



A Special Interest Group of the American Educational Research Association

VOLUME 42, No. 2

BULLETIN

Spring 2018

*Blurring Lines? Equity and Economic
Development Language in Local
Collaborations for Education*

Melissa Arnold Lyon¹
Graduate Student Brief

After three decades in which attention and action around school reform seemed to drift inexorably toward states and the national government, there are signs that locally based efforts are reemerging from the shadows. With the rise of complicated and interwoven local, place-based issues, city governments, civic leaders, and other organizations have increasingly responded with multi-issue coalitions and strategies to improve urban life (Clarke, 2017). The development of these coalitions may be indicative of what Stone and Stoker (2015) refer to as a “new era” of urban and neighborhood politics less focused on economic development and more open to the intersectionality of social and economic development. Within education specifically, collaborative, cross-sector initiatives at the district, city, county, or metropolitan level are attempting to bridge the gulfs between formal government and the civic sector, between the K-12 system and both early childhood and postsecondary programs, between school-focused strategies and those drawing on a wider range of services and programs that also affect educational achievement and attainment.

(Continued on Page 3)

¹ Melissa Arnold Lyon is a third year doctoral student at Teachers College, Columbia University.
PEA Bulletin, 42 (2)

MESSAGE FROM THE PRESIDENT

W. KYLE INGLE
UNIVERSITY OF LOUISVILLE

Time's Up!

As I was preparing to write what is my last President's Report, I turned to my first President's Report that appeared in the fall 2016 edition of the *Politics of Education Bulletin*. In it, I wrote, “Little did I know when I joined the Politics of Education Association as a doctoral student in 2005 that I would one day be elected as President of this fine organization. What began as a suggestion to join from one of my faculty mentors led to a meaningful membership that has been sustained up to the present day.” It is hard to believe that my two-year term is now at its end, but what has not ended is my respect for this organization and its members. Although my term is up, my membership will continue to be maintained and meaningful. I look forward to remaining active in the Politics of Education Association long after my term comes to its close at AERA 2018.

I wanted to provide you with a few numbers to let you know where we are in terms of membership at the end of my term of office. AERA notes that one of the characteristics of a healthy special interest group is membership recruitment and retention initiatives. Indeed AERA wants a minimum of 75 members. In January 4, 2017, our membership roles were at 126 members (faculty and graduate students). As of March 23, 2018, we

have 193 members. Other characteristics of a healthy special interest group are:

- Annual meeting proposal submissions and acceptance rates
- Initiatives for mentoring graduate students and emerging scholars
- Leadership capacity development
- Advancement of knowledge base and dissemination of research in our field

I would argue that concerning all of these characteristics, PEA is doing well. As our Program Chair will report, we received 23 individual paper submissions and 3 symposium submissions. We continue to mentor graduate students and emerging scholars through the William L. Boyd Workshop and provide opportunities for emerging scholars to publish in the *Politics of Education Association Bulletin* as well as to serve as guest co-editors of our special editions. We have included graduate students on all of our committees as well. Furthermore, we established co-coordinatorships, co-editorships, and have worked to ensure adequate succession planning for our officers. In any professional position that I have held, my goal was to leave it better than how I found it. I feel good about the state of the Politics of Education Association, but as I discuss next, I had help from many others over the past two years.

I Never Worked Alone

When I sit down to write these reports, I am compelled to thank all of my fellow PEA board members, committee chairs, and committee members. While this may seem a bit formulaic in terms of report composition, believe me when I say that my gratitude is earnest. Faculty often perceive service work as burdensome and less rewarding because it incurs high opportunity costs (Hagedorn, 1996). My service as President of PEA has not been overly burdensome, and this is because of the highly capable individuals that serve as PEA board members, committee chairs, and committee members. Katherine Mansfield (Treasurer) has been an absolute joy to work with. Over the past two years, she has been consistently communicative and responsive to email queries, outstanding bills, and ensuring that PEA is a responsible steward of

your membership dues. Huriya Jabbar (Secretary) ensured that our slate of officers for the 2018 ballot was prepared and submitted to AERA on time. Our At-Large Board Members Elizabeth DeBray and Stacey Rutledge were always available and willing to serve PEA and provide counsel on various and sundry issues. As you can see by the document you are now reading, Co-Editors Andy Saultz and F. Chris Curran produced another high quality edition of the *PEA Bulletin*.

At our PEA Business meeting, we will be presenting the Dissertation of the Year Award and Honorable Mention to Dr. Rachel White and Dr. Laura E. Hernández, respectively. I thank the Dissertation Award Committee members for their service. They were Rebecca Jacobsen (Chair, Michigan State University), Bob Johnson (University of Alabama), Elizabeth DeBray (University of Georgia), Diane D'Amico (George Mason University), Sarah Butler Jessen (Bowdoin College), Susan Bush-Mecenas (University of Southern California), and Marialena Rivera (Texas State University).

Thanks to our Publications Committee, which consisted of: Catherine DiMartino (Co-Chair, St. Johns University), Katy Bulkley (Co-Chair, Montclair State University), Cath Lugg (Rutgers University), Huriya Jabbar (University of Texas, Austin), Sarah Diem (University of Missouri, Columbia), and Rachel White (University of South California). These individuals have been very busy vetting a number of quality proposals for the PEA Yearbook in *Educational Policy* and the special edition of *Peabody Journal of Education* (published biannually). This committee ensured the successful publication of the 2018 PEA Yearbook published in *Educational Policy*, and the selections for the 2019 PEA Yearbook and the 2019 special edition of *Peabody Journal of Education*. As you have likely seen in my weekly listserv emails, the call for proposals for the 2020 PEA Yearbook, published in *Educational Policy*, is out. Submissions are due on Friday, June 15, 2018 and should be submitted electronically to Katy Bulkley at bulkleyk@montclair.edu.

With the annual meeting of AERA returning to New York City, we are returning to the city where what we now know as the William L. Boyd Workshop had its start in 2008. We thank Dr. Dana Mitra (Pennsylvania State University) and Dr.

