

An AERA
Special
Interest Group

LEADERSHIP FOR SCHOOL IMPROVEMENT

NOVEMBER 2014

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SPECIAL POINTS OF INTEREST:

- Welcome Message
- A conversation with Dr. Karen Seashore
- LSI Business meeting minutes

WELCOME MESSAGE

Over the past year, our SIG has continued its efforts to grow by offering news and programming to members as well as by seeking more graduate student involvement. We invite all SIG members to join our recent efforts to reach out to practitioners to share research and seek meaningful collaborations.

We want to thank our members who have considered nominating themselves or colleagues for a position on our executive committee. Each year, we elect one new executive committee member to the position of Dissertation Award Committee Chairperson. In subsequent years, this person rotates through the other positions on the Executive Committee: Secretary/Treasurer, Program Chair, Chair then Past Chair. This progression was developed to better sustain continuity in the leadership of the SIG.

If you would like to learn more about our SIG, or get involved in SIG activities, please attend our business meeting at UCEA this month. We will meet over breakfast on Saturday in the Washington Hilton, Columbia 10, from 7:00 a.m. to 7:50 a.m. Please also encourage your colleagues, scholars and

practitioners, to join us. We will discuss current projects, the direction of our SIG and programming for the 2015 AERA annual meeting.

One of the topics discussed at our last business meeting was how to best support graduate students. Since then, we have actively communicated with graduate students, sought their input on SIG projects and highlighted exceptional graduate student research through the Emerging Scholar section in the newsletter. In addition, each year we honor a graduate student and his or her advisor with the Dissertation of the Year Award. The deadline to apply for this award is December 15th. To provide graduate students with access to our network and help to continue to grow our membership, leadership and scholarship, please consider coordinating with a graduate student to sponsor his or her 2015 LSI SIG membership.

We hope to see you in Washington, DC. Thank you for your support and involvement.

PUBLICATIONS FROM OUR MEMBERS

Angelle, P. S., & Teague, G. M. (2014). Teacher leadership and collective efficacy: Links to student achievement. *Journal of Educational Administration*, 52(6), 738-753.

Bowers, A.J., Shoho, A.R., Barnett, B.G. (Editors). (2014). Using Data in Schools to Inform Leadership and Decision Making – *International Research on School Leadership Volume 5*. Information Age Publishing Inc. ISBN: 9781623967871 <http://www.infoagepub.com/products/Using-Data-in-Schools-to-Inform-Leadership-and-Decision-Making>

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Educational Policy and Planned Change: A Conversation with Dr. Karen Seashore

**Regents Professor, Director of Undergraduate Studies, Robert
Holmes Beck Chair of Ideas in Education**

**Department of Organizational Leadership, Policy, and Development
University of Minnesota**



As the Regents Professor, Director of Undergraduate Studies, and Robert Holmes Beck Chair of Ideas in Education at the University of Minnesota, Dr. Karen Seashore has been integral to the field through her research on school improvement and leadership. Dr. Seashore earned her bachelors degree from Swarthmore College and her Ph.D. from Columbia University. Over the last 30 years her research has focused on improvement in K-12 leadership and policy, particularly in urban schools. In addition, Dr. Seashore conducts research on organizational changes within higher education, with particular attention to faculty roles, and on international comparative policy in educational reform.

According to Dr. Seashore there are three pillars for the practice of school improvement: (1) engagement from teachers and students in all subjects. Dr. Seashore notes that “focusing only on literacy or the “bubble kids” may lead to some temporary increases in scores, but will not lead to long-term success”; (2) student support and academic press, which she calls “the primary drivers of improved outcomes for kids.” Essential components of support and press are equitable opportunities, support for struggling students coupled with high expectations, which Dr. Seashore notes should include a cohesive instructional environment throughout the school.; and (3) teacher support, “the primary lever that principals have to create this focus and culture.” Seashore notes that “the greatest impact that I have found is through the support of professional community among teachers, and instructional leadership.” Dr. Seashore believes that localism for school improvement is alive and well, and the push against “one size fits all”

federal initiatives has begun and is likely to continue.

