design of the database after each cycle. Once a prototype of the database was nearly complete, the design team assigned numerical values to variables and reformatted the database to be compatible with SPSS.

Further development of the database includes data collection of principal performance ratings and student achievement scores. The purpose of this tracking database will be to identify variables that link "leadership preparation to leader practices and ultimately to student learning" (Korach, Ballenger, Alford, 2011, p. 4). Department faculty are working to incorporate pre and posttest assessments and include these scores in the database to track the development of leadership competencies within the program. Additionally, the department is compiling data on accepted students and will include desired participant information such as prior placement position in the database.

Conclusion

What began as a special project between a university and a district has become a sustainable system of leadership development that has been successfully transferred to other settings and program delivery models. The following core elements have contributed to the effectiveness and sustainability of both the Ritchie and ELSS programs: inquiry projects, internships integrated with the program and needs of host schools; a support system and learning community composed of faculty, mentor principals, district leaders, cohort and program graduates; reflective practice and constructivistic pedagogy that incorporates individual student needs, district practices and program evaluation; and partnerships with schools and districts. The sustainability and adaptability of this program stems from a deep commitment to continually interrogate and evaluate the practices and program components through the lens of the work of its graduates.

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Graduate Student Newsletter Spring 2016
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Greetings Graduate Students! I am looking forward to seeing you and meeting you at AERA. As I write this newsletter, I am navigating the last year of graduate school, which is a time for the culmination of two major components. First, I am in the throes of dissertation research and writing, and I am also attending to the second major component: finding employment.

To prepare for the job search, I looked for helpful resources and familiarized myself with the process. I attended sessions offered to graduate students at the UCEA conventions and different professional development and workshop opportunities on my own campus. I accessed the resources available on the UCEA website, which has great information about searching for jobs (http://www.ucea.org/opportunities/job-search-resources/). I also regularly discuss the process with my advisor and other individuals. Below are a few of the common themes shared from the sources mentioned above and my own experience. I hope they can be helpful to you.

1. **Beginning the Job Search**. Many positions are posted months before the prospective start date, and there are several places that make job postings available. First, subscribe to the UCEA listserv or the AERA Division A listserv to receive email notifications about job opportunities. Second, websites like the *Chronicle of Higher Education* house information about available positions (https://chroniclevitae.com/jobs/position_types/1).
2. **Determining a Realistic Fit**. Thinking about and refining professional and research goals and blending these goals with experiences and talents, aids the difficult process of discerning fit with available postings. Reading the job posting and the institution's website closely and talking to individuals already working in the field, are important sources that offer indications of a potential match for both you and for the hiring organization.
3. **Materials and Support**. Different organizations require different application materials. Some require a letter of application and a CV. Others may require any or all of the following: a letter of application, a CV, writing sample(s), a teaching statement, a research statement, transcripts, course syllabi and/or course evaluations, names of professional references, and letters of recommendation. Still others may require unique application materials that match particular needs of their institution. Development of materials for each application takes time, and you cannot simply reuse documents across applications. Sources to elicit help with application materials may be found in mentors, professors, colleagues, or other resources offered to graduate students on your campus.

Continued…

Like us on facebook:
Learning and Teaching in Educational Leadership SIG *and find information about job postings, professional development opportunities and other announcements.*

There are many opportunities at the 2016 AERA Convention in Washington, D.C. for graduate students to learn about the nuances of the profession (including the job search), expand networks, and deepen our understanding of educational leadership. Specifically, the AERA Graduate Council is offering a number of opportunities throughout the convention. Some AERA Graduate Council and LTEL SIG events are listed below. More information can be found at http://aera.net and http://www.aera.net/EventsMeetings/AnnualMeeting/GraduateStudentResources/tabid/16158/Default.aspx. I hope to see you in April!

AERA Graduate Student Council and Division A Resources and Events	Time/Location
Graduate Student Resource Center	Friday 12:00p – 6:00p Saturday 8:00a – 6:00p Sunday 8:00a – 6:00p Monday 8:00a – 6:00p Convention Center, Level 1, Room 103B
Graduate Student Orientation: Navigating AERA's Multiple Offerings	Friday 2:15p – 3:45p Convention Center, Level 1, Room 140AB
AERA Welcoming Orientation for New Members and First Time Attendees	Saturday 7:00a – 8:00a Convention Center, Level 1, Room 103B
Graduate Student/Early Career Mentoring Collaborative, Community-Based Scholarship	Saturday 8:15a – 9:45a Convention Center, Level 1, Room 140AB
Division A Fireside Chat. Politics and Power in Community Policing and Community Schooling	Saturday 8:15a – 9:45a Convention Center, Level 2, Room 206
Hip-Hop Theories, Praxis, and Pedagogies	Saturday 10:35a – 12:05p Convention Center, Level 1, Room 140AB
Advancing the Study of Boys and Men of Color from Preschool through Ph.D.	Saturday 12:25p – 1:55p Convention Center, Level 1, Room 140AB
"…So Now That I'm Gonna Be a Dr." : Navigating the Academic Job Search With Diversity in Mind	Saturday 2:15p – 3:45p Convention Center, Level 1, Room 140AB
Bullying and Cyber Bulling: What Do We Know and Where Do We Go From Here?	Sunday 2:45p – 4:15p Convention Center, Level 1, Room 140AB
Early, Mid, and Late Career Scholar Open Forum on Publishing, Teaching, and Advising	Monday 7:45a – 9:15a Convention Center, Level 1, Room 140AB
Fundamentals of Public Scholarship	Monday 10:00a – 11:30a Convention Center, Level 1, Room 140AB
Get your work published! Advice from emerging scholars on the writing process	Monday 2:45p – 4:15p Convention Center, Level 1, Room 140AB

Congratulations to Dr. Encarnacion Garza
2016 LTEL-SIG Distinguished Faculty Achievement Award in Research Recipient

The Learning and Teaching in Educational Leadership (LTEL) SIG is pleased to announce that the recipient of the 2016 Distinguished Faculty Achievement Award for Research is Dr. Encarnacion Garza. 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. Garza currently serves as Associate Professor in Educational Leadership and Policy Studies at The University of Texas at San Antonio. His contributions to research in our field are immense. According to Dr. Garza, his research focuses on the preparation of school leaders who serve in schools with predominately minority student populations. His experiences as a K-12 educator (teacher, counselor, principal, and superintendent) provide him with heuristic knowledge critical to his research. Specifically, his research focuses on : 1) the study of minority student success, 2) the preparation of principals as leaders for social justice, and 3) the exploration of school district/university partnerships with respect to preparing principals as social justice advocates. Congratulations to Encarnacion Garza for receiving this honor for a long record of research!

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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