Lauren Bailes (University of Delaware) for reprising their roles as Co-Coordinator of the 2018 William L. Boyd Workshop. Thanks also to all of the 50+ mentors for volunteering their time and expertise to 80 emerging scholars. We very much appreciate the continued support of UCEA and Division L. Both of these organizations contributed \$1,000 each for the 2018 Boyd Workshop. Many thanks to Dr. Michelle Young, Executive Director of UCEA, Dr. Lora Cohen-Vogel, Vice-President of Division L, and Dr. Dan Quinn of the Great Lakes Center for Education Research and Practice for their continued support of this undertaking. The Great Lakes Center for Education Research and Practice sponsored the facilities rental at the host hotel in New York City. We are saddened to hear of Dr. Young's decision to step away from the UCEA Executive Directorship in May 2019. Her leadership of the organization will be sorely missed by UCEA and PEA alike.

AERA 2018 and Beyond...

AERA 2018 in New York City is fast approaching. In addition to our PEA sessions that were ably developed by our Program Chair Rebecca Jacobsen (Michigan State University), please remember that we will be hosting the 2018 William L. Boyd National Education Politics Workshop on Friday, April 13 from 3:30 to 6:00pm at the New York Marriott Marquis, Seventh Floor, Astor Ballroom. Please note that this event is for registered attendees only (mentors, emerging scholars, guest speakers, and co-coordinators). If you are one of these individuals, we look forward to seeing you on the 13th at this event.

I look forward to seeing many of you at the ***PEA Business Meeting*** on Sunday, April 15, 6:30 to 8:00 pm in The Parker, Third Floor, Mirus Room. There you will hear officer reports, committee reports and award the Dissertation of the Year Award and an Honorable Mention to our award recipients. I look forward to seeing you all there!

References

Hagedorn, L. S. (1996). Wage equity and female faculty job satisfaction: The role of wage differentials in a job satisfaction causal model. *Research in Higher Education*, 37, 569– 598.

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“Blurring Lines” (Lyon, continued from page 1)

These education-focused collaborations are a subset of a larger “collective impact” movement that claims to leverage new strategies for collaboration as a way to achieve large-scale change in areas as diverse as transportation, crime, and economic development (Henig et al., 2015).

Data and Methods

My coauthor and I empirically examine the equity/development trade-off with a focus on the renewed interest and experimentation in locally based cross-sector collaborations for educational improvement. Taking advantage of a unique and original database on 182 education-focused collaborations around the country, we go beyond the case study methodology typically used for studying this type of initiative. To understand the extent to which these collaborations are presenting their work in terms of equity, we searched the information presented on collaborations' websites and linked reports for terms that suggested a particular focus on supporting historically marginalized groups. Search terms included “equity,” “social justice,” “racial justice,” “achievement gap,” “opportunity gap,” and variants of these. We read the surrounding text for every instance of these words to ensure that the collaboration was describing equity as a central and

explicit portion of their goals, mission, or work. We employed a similar process for economic development language, searching for terms such as “economic development,” “economic growth,” “economic revitalization,” “job growth,” “21st century skills,” and “housing prices.” A list of all search terms is included in the full paper. We also collected information on the collaboration’s start date, governing board composition, network affiliation, target population, and city demographic and fiscal indicators from the respective websites or by contacting the initiatives directly. To examine the relationships between these indicators and economic and equity language, we first examined bivariate associations and then used multiple logistic regression with robust standard errors clustered at the city level.

Select Findings

Almost half of locally based collaborations use equity-oriented language, whereas roughly one in three use economic development language. Roughly one in five (37 collaborations) use both types of language. These findings suggest that, notwithstanding limits believed to constrain cities from pursuing redistribution (Peterson, 1981), locally based initiatives *can* pursue equity, and in at least some cases, there is a blurry line between economic development and equity that allows collaborations to present themselves as both redistributive and growth-oriented. Thus, in practice it appears there is not a need to choose one versus the other, and there may indeed be tactical arguments against doing so.

We also find that labeling these education initiatives as growth-oriented is somewhat more typical of collaborations that started in prior decades. This may indicate allegiance to the ideas that were important when they were founded; older collaborations may be reflecting the values of prior eras in which contextual circumstances required cities to more narrowly focus on economic growth, while the newer collaborations reflect the postindustrial acceptance of a broader array of urban policy goals. Alternatively, it may be that as collaborations get older they recognize the demand to adopt economic development language in an attempt to placate the local business community, expand funding opportunities, or maintain mayoral support.

Additionally, an orientation toward equity is much more common in collaborations with a higher percentage of their top governing board representing unions or community organizations, even while accounting for the effects of the website quality, age, national network affiliation, target population, and city demographic and fiscal characteristics (see Figure 1). To the degree that representatives of unions and community groups are more oriented toward equity, this suggests that these local interest groups have the capacity to influence the mission and work of locally based collaborations when they are given adequate representation.

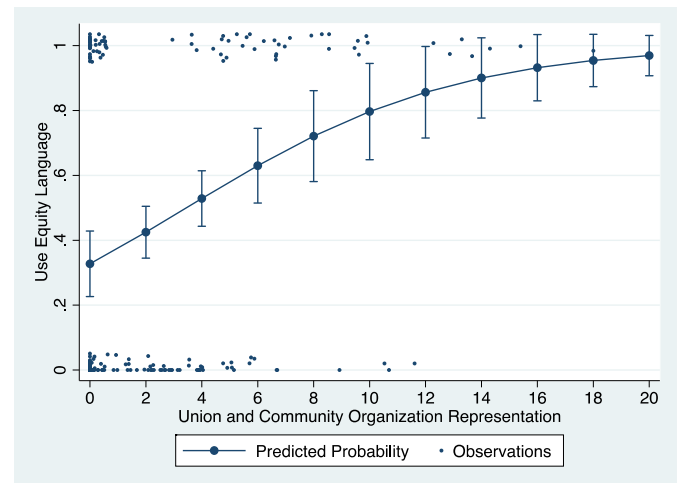


Figure 1. The Conditional Likelihood of Using Equity Language Based on Governing Board Composition with 95% Confidence Intervals

Discussion

The findings of this study contribute new knowledge about how locally based collaborative initiatives orient themselves in terms of equity and economic development. It matters, of course, that we are looking at how groups present themselves publicly and that this may or may not reflect genuine priorities, private language, or invested effort. If there is an objective tension between redistributive and developmental goals, the adoption of equity-oriented language might be a symbolic effort to appease less advantaged groups. However, instead, these findings could reflect the viability of a “both-and” local response presuming that there are mobilized regimes in places to balance and negotiate the tensions.