Throughout her career Dr. Seashore has seen many changes come to schools in the form of policy mandates such as NCLB, Race To The Top, and Common Core. As such, she has notes that her research suggests that although national media attention is given to federal programs, there is a large degree of latitude at the state and local level for interpreting and implementing national trends. Dr. Seashore noted, “everything that I have observed in my research suggests that state initiatives are far more important in guiding local decisions than federal rhetoric or even federal initiatives.” Dr. Seashore stresses that what happens in the long run in terms of school improvement should be what researchers focus on since swings in rhetoric and influence are likely to occur. Focus should be placed on factors that have not been ameliorated by federal programs – such as increasing inequity – and not on large quantities of funding. Or, as Dr. Seashore put it, “who has the biggest and newest toys.”

For the future of school improvement, Dr. Seashore believes that the next stage of school improvement should center on making sure that every child leaves school having had the opportunity to explore and become an expert in something. According to Dr. Seashore, indicators of improvement that go beyond standardized tests and looking at the impacts of school improvement initiatives are big challenges. Therefore, initiatives that focus on how to create experiences for students that make them lifelong learners and engaged adults is what we really want. Dr. Seashore hopes that
(Continued on page 4)



Educational Policy and Planned Change: A Conversation with Dr. Karen Seashore

(Continued from page 3)

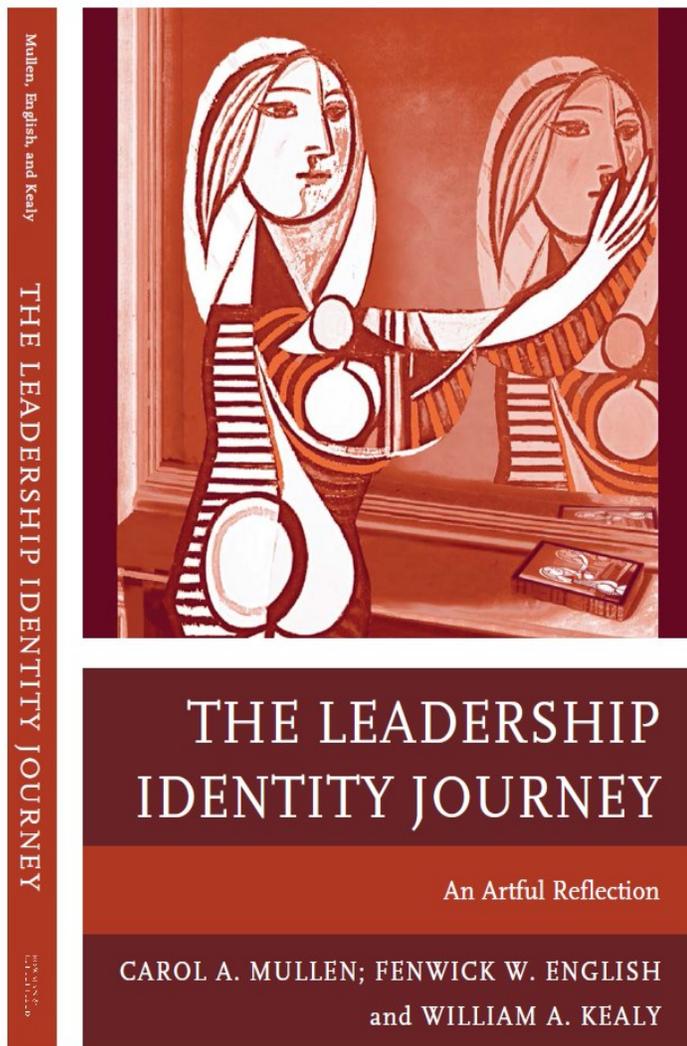
researchers, educational leaders, policy makers, and stakeholders will continue to investigate equity rather than equality by concentrating on what people are doing to ensure that schools are providing the best fit for all students.

Dr. Seashore offers the following advice for beginning doctoral students and newly minded scholars:

“I would give the same advice to both: pick research topics that have meaning beyond this administration/this year. You need to collect data NOW, but you

don't want what you are spending your precious time on to be of no interest later on. I still go back to some of the ideas and work that I pondered when I was writing my own dissertation (in the prehistoric period before personal computers) and find new meaning in them. That is satisfying!”

The editorial staff of the Leadership for School Improvement SIG Newsletter would like to thank Dr. Karen Seashore for her wise counsel and willingness to share her thoughts with our readership. Each of us has benefited in some way from her scholarship and contributions to the field of educational leadership.



EDUCATION | LEADERSHIP

“When people take the time to see and write their leadership experience as a journey, it is more than a moving experience—it can increase their emotional intelligence and enhance their personal and professional capacity. *The Leadership Identity Journey* is based on research but it is very practical. It can and should be used. Personally and professionally, I admire it. The research potential of the original materials presented in this book are deserving of further exploration. The potential for the approach that Mullen, English, and Kealy describe could also significantly enhance team-building and development in groups where more knowledge of each other's non-cognitive skills may enhance the capacity to be creative and open.”

—KAREN SEASHORE LOUIS, PhD, regents professor of organizational leadership, policy and development; Robert H. Beck chair of ideas in education, University of Minnesota

“Mullen, English, and Kealy's powerful book is a strong reminder that leadership is very much a human-centered enterprise. *The Leadership Identity Journey: An Artful Reflection* is an absorbing scholarly book that draws on Joseph Campbell's universal mythology to understand leadership as a journey. Based on interviews with public school leaders, the researchers use visual data to prompt the emotional and subjective sides of leaders' inner worlds. The result is a refreshing and novel approach to leadership studies that is likely to be of great interest to both practitioner leaders and those charged with leadership preparation. This creative work has my highest commendation.”

—LISA C. EHRICH, associate professor of educational leadership, School of Cultural and Professional Learning, Faculty of Education, Queensland University of Technology

The Leadership Identity Journey: An Artful Reflection takes readers on a breathtaking, all-consuming, transformative journey. The invitation is to think of your life as a journey that follows a mythic path. By doing so, new possibilities emerge for thinking about leadership identity and preparation, as well as artistic research and the education field. The perspectives described in this book are supported by school leaders' insights into powerful iconic photographs relative to the five mythic life phases: the human condition, trials in life, human triumph, human transformation, and human crossing, with the addition of leadership as a dimension of the life-journey model. The authors conducted their study using selected photographs framed by the universal mythic framework inspired by mythologist Joseph Campbell.

Carol A. Mullen, PhD, is Professor of Educational Leadership at Virginia Tech, Director of the School of Education, and Associate Dean for Professional Education of the College of Liberal Arts and Human Sciences. Carol is a known scholar in education who has published in the area of artistic research as related to human development.

Fenwick W. English, PhD, is the R. Wendell Eaves Senior Professor of Educational Leadership in the School of Education at the University of North Carolina at Chapel Hill. Fen is a leading scholar in education who has conducted studies on the use of visual data in research.

William A. Kealy, PhD, is a retired Associate Professor of Instructional Technology. Bill is known for his research on instructional media and visual information, and he is an accomplished artist who has a fine arts degree in painting and sculpture.

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28th International Congress for

School Effectiveness and Improvement

Cincinnati, Ohio, USA | January 3–6, 2015

www.icsei.net

*Think Globally, Act Locally, and
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You're invited to be part of a unique gathering of international researchers, educators, and policymakers sharing how we can improve children's lives through best educational practices.



The 28th International Congress for School Effectiveness and Improvement (ICSEI 2015) takes place in Cincinnati, Ohio, January 3–6, 2015. Presenters from as many as 50 countries will provide an international perspective on this year's theme:

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

Join colleagues from Asia, Australia, New Zealand, Oceania, the Americas, Europe, the Middle East, and Africa to learn about effective schools and educational programs worldwide. ICSEI 2015 builds on its previous 27 international conferences, most recently in Sweden, Chile, and Indonesia, offering opportunities for researchers, policymakers, and practitioners to gather in centrally located Cincinnati to address today's pressing educational challenges.