Adapted from an article published in *Urban Affairs Review*:

Lyon, M. A., & Henig, J. R. (2017). Blurring Lines? How Locally Based Collaborations Handle the Redistribution/Development Tradeoff. *Urban Affairs Review*. doi:10.1177/1078087417740704

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Clarke, Susan E. 2017. "Local Place-Based Collaborative Governance: Comparing State-Centric and Society-Centered Models." *Urban Affairs Review* 53 (3):578-602. doi: 10.1177/1078087416637126.

Peterson, Paul E. 1981. *City Limits*. Chicago, IL: University of Chicago Press.

Stone, Clarence N., and Robert Phillip Stoker. 2015. *Urban Neighborhoods in a New Era: Revitalization Politics in the Postindustrial City*. Chicago: University of Chicago Press

APPAM Call for Proposals

The Association for Public Policy Analysis and Management is accepting proposals for the Fall 2018 conference in Washington, DC.

Deadline: April 11th

American Educational Research Association

Annual Conference

April 13-17, 2018
New York City, NY

UCEA Call for Proposals

Conference Theme:

Our Mission Critical: Revolutionizing the Future Through Equitable Educational Leadership, Research, and Practice

Conference: Nov. 15-18, 2018, in Houston, TX

Proposal Deadline: April 6th

DISSERTATION AWARD COMMITTEE REPORT

REBECCA JACOBSEN
MICHIGAN STATE UNIVERSITY

The PEA Outstanding dissertation committee read six terrific dissertation submissions. The committee was impressed with the overall quality of each dissertation and are eager to see more work from each recent graduate in the near future.

PEA Outstanding Dissertation Award Winner:

Rachel White, Postdoctoral Scholar - Research Associate, Rossier School of Education, University of Southern California

Title of Dissertation: "Donut Devourers, Fish Fanatics, Politicians, and Educators: Faces and Voices of State Education Policymaking"

Honorable Mention:

Laura E. Hernández, Senior Researcher, Learning Policy Institute

Title of Dissertation: "Managing the Brand: Racial Politics, Strategic Messaging, and Coalition-Building Efforts of Charter Management Organizations"

Both Rachel and Laura will be in attendance at the **2018 Politics of Education SIG Business Meeting on Sunday, April 15, 6:30 to 8:00 pm in The Parker, Third Floor, Mirus Room** where they will each receive a plaque and recognition for their accomplishment.

2018 WILLIAM L. BOYD NATIONAL EDUCATIONAL POLITICS WORKSHOP:

On April 13, 2018, the annual William L. Boyd National Education Politics Workshop will host about 50 faculty and research mentors and 80 emerging scholars in New York City. The workshop is held in conjunction with the annual meeting of AERA. This year’s event includes a panel of scholars who will discuss mentoring and strategies to maximize mentoring relationships throughout a host of career paths and stages. The event also provides ample time for faculty mentors and emerging scholars (graduating students and early-career scholars) to discuss their research agendas and career goals. The coordinators of the workshop include Dr. Dana Mitra of Pennsylvania State University and Dr. Lauren Bailes of the University of Delaware. Dr. Mitra is a former colleague of Dr. Boyd and Dr. Bailes previously served as a Boyd Workshop participant and graduate student volunteer.

In April 2008, the Politics of Education Association hosted the National Educational Politics Workshop in New York City so this year’s workshop is particularly auspicious as it returns to its origins for its tenth anniversary. The workshop, held in conjunction with AERA, provided an opportunity for emerging scholars to interact with leading politics of education scholars. The workshop would eventually become an annual event—renamed in honor of Dr. William Lowe Boyd of Pennsylvania State University, a luminary in the field of educational policy, politics and administration. Boyd passed away on September 21, 2008. The annual event gained the co-sponsorship

of UCEA, which saw it as a means of promoting, sponsoring, and disseminating research; improving the preparation and professional development of educational leaders and professors; and, positively influencing educational policy. Additional sponsorships followed from Division L of AERA and the Great Lakes Center for Education Research and Practice.

The coordinators wish to express their sincere gratitude to all of the faculty mentors who made time to participate in the workshop as well as to the panelists who gave of their time to enrich the experiences of emerging scholars. The specifics of the Boyd Workshop are as follows:

- Meeting: The William L. Boyd National Educational Politics Workshop
- Date: April 13, 2018
- Time: 3:30pm - 6:00pm
- Hotel: New York Marriott Marquis
- Room: Seventh Floor, Astor Ballroom

Please note that attendance at the Boyd Workshop in New York City is not open to the general public. Participation is by invitation only. Participants previously completed online applications, which were confirmed by the co-coordinators.



PUBLICATIONS COMMITTEE REPORT

KATRINA BULKLEY, CHAIR
MONTCLAIR STATE UNIVERSITY

CATHERINE DIMARTINO, CO-CHAIR
ST. JOHN'S UNIVERSITY

The Politics of Education Association (PEA) Call for Proposals

PEA YEARBOOK, *EDUCATIONAL POLICY* 2020

This year, the PEA Publications Committee will be selecting editors for the 2020 PEA Yearbook issue of *Educational Policy*.

As a reminder to our membership, the PEA Yearbook is an annual publication, typically published as the January issue of *Educational Policy*. On an every other year basis (published in odd-numbered years), the *Peabody Journal of Education* publishes a special issue dedicated to the politics of education subfield. This year, we are only seeking proposals for the 2020 PEA Yearbook published in *Educational Policy*.

This year's proposals are due on Friday, June 15, 2018.

Proposals should be submitted electronically to the Publications Committee chair, Katrina Bulkley: bulkleyk@montclair.edu.

Generally, proposals come from a pair or trio of editors, rather than a single individual. We encourage collaboration among junior and senior scholars. The committee prefers these joint editorial arrangements, and encourages newer scholars to work alongside an experienced colleague or colleagues.

Proposals should contain the following:

Title and/or theme of the Yearbook.

Rationale (5-8 pages) which describes in more detail the proposed theme, its salience, theoretical perspectives and an indication of current trends and research in the field. Within the rationale there

should be a clear indication of the how the term 'politics' is being interpreted or defined.

Please also include an indicative list of proposed contributors and topics of articles. Please note: we do appreciate that these may change as the editorial process develops. We need some idea, at this stage, of the areas of the field you would like to cover and who you have in mind to do it. We encourage contributions from diverse scholars. Each Yearbook or Special Issue is composed of about 10 contributions plus editors' commentary. It is helpful if these are arranged in sections. You are encouraged to examine past editions.

General Information:

The Publications Committee will read and review proposal submissions, and the successful proposers will be notified by e-mail.

Editors may contribute articles but it is worthwhile remembering that they also have the opportunity to write a foreword and/ or concluding commentary.

Recent and Forthcoming Yearbooks and Special Issues

- 2015 (Yearbook): Educational Policy Implementation Revisited / eds. Tamara Young and Wayne D. Lewis
- 2015 (Special Issue): The Politics of Inequality, Social Policy, and Educational Change / eds. Lance Fusarelli and Lisa Bass
- 2016 (Yearbook): Educational Policy and the Cultural Politics of Race / eds. Michael J. Dumas, Adrienne D. Dixson, and Edwin Mayorga
- 2017 (Special Issue): Neoliberal Policy Network Governance and Counter-Networks of Resistance: Actions and Reactions from Across Policy Arenas / eds. Catherine Marshall, Mark Johnson and Ariel Tichnor-Wagner
- 2017 (Yearbook): The Politics of Immigration and Education / eds. Lisa García Bedolla, Megan Hopkins and Rand Quinn
- 2018 (Yearbook): The Politics of Unions and Collective Bargaining in Education / eds. W. Kyle Ingle, Ben Pogodzinski and Casey George-Jackson
- 2019 (Yearbook): Where Critical Policy Meets the Politics of Education / eds. Sarah

Diem, Michelle D. Young, and Carrie Sampson

- 2019 (Special Issues): The Politics of K-12 Local Control Funding and Accountability for Latino and ELL students: Lessons Learned from California / eds. Oscar Jimenez-Castellanos, Patricia Lopez, and Marielena Rivera



PEA EXECUTIVE BOARD

W. Kyle Ingle	President
Katherine Mansfield	Treasurer
Huriya Jabbar	Secretary
Elizabeth DeBray	At-Large Member
Stacey Rutledge	At-Large Member

Sample Timeline for the 2020 Yearbook

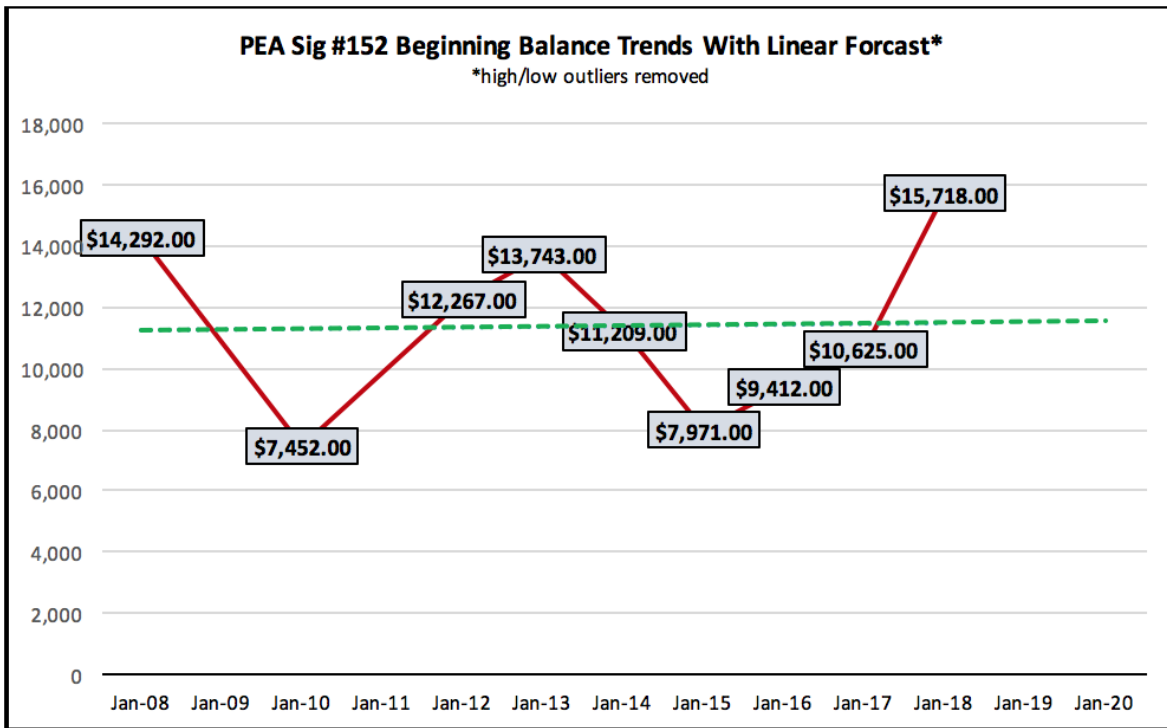
- August 2018 - Notification of selected editorial team
- September 2018 - Finalization of article authors by editorial team
- Mid January 2019 - authors and titles of contributions agreed and submitted to Publications Committee for confirmation.
- May 2019- manuscripts submitted to editors and sent out for external review.
- June 2019 - authors receive feedback from editors and reviewers and make revisions to their manuscripts.
- July 2019 authors submit their revised manuscripts. The set of manuscripts are reviewed by the editors and sent out to the panel for review.
- August 2019 - authors receive feedback from the editors and the panel of reviewers and make suggested revisions. Editors work on putting the edition together.
- September 2019 - authors submit final drafts of their manuscripts. Editors compile the edition and submit it to the publisher.
- January 2020—publication.