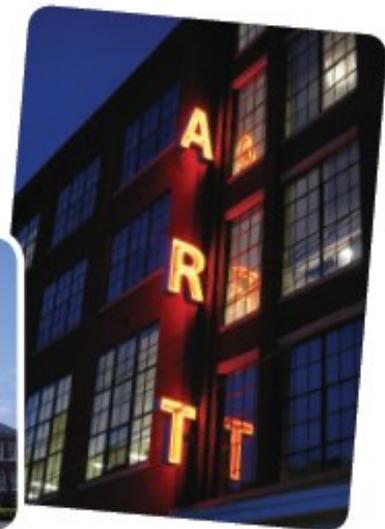
ICSEI 2015 themes draw on the best of research and professional wisdom to explore the history and future of school reform; teacher effects from 1970s to the present; school- and system-level improvements; and the global and local implications of the 2013 Program for International Student Assessment (PISA) scores.

We look forward to meeting you in Cincinnati, in the Heartland of America, to share a stimulating and productive time.

Alma Harris, Ph.D.
University of Malaya
ICSEI President 2013–2015

Sam Stringfield, Ph.D.
University of Cincinnati
Conference Co-Chair

Tom Shelton, Ph.D.
Fayette County Public Schools
Conference Co-Chair



FACULTY OF EDUCATION SCIENCES

INTERNATIONAL CONFERENCE:

Lead, manage and govern in a diverse and complex context towards quality education for all

ANNOUNCEMENT AND CALL FOR PAPERS

Monday 13 April 2015 (08:00) – Wednesday 15 April 2015 (13:00)

**NORTH-WEST UNIVERSITY
(POTCHEFSTROOM CAMPUS)
SOUTH AFRICA**

The Edu-Lead research project invites you to attend and present a paper, workshop or poster at the conference.

Conference theme:

The conference theme addresses an important issue in the international educational context. A large number of schools are not performing as expected and leadership is one of the important factors identified to address this issue. Different types of leadership may be successful in the diverse context of schools and leadership styles like heroic leader, participate leaders are different options in this effort to improve the quality at a large school.

Although there may be different opinions about the position of education as a profession, school principals are expected to be a professional leader. These leaders must lead with willing and motivated followers in difficult societal and school context. Principals must lead sometimes against a hostile environment, from low qualified teachers, influence or lack of involvement of parental support, union involvement and limited school equipment and facilities.

Principals are appointed in a specific post which requires that they are accountable for the quality and performance of their school in spite of possible hurdles. Principals from large comprehensive schools to small rural schools are all required to produce quality education. This is a basic human right to all children but it demands quality leadership in the diversity of schools. The small number of highly performing schools is highly regarded but the aim must be that most schools must function at that level. There are many schools that have successfully schools which are examples of an integrated South African society without any problems. The leadership in these schools is examples of what leadership can achieve. There are sufficient examples that schools in very difficult circumstances can perform well, but these islands of shining stars must become the rule and the exception.

Education leadership development, from official university qualification to short courses and workshops from NGOs, departments of education and private capital and business involvement are crucial to support these enormous challenges to change schools into performing school to ensure that every child's basic human rights are acknowledged and instituted.



Aim of the conference

To challenge, interpret and develop theory with regard to leadership from different perspective.

Educational leadership is defined as leadership at all levels in an education system from macro (national and global) to local and from primary to tertiary levels.

You are invited to send in abstracts which will be peer reviewed under some of the following headings:

- Professional school leadership
- Leadership and change
- Successful leadership in contesting environment
- Leadership and accountability
- Leadership development
- Leadership in diverse contexts
- Performance management and agreement for principals
- The state place and future of education leadership practice and research
-

Challenges for debate

Does leadership matter more in underperforming school context than in performing schools?

Principals are positional post and agents for change in change and not proclaimed leaders

Contact information: Prof Jan Heystek

jan.heystek@nwu.ac.za

www.nwu.ac.za/Edu-Lead

Abstracts will be considered in terms of relevance to the theme of the conference, potential appeal to audience and contribution to scholarship. No full papers are expected before the conference takes place. Selected conference papers will be published in a special peer reviewed journal.