The specific timeline for production of the Special Issue and Yearbook will be worked out among the respective editors, the PEA Publications Committee, and the editors of Educational Policy, and will be recorded in a Memorandum of Agreement.

TREASURER REPORT

KATHERINE CUMINGS MANSFIELD
VIRGINIA COMMONWEALTH UNIVERSITY

The PEA SIG accounts are healthy and strong. When looking at some trends over time, one can see that our overall budget fluctuates quite a lot. There are a number of reasons this might be so. For example, some of this fluctuation may be due to whether we participate in one or both of the *Educational Policy* and *Peabody Journal* special issues in a given year. In addition, the level of our overall balance can also be attributed to our ability to attract new members and whether long-time members continue to pay their dues.



Another important consideration is the level of sponsorships we receive from individuals and organizations for special programs. For example, last year Steve Boyd (son of William L. Boyd), Lora Cohen-Vogel (Vice President of AERA Division L), Dan Quinn (Director of the Great Lakes Center for Education Research and Practice), and Michelle Young (Executive Director of UCEA) provided substantive support toward the William L. Boyd Politics of Education Workshop. Finally, our financial health can be attributed to the careful governance of the PEA SIG's Executive Team.

AERA SIG Politics of Education Association Financial Statement

	BEGINNING BALANCE	MONTH -TO- DATE	YEAR -TO- DATE	ENDING BALANCE
DECEMBER 2017 STATEMENT		-		
Contribution Income		-	\$2,658.65	
Membership Dues Income		\$1,200.00	\$8,160.00	
Sponsorships		-	\$500.00	
RCL SIG852 Award cost 08/17		-	(\$60.00)	
M.Rivera SIG852DisAwd 04/17		-	(\$250.00)	
07/17-06/18 SIG management fee		-	(\$300.00)	
Postage: PEA/EP Yearbook 2017		-	(\$2,147.00)	
UCEA 2016 Breakfast		-	(\$1,314.40)	
AERA 2017 Bus Mtng refreshments		-	(\$837.89)	
Boyd Workshop 2017 refreshments		-	(\$1,316.68)	
	\$14,518.20	\$1,200.00	\$5,092.68	\$15,718.20

PEA SIG's end-of-year statement (above) details the disbursements and contributions from January through December 2018. Some expenses that are not reflected here include expenses affiliated with this year's Boyd Workshop and Business Meeting at AERA in New York City. Thankfully, Lora Cohen-Vogel, Dan Quinn, and Michelle Young have offered to sponsor the Boyd Workshop again this year. Please, take a moment to thank them for their generosity.

Finally, I would like to thank you for entrusting me with PEA's precious resources as Treasurer. It has been a pleasure and an honor to serve you the past two years.

MEMBER NEWS

UPDATES SUBMITTED BY MEMBERS

Richard Blissett, Seton Hall University, recently published: Blissett, R. S. L., & Alsbury, T. L. (2017). Disentangling the personal agenda: Identity and school board members' perceptions of problems and solutions. *Leadership and Policy in Schools*.

Additionally, he began a new position this year as an Assistant Professor at Seton Hall University in Education Leadership, Management, and Policy

F. Chris Curran, UMBC School of Public Policy, recently published: Curran, F.C. & Kellogg, A.* (2018). Sense-making of federal education policy: Social network analysis of social media discourse around the Every Student Succeeds Act. *Journal of School Leadership*, 27(5), 622-651.

Lance Fusarelli, North Carolina State University, recently published: Saultz, A., White, R., McEachin, A., Fusarelli, L. D., & Fusarelli, B. C. (2018). Teacher quality, distribution, and equity in ESSA. *Journal of School Leadership*, 27(5), 652-672.

Julie Marsh, University of Southern California, recently published: Marsh, J. & Hall, M. (2017). Challenges and choices: A multidistrict analysis of statewide mandated democratic engagement. *American Educational Research Journal* <https://doi.org/10.3102/0002831217734803>

Madeline Mavrogordato, Michigan State University, recently published: Mavrogordato, M. & Torres, A.C. (2018). Charter school leadership and exclusionary discipline: Navigating the intersection of autonomy, equity and accountability. *Journal of Cases in Educational Leadership*. Advance online publication. <https://doi.org/10.1177/1555458917751568>

Katie McDermott, University of Massachusetts Amherst, has been appointed as Chair of the Department of Educational Policy, Research, and Administration at the University of Massachusetts Amherst.

Joseph Nichols, St. Louis University, recently published: Cuenca, A., & Nichols, J. R. (2018). Framing teacher education: An analysis of the comprehensive educator equity plans of 16 state education agencies. *The New Educator*. <http://www.tandfonline.com/doi/full/10.1080/1547688X.2018.1424980>

Mary Lynne Derrington, University of Tennessee, recently published: Derrington, M.L. & Campbell, J.W. (2017). High-stakes Teacher Evaluation Policy: U.S. Principals' Perspectives and Variations in Practice. *Teachers and Teaching Theory and Practice*. <https://doi.org/10.1080/13540602.2017.1421164>

AERA CONFERENCE SESSIONS RELATED TO THE POLITICS OF EDUCATION

The following are sessions that have either 'politics' or 'policy' in the title of the session.