IMPORTANT DATES

15 November 2014	Submission of abstracts
2 December 2014	Notification of successful abstracts and registration forms
2 December 2014	Registration opens
31 January 2015	Early bird registration closes
14 March 2015	Last date for payment of registration fee

LSI SIG 2014 DISSERTATION OF THE YEAR AWARD WINNER



Talking About Race: Overcoming Fear in the Process of Change

Emily Palmer, Ph.D.

The United States has tracked disparities in performance between groups of students for decades, primarily through the National Assessment of Educational Progress (NAEP). While different racial achievement gaps have varied over the years, they have been a persistent challenge since we started measuring them (Harris & Herrington, 2006; Lee, 2002). This research presents a new understanding of the role of the principal in addressing racial achievement gaps through professional development for teachers around talking about race and institutional racism.

There is a significant amount of research pointing to the interrelated nature of the factors affecting racial achievement gaps. Many scholars and educators hold that addressing racial achievement gaps requires addressing how institutional racism and white privilege affect schools and schooling (Noguera, 2007; Ladson-Billings, 1995). Some scholars also assert that it is important for teachers to confront their own biases as a prerequisite to culturally competent practice, which often involves sharing personal experiences with race and talking about the legacy of racism in America (Singleton & Linton, 2006; Grineski et al, 2013). Professional development activities have been available in recent years to help K-12 teachers and administrators accomplish this, but there has been little empirical research around the results of what is often referred to as “equity work,” which typically involves intensive professional development that focuses on talking about race, individual experiences, institutional racism, white privilege, and racial achievement gaps.

This study was conducted to determine what, if anything, changed in teachers’ practices as a result of this kind of professional development work. The study results showed not only that teachers and

classrooms were positively affected by the work, but also that the role of the principal was very influential in obtaining significant change.

The two primary questions that led to this study were:

- (1) What effects, if any, do professional staff members experience as a consequence of talking about race?
- (2) What role does the principal play in leading a process of personal and collective change through conversations about race and institutional racism?

Because of the weak research base, the study was approached using grounded theory (Glaser & Strauss, 1967). Four secondary schools were initially sampled from two suburban districts that had made a multi-year commitment to professional development related to equity work. Both districts were second-ring suburbs of a large city that were members of a cross-district collaborative desegregation program. Staff in the sampled schools had participated in several years of professional development activities designed to increase their will, skill, knowledge and capacity to prepare them to work more effectively with students of color.

Table 1: Demographic Shifts

Percent Students of Color – Growth Over 10 Years	2000	2005	2010
District 1 2 nd ring suburb of the state’s largest city	8%	14%	20%
District 2 2 nd ring suburb of the state’s largest city	13%	22%	31%
District 3 1 st ring suburb of the state’s largest city	26%	41%	58%

Two related grounded theories emerged from the interviews. The first addresses the way in which teachers experienced the equity work in their school. The teachers, almost all of whom were White, (Continued on page 10)

Dissertation of the Year Award Winner *(Continued from page 9)*

experienced intense fear of being considered racist when confronted with opportunities to talk about race in a professional setting. Teachers experienced this irrespective of their openness to the work. However, all participants reported a lessening of fear over time that allowed them to concentrate on the implications for their own work and the school. The degree to which teachers reported changing their classroom practices as a direct result of discussing equitable pedagogy with peers was unanticipated, and did not correlate with how open they had initially been to the training. Table 2 summarizes the impacts that teachers reported.

Table 2: Results of Successful Equity Work

Results after Overcoming Fear		
Belief:	Conversation:	Strategy:
Teachers reported changes in understandings and beliefs about how to address racial achievement gaps.	Teachers engaged in professional conversations about achievement gaps and other issues of race, and collaborated with colleagues on how to address them.	Teachers reported an increase in the application of new strategies in the classroom, including curriculum, instruction, and assessment.

This set of findings was complemented by a related grounded theory that pointed to the role of the principal in managing fear. Where principals did not participate in equity work and take it seriously on a personal level, teachers tended to react by distancing themselves from conversations about race. When principal support and personal engagement was strong, teachers were more likely

Table 3: Four Pathways

The Four Pathways		Level of Principal Support	
		Significant and consistent	Minimal or inconsistent
Teacher attitude at the outset	Open, willin	Enthusiasm, less fear, individual change	Enthusiasm becomes frustration
	Offended, wary	Anger and fear transform with learning	Anger, fear and stasis, no change

to persist. Principal turnover in several schools added to our confidence that changes in principal behavior had direct effects on the outcomes of equity work. Table 3 summarizes the results:

Combining the two grounded theories suggests that the process of effective equity work has a temporal dynamism that, in spite of the significant role played by teacher leaders, is deeply influenced by principals. The finding that the positional leader plays a larger role than the teacher leaders was unanticipated.

In all six schools studied, teachers reported a change in collegiality and norms of discussing equity and instruction, in that it got easier with time and practice. However, in schools in which the commitment of the principal lessened, whether through a change in priorities or through a change in principals, teachers reported that the work slowed.

Similarly, where the commitment of the principal increased, and safe space was maintained, the impact in

Table 4: Four Critical Principal Actions

Principal actions that facilitated teachers moving through fear to engage more directly with closing racial achievement gaps:			
Model Vulnerability:	Create Safe Space:	Empower Shared Leadership:	Persist Over Years:
Teachers needed administrators to model a professional approach to vulnerability before they felt safe to be publicly vulnerable themselves.	The principal's actions were instrumental in creating safe space for teachers to experience discomfort and speak truth.	Teacher leadership is imperative, but insufficient. Principals must visibly partner with teacher leaders.	The principal needs to help the faculty "keep the faith" and "keep the fire burning" in the face of natural exhaustion with a difficult topic.

the classroom increased as well.

The evidence suggests that four specific principal actions were a critical part of the story, as summarized in Table 4:

While education reformers have identified the need for teachers to bring both "will and skill" to the work of closing achievement gaps, there is little guidance for how teachers should acquire either. This study speaks to both, as well as how to build a bridge from one to the other. In addition, it suggests that mandates and accountability pressures (which were not a major factor at these schools) may be less effective than increasing internal capacity.

Can talking about race change the way schools address *(Continued on page 11)*

Dissertation of the Year Award Winner *(Continued from page 10)*

the institutional racism that is prevalent in both small and larger practices? This study did not directly observe classrooms, but the interview data suggest that persistent difficult discussions about institutional racism and white privilege happening consistently over several years have a significant impact on teachers' sense of efficacy in providing equitable instructional environments for their students, and led to a deepened commitment to collectively addressing inequities. This finding supports both critical race theory's emphasis on the need to root out institutional racism, and also lends credence to the capacity of secondary schools, when provided with support, to change a culture of silence around both race and instructional practices to engage in equity work that matters.

The most significant implication of these findings for practice is that the specific principal actions identified could potentially be applied to other fear-inducing initiatives. The four principal actions that were shown to impact teacher practice in the equity work might be applied as well to other high-stress initiatives, like teacher evaluation and utilizing new technology.

This study shows that when the principal is engaged with equity work in a meaningful way, this decreases fear for teachers, so they can engage. Engagement leads to significant individual changes in beliefs and classroom practices, and also a collective change in discourse around race.

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Dissertation of the Year Award Winner

(Continued from page 11)

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Send In Your News!

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

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CPRE ANNOUNCES UPCOMING CONFERENCE

POLICY AND POLITICS OF THE COMMON CORE

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

November 2014

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

For more information:

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

UCEA Conference Special Session Announcement

AERA Divisions A & L

Graduate Student Breakfast

Publish and "Live": Taking the Fear out of Publishing

Preliminary Date: Friday, November 21, 2014 at 8:00-9:15am

Washington Hilton-Columbia 4, Graduate Student Room

Student perspectives of leadership in urban turnaround high schools

Jennifer D. Olson, Ph.D.