Friday, April 13

Sensuous Curriculum: Of Politics and the Senses in Education

Time: Fri, April 13, 12-1:30 pm

Place: Millennium Broadway NY Times Square, Room 3.11

Challenging the Status Quo Through Leadership, Policy Reform, and Teacher Education

Time: Fri, April 13, 12-1:30 pm

Place: Westin NY at Times Square, Fifth Floor, Manhattan Room

Dreaming in Greene: Reframing Contemporary Educational Policy, Practice, and Research Through Maxine Greene's Critical Lens

Time: Fri, April 13, 12-1:30 pm

Place: NY Hilton Midtown, Second Floor, Beekman

Education for Cultural Diversity: Changing Policy and Curriculum Priorities in Volatile International Contexts

Time: Fri, April 13, 2:15-3:45 pm

Place: NY Hilton Midtown, Second Floor, Gramercy Suite B

Shifting Teacher Beliefs: Evaluation, Policy, and School Contexts

Time: Fri, April 13, 2:15-3:45 pm

Place: Sheraton, NY Times Square, Second Floor, Empire Ballroom East

2018 William L. Boyd National Education Politics Workshop

Time: Fri, April 13, 3:30-6 pm

Place: New York Marriott Marquis, Seventh Floor, Astor Ballroom

Accountability and Assessment Policy: Exploring History and Impact

Time: Fri, April 13, 4:05-5:35 pm

Place: NY Hilton Midtown, Second Floor, Gibson Suite

School Discipline and School Choice: Racial Inequities Within Neoliberal Policy Contexts

Time: Fri, April 13, 4:05-6:05 pm

Place: Millennium Broadway NY Times Square, Room 4.11

Breaking the School-to-Prison Pipeline: Policies, People, and Practices

Time: Fri, April 13, 4:05-6:05 pm

Place: NY Hilton Midtown, Fourth Floor, Lincoln Suite

Saturday, April 14

Using NAEP Data on the Web for Educational Policy Research

Time: Sat, April 14, 8:00 am to 12:00 pm

Place: Sheraton NY Times Square, Lower Level, Chelsea Room

Teacher Leadership Congress: Joining Research, Practice, Preparation, and Policy Seminar

Time: Sat, April 14, 8:30 am to 12:30 pm

Place: NY Marriott Marquis, 16th Floor, Skylobby

Pathways to Change: CUNY Reshapes Academic Policy

Time: Sat, April 14, 8:15-9:45 am

Place: NY Marriott Marquis, Fourth Floor, Odets

Historicizing Postsecondary Education Policy and Reform

Time: Sat, April 14, 8:15-9:45 am

Place: NY Marroitt Marquis, Fifth Floor, Westside Ballroom Salon 2

“Inhuman” Literacies: Beyond a Politics of Inclusion/Exclusion in Education

Time: Sat, April 14, 8:15-9:35 am

Place: Millennium Broadway New York Times Square, Room 4.11

The Racialized Politics of Theories, Policies, and Practices in International Education

Time: Sat, April 14, 10:35 am to 12:05 pm

Place: NY Hilton Midtown, Fourth Floor, Holland Suite

Historical Perspectives on Policy in Practice

Time: Sun, April 15, 10:35 am to 12:05 pm
Place: NY Marriott Marquis, Fourth Floor, Ziegfeld

What's Driving Policy in the Education Arena?

Time: Sun, April 15, 10:35 am to 12:05 pm
Place: The Parker, Third Floor, Azekka Room

Making Sense of Education Policy in the Era of ESSA and DeVos

Time: Sat, April 14, 10:35 am to 12:05 pm
Place: NY Hilton Midtown, Fourth Floor, NY Suite

Patriotic Education in the Age of Trump

Time: Sat, April 14, 12:25-1:55 pm
Place: NY Marriott Marquis, Seventh Floor, Duffy

Existence is Resistance: Educators and the Politics of Language, Immigration, and Deportation

Time: Sat, April 14, 12:25-1:55 pm
Place: New York Hilton Midtown, Concourse Level, Concourse C Room

Assessment Policy and Practice: Examining the (Unintended) Consequences

Time: Sat, April 14, 12:25-1:55 pm
Place: NY Hilton Midtown, Second Floor, Clinton Suite

Division J VP Session: Connecting Research, Advocacy, and Policy: A Conversation Among Education Scholars

Time: Sat, April 14, 12:25-1:55 pm
Place: NY Marriott Marquis, Fourth Floor, Odets

Policy and Politics in the Standards and Accountability Landscape

Time: Sat, April 14, 12:25-1:55 pm
Place: NY Hilton Midtown, Second Floor, Gibson Suite

Early Childhood Policy Issues

Time: Sat, April 14, 12:25-1:55 pm
Place: Crown Plaza Times Square, Act III-IV Room

When Rurality and Policy Collide

Time: Sat, April 14, 2:15-3:45 pm
Place: Millennium Broadway NY Times Square Room 3.11

Critical Policy Research Meets the Politics of Education

Time: Sat, April 14, 2:15-3:45 pm
Place: The Parker, Third Floor, Mirus Room

Remembering Jean Anyon: Radical Possibilities in Research, Policy, and Practice With and for Vulnerable Populations

Time: Sat, April 14, 2:15-3:45 pm
Place: NY Marriott Marquis, Seventh Floor, Empire/Hudson Room

Teacher Policy, Public Education, and Democracy
Time: Sat, April 14, 2:15-3:45 pm
Place: NY Hilton Midtown, Second Floor, Sutton South

Racial Politics, Stakeholder Engagement, and the Challenge of Leading for Equity in Turbulent Times
Time: Sat, April 14, 2:15-3:45 pm
Place: Park Central Hotel New York, Ballroom Level, Ballroom, Roundtable

Contemporary Equity-Driven Policy Work
Time: Sat, April 14, 2:15-3:45 pm
Place: NY Marriott Marquis, Fifth Floor, Julliard

Enhancing Parents' and Policy-Makers' Assessment Literacy: Considering the Options
Time: Sat, April 14, 2:15-3:45 pm
Place: Westin NY at Times Square, Ninth Floor, Royale Room