Visiting Clinical Assistant Professor, University of Illinois at Chicago



Introduction

Central to the current school turnaround movement is the replacement of principals and teachers as a means to incite rapid school improvement. While there is little research to suggest wholesale staff replacement is an effective lever of change, the literature on school turnaround suggests that leadership replacement is a necessary component of successful school turnarounds (Day et al., 2010; Duke, 2010; Murphy & Meyers, 2008). School turnaround leadership literature further suggests specific leadership practices and character traits are essential in school turnaround (Burke, 2010; Murphy & Meyers, 2008). Noticeably missing from this literature is students' perspectives of leadership and experiences in turnaround schools. While often overlooked, students' perspectives can be incredibly revealing and can offer school leaders a unique perspective on how turnaround polices move from theory to practice. With this in mind, this study highlights students' perspectives of turnaround leadership practices students perceived as promoting positive change in their schools.

School Turnaround and the Work of School Leaders

Current turnaround policies challenge states and districts to make drastic changes in schools, while acknowledging that turning around the nation's lowest performing schools is unlikely to be successful without considerable changes in both leadership and personnel. At the center of this study is the specific turnaround policy that involves replacing the principal and the majority of the staff and includes

giving the principal flexibility in day-to-day operations and implementing new curriculum (Kutash, et al., 2010). In theory, this new staff and administration will be more willing to implement a more rigorous instruction and increase student achievement. While there is little evidence to support the indiscriminate replacement of teachers in a school, it is widely known that leadership is essential in school turnaround (Burke, 2010; Leithwood et al., 2010; Murphy, 2010; Murphy & Meyers, 2008). Even when a strong leader is in place prior to turnaround, a change in leadership is generally necessary to signal the shift to turnaround.

It is widely known that leadership is essential to the success of school turnaround (Brady, 2003; Calkins, Guenther, Belfiore, & Lash, 2007; Kowal & Hassel, 2005; Kutash et al., 2010; Leithwood & Strauss, 2009; Murphy & Meyers, 2008; Rivero, 2009; Spreng, 2005) and turnaround literature suggests that principals' characteristics and practices play a critically important role in school turnaround (Duke, 2004; Murphy & Meyers, 2008; Steiner & Hassel, 2011). There is widespread agreement that effective turnaround leaders engage in essential practices that contribute to positive change. These practices include: focusing on quick wins, implementing practices that may deviate from the norm, focused analysis of performance data, identifying key issues, and selecting suitable strategies to address challenges, building capacity, building relationships, and raising expectations (Duke et al, 2005; Fullan, 2005; Murphy & Meyers, 2008; Picucci et al., 2002; Stark, 1998). This list is by no means exhaustive, but offers an overview of leadership practices commonly associated with effective turnaround leaders.

Turnaround literature further suggests myriad character
(Continued on page 14)

LSI Emerging Scholars *(Continued from page 13)*

traits of effective turnaround leaders, including: achievement oriented, intense, hands-on, trustworthy, credible, honest, courageous, persistent, flexible, visionary, inspirational, strategic, motivational, political, respected, innovative, charismatic, competitive, aggressive, active, and analytical. (Burke, 2010; Murphy & Meyers, 2008). These leadership practices and characteristics highlight the complex work of turnaround leaders and stress the idea that leadership is not one of many factors, but an essential component in school turnaround.

Methods

This qualitative study examined students' perspectives of leadership practices that promoted positive change within the context of urban turnaround high schools. The examination of turnaround efforts is especially important at the high school level, as high schools have been persistently resistant to change (Payne, 2010). In an effort to optimize what could be learned about student experience, two urban high schools that had undergone the turnaround policy within the last three years were purposefully chosen (Creswell, 2012), resulting in students who experienced the policy first hand.

The high schools at the center of this study (Morgan and Harrison High Schools, both pseudonyms) are located in predominantly African American urban communities and have a long history of low achievement scores. In the years leading up to turnaround less than 10% of students met or exceeded state standards. At the time of this study, both schools served approximately 1,000 students with nearly 100% of the student population coming from low-income families. These schools face additional challenges of low attendance rates, chronic truancy, and high dropout and mobility rates. In the turnaround process, the principals and more than 90% of the teachers at each school were replaced. At the time of this study, these schools were in their first few years of turnaround. While there were few indicators of improvement within the

schools, throughout the study, students often commented on an improved school climate as evidenced by fewer classroom disruptions, less chaotic hallways, and an overall calmer and safer school environment.