Helen DeVitt Jones Lecture in Teacher Education. The New System of Teacher Preparation: How Can Policy and Research Inform Practice? By Suzanne Wilson, Sponsored by Helen DeVitt Jones Endowment Fund in Teacher Education, Texas Tech University
Time: Sat, April 14, 4:05-6:05 pm
Place: NY Hilton Midtown, Second Floor, Sutton Center

Promoting the Educational Success of English Learners: Policy Implications and Reactions From the Field
Time: Sat, April 14, 4:05-6:05 pm
Place: Sheraton NY Times Square, Lower Level, Gramercy Room

Sunday, April 15

The Politics and Practice of Teacher Evaluation Policy
Time: Sun, April 15, 8:15-9:45 am
Place: The Parker, Third Floor, Mirus Room

Student Success: Programs, Policies, and Outcomes
Time: Tue, April 17, 8:15-9:45 am
Place: NY Marriott Marquis, Fourth Floor, Wilder

Homeless Students in NYC and Collaboration in Schooling Policy Reform
Time: Sun, April 15, 8:15-9:45 am
Place: NY Hilton Midtown, Second Floor, Clinton Suite

Disrupting Antagonisms Against Muslim, Black, and Latinx Students and Communities: What's the Role for Public Education Practice and Policy?
Time: Sun, April 15, 10:35 am to 12:05 pm
Place: NY Hilton Midtown, Second Floor, Beekman

From Policy to Practice: Investigating Teacher Leadership as a Lever of Educational Change
Time: Sun, April 15, 10:35 am to 12:05 pm
Place: NY Hilton Midtown, Concourse Level, Concourse D Room

Policy Development and Debate

Time: Sun, April 15, 10:35 am to 12:05 pm

Place: Sheraton NY Times Square, Second Floor, Metropolitan West Room

Interrogating Policies and Practices Related to Discipline and Violence in Schools

Time: Sun, April 15, 10:35 am to 12:05 pm

Place: Sheraton NY Times Square, Second Floor, Metropolitan East Room

How Standards, Curricula, and School Policies Influence Instruction and Student Outcomes

Time: Sun, April 15, 10:35 am to 12:05 pm

Place: NY Hilton Midtown, Second Floor, Gibson Suite

Higher Education Policy: Influences on Students and Faculty

Time: Sun, April 15, 2:45-4:15 pm

Place: Sheraton NY Times Square, Second Floor, Metropolitan West Room

Politics of Education SIG Business Meeting

Time: Sun, April 15, 6:30-8:00 pm

Place: The Parker, Third Floor, Mirus Room

Monday, April 16

Cross-Sector Policy Alignment and Early Learning: Evidence From the Early Learning Network

Time: Mon, April 16, 8:15-9:45 am

Place: NY Hilton Midtown, Second Floor, Clinton Suite

Education Policy in Chile

Time: Mon, April 16, 8:15-9:45 am

Place: Sheraton NY Times Square, Second Floor, Metropolitan West Room

Equity: Moving Toward the Equity Through Policy and Practice

Time: Mon, April 16, 10:35 am to 12:05 pm

Place: Park Central Hotel NY, Mezzanine Level, Manhattan B Room

Policies in the Classroom

Time: Mon, April 16, 10:35 am to 12:05 pm

Place: Sheraton NY Times Square, Second Floor, Metropolitan West Room

Universal Pre-Kindergarten in NYC: Implications for Policy and Practice in a Changing Landscape

Time: Mon, April 16, 10:35 am to 12:05 pm

Place: Crown Plaza Times Square, Act I-II Room

Critical Transdisciplinary Approaches to STEM: Praxis, Power, and Politics in Public Education

Time: Mon, April 16, 12:25-1:55 pm

Place: New York Hilton Midtown, Second Floor, Sutton North

Systems of Control: School Discipline Policies, Incarceration and Peer Influences

Time: Mon, April 16, 12:25-1:55 pm

Place: NY Hilton Midtown, Second Floor, Gibson Suite

What is Real Integration? Student-Designed Policy, Research, and Activism

Time: Mon, April 16, 12:25-1:55 pm

Place: NY Hilton Midtown, Second Floor, Gramercy Suite B

Disproportionality in School Discipline: Exploring Policies, Practices, Contexts, and Experiences

Time: Mon, April 16, 2:15-3:45 pm

Place: Sheraton NY Times Square, Second Floor, Metropolitan West Room

Early Childhood Policy Challenges

Time: Mon, April 16, 2:15-3:45 pm

Place: Crown Plaza Times Square, Act I-II Room

Examining and Applying School Reform Policies and Initiatives

Time: Mon, April 16, 2:15-3:45 pm

Place: Park Central Hotel NY, Mezzanine Level, Manhattan B Room

Summer Learning and Test Score Gap Trends: New Descriptive Research, Methodological Issues, and Policy Implications

Time: Mon, April 16, 2:15-3:45 pm

Place: NY Hilton Midtown, Madison

Supporting Attendance Among Our Youngest Students: Emerging Evidence Around School Practices and Policies

Time: Mon, April 16, 2:15-3:45 pm

Place: Crown Plaza Times Square, Room 509/510

Power, Discourse, and Institutional Policy: Discourse Analysis in Higher Education Research

Time: Mon, April 16, 4:05-5:35 pm

Place: NY Marriott Marquis, Fourth Floor, Brecht

Research on School Discipline Policy: Exploring Bias, Race, and Local Context

Time: Mon, April 16, 4:05-5:45 pm

Place: NY Hilton Midtown, Second Floor, Clinton Suite

School Choice Policies Shaping Neighborhoods, School Locations and “Destinies”

Time: Mon, April 16, 4:05-5:35 pm

Place: Crown Plaza Times Square, Room 501/502

Fiscal Issues, Policy and Education Finance SIG Business Meeting

Time: Mon, April 16, 6:15-7:45 pm

Place: The Parker, Third Floor, Mirus Room

Tuesday, April 17

Student Success: Programs, Policies, and Outcomes

Time: Tue, April 17, 8:15-9:45 am

Place: NY Marriott Marquis, Fourth Floor, Wilder

The Effects of Teacher Policy Reforms on Collective Bargaining Agreements and Teacher Employment

Time: Tue, April 17, 8:15-9:45 am

Place: NY Hilton Midtown, Third Floor, Rendezvous Trianon

The Nexus of Geography and Race in Education Policy

Time: Tue, April 17, 10:35 am to 12:05 pm

Place: NY Hilton Midtown, Third Floor, Rendezvous Trianon

Comparative Education Policy

Time: Tue, April 17, 10:35-12:05 pm

Place: NY Hilton Midtown, Third Floor, Grand Ballroom Suite- West Ballroom

Global Citizenship Education and Sustainability Theories, Practices and Policies

Time: Tue, April 17, 10:35-12:05 pm

Place: NY Hilton Midtown, Fourth Floor, NY Suite

Educational Privatization: Examining Contexts, Policies, and Partners

Time: Tues, April 17, 12:25-1:55 pm

Place: NY Hilton Midtown, Second Floor, Clinton Suite

From Classroom to Community: Examining Early Childhood Education Policy and Reform Efforts

Time: Tue, April 17, 2:15-3:45 pm

Place: NY Hilton Midtown, Second Floor, Clinton Suite

Politics of Education Association Bulletin is an official publication of the Politics of Education Association (PEA) and is published two times per year. We encourage authors to submit essays on topics of interest in education policy and politics to the co-editors:

Andrew Saultz, Co-Editor
Miami University
304B McGuffey Hall
Oxford, OH 45056
saultzam@miamioh.edu
Phone: (513) 529-6839

F. Chris Curran, Co-Editor
UMBC School of Public Policy
1000 Hilltop Circle
Baltimore, MD 21227
curranfc@umbc.edu
Phone: (615) 337-6854

Meet the PEA Bulletin Editors

Andrew Saultz, PhD, is an Assistant Professor of Educational Leadership at Miami University. His research focuses on the interdependence of political science and public policy theories on educational accountability strategy and how federal mandated program changes are interpreted by a broad range of actors including policymakers, educators, educational leaders, parents and citizens. His recent work has appeared in *Educational Researcher*, *Teachers College Record*, and *Publius: The Journal of Federalism*. Prior to joining the faculty at MU, he completed his PhD in Educational Policy from Michigan State University. He has experience as a high school social studies teacher and a school board member.

F. Chris Curran, PhD, is an Assistant Professor of Public Policy at the UMBC School of Public Policy. His work focuses on examining policies and practices that can improve the educational outcomes of traditionally disadvantaged groups of students. In particular, he conducts work in the areas of school discipline and safety, early elementary education, and teacher labor markets. His recent work has appeared in *Educational Researcher*, *Educational Evaluation and Policy Analysis*, and *AERA Open*. Prior to joining the faculty at UMBC, he completed his PhD in Leadership and Policy Studies with a doctoral minor in quantitative methods at Vanderbilt University. He has experience as a middle school science teacher and department chair.

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In addition to its presence on the AERA program, PEA membership provides members with an electronic *PEA Bulletin* (the Association's newsletter), recent publications, and information about upcoming conferences, books, articles, and events related to the politics of education. Members also receive the special double issue of *Educational Policy* (January/March) which serves as the annual yearbook of the Politics of Education Association and a biennial special issue of the *Peabody Journal of Education*. The association also maintains its own web site <http://www.politicsofeducation.org> ; offers course materials for teaching courses related to the Politics of Education, POETS (Politics of Education Teachers Services); sponsors timely presentations from senior scholars and political insiders; and provides mentoring for new faculty and graduate students.

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The Politics of Education Association (PEA) was formed in 1969 as the Politics of Education Society. In 1978, it became the Politics of Education Association, as part of AERA. Interest in educational policy and politics expanded so that in 1987, the Association successfully called for the formation of a new division within the American Educational Research Association. Today, that division is known as Division L: Policy and Politics. The Politics of Education Association continues as a Special Interest Group affiliated with the American Educational Research Association

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Tamara Young (2014-2016) North Carolina State University
Bonnie Fusarelli (2012-2014) North Carolina State University
Catherine Lugg (2010-2012) Rutgers University
Lora Cohen-Vogel (2008-2010) Florida State University (currently at University of North Carolina-Chapel Hill)
Bruce Cooper (2004-2008) Fordham University
Kenneth Wong (2002-2004) Vanderbilt University (currently at Brown University)
Hanne Mawhinney (2000-2002) University of Maryland, College Park
William Firestone (1998-2000) Rutgers University
Jane Clark Lindle: (1996-1998) University of Kentucky (currently at Clemson University)
Robert Wimpelberg (1994-1996) University of New Orleans (now University of Houston)
Betty Malen (1992-1994) University of Washington (now University of Maryland, College Park)
Catherine Marshall (1990-1992) Vanderbilt University (currently at University of North Carolina-Chapel Hill)
William Lowe Boyd (1988-1990) Pennsylvania State University
Michael Kirst (1986-1988) Stanford University
Jay D. Scribner (1984-1986) Temple University (now University of Texas-Austin)
Douglas Mitchell (1982-1984) University of California, Riverside
James G. Cibulka (1980-1982) University of Wisconsin-Milwaukee (currently at NCATE)

Past Chairs of PEA

Donald H. Layton (1978-1980) SUNY-Albany
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David K. Wiles (1975-1976) Miami University (later SUNY at Albany) (completed LaNoue's 1st term)
George LaNoue (1974-1975 -- stepped down after one year) Teachers College (currently at University of Maryland, Baltimore County)
Michael W. Kirst (1972-1974) Stanford University
Mike M. Milstein (1970-1972) SUNY-Buffalo (later University of New Mexico)
David L. Colton (First President; 1969-1970) Washington University; (retired from University of New Mexico)



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