Included in the qualitative data were 30 individual interviews and 2 focus groups. Fifteen students at each school were chosen for individual interviews and focus groups with the intent to gain insight from students with differing opinions of turnaround at each school. The interview guide was semi-structured (Rubin & Rubin, 2005) and interview questions were designed to prompt reflections on leadership practices in the context of turnaround high schools. Focus groups at each school followed the individual interviews in an effort to create a time and space for students to refute or support initial findings and add further insights. All interviews and focus groups were digitally recorded and transcribed.

Key Findings

Across the two schools, students recognized the need for leadership replacement, highlighting students' cognizance of the importance of leadership within their schools. Unequivocally students reported that their new principals were an improvement over their former principals, who weren't visible or engaged in the schools and didn't seem to have high expectations for the students. One student commented on the difference between her two principals, "Before I never really thought much about the principal, or how important a principal could be to a school. Now, I know that the principal is really important because I have seen the difference that a good principal can make in a school." Students juxtaposed the leadership practices of their two principals and then attributed the practices of their new principals to having a positive impact on their schools. Students were articulate about what principals' leadership practices had a positive impact on the students and the school climate overall, often pointing to their principals as being responsible for the positive changes they saw in their schools. Students specifically pointed to their principals being highly visible in the school, being approachable and accessible to students, building strong relationships with students, and setting *(Continued on page 15)*

LSI Emerging Scholars *(Continued from page 14)*

and enforcing high expectations for students.

Leadership Behaviors Promoting Positive Change

Factor 1: High Visibility In The School

Students talked about their principals having high visibility in their schools, and gave examples ranging from them greeting students at the door in the morning to interacting with students during classroom observations. One student noted, ‘She was coming for you, always saw her in all the hallways. She never sit in her office. She’s always out, talking to each student.’ The principals in the is study spent time engaging with students in the hallways, at the front door, and even outside the building before and after school. Students often spoke of these everyday exchanges with reluctant appreciation; they didn’t necessarily want to be bothered, but understood their principals had the best intentions in mind, and they appreciated it. From the students’ perspective, it was the frequent interaction that the two principals had with students in and around the school that made a positive impact.

Factor 2: Approachable & Accessible

Students noted that in addition to being highly visible in the schools, principals efforts to make themselves available around the school to meet with students formally and informally to discuss academic and nonacademic matters was important. Students appreciated their principals being open to talking with students and valued their everyday interactions with their principals. This is evident in one Morgan students’ comment, ‘She is really a part of the school and is always around, not just the person in charge in the office, but the leader who you can talk to her about anything or go to her for help.’ Students at Harrison High School had similar thoughts, as one student described, ‘...she is a principal who is always around. She’s sometimes too busy to talk, but she is there for us.’ These principals took time out of their busy schedules to make time for students. They mentored students and often helped them negotiate conflicts with teachers or other students. These actions spoke volumes to students in these schools,

and students attributed these actions to having a positive impact on the school.

Factor 3: Building Relationships with Students

At the top of student’s list of praises for these principals was how they purposefully built relationships with students. Overall, the connectedness that these principals created with their students evoked respect from many students. Students characterized these principles as caring and supportive across both schools. Many students likened their principals to another mom, who connected with students, learned their names, and often took care of students’ everyday needs, ‘She took care of us. She wanted to see us doing good. Liked to help out when she could.’ The students realized how their principals invested time in building relationships with them and appreciated the additional support and personal attention they received from their principals. Students saw this relationship building as yet another way their principals were an improvement over their predecessors.

Factor 4: Having and Enforcing High Expectations for Students

Principals at Morgan and Harrison set high expectations for all students and strictly enforced those expectations. The students saw these high expectations as something that motivated them to do better in school. These expectations ranged from wearing ids to checking in about grades and college applications. One Harrison student pointed out, ‘She is extremely strict about everything: about ID, about uniform, about our attendance, getting to class on time.’ Morgan students echoed these same ideas, ‘She really had high expectations for all of us, and showed it. Sometimes you would be like, damn...I don’t want to hear her today, but in the end, you knew that she really cared and that she was doing it for our own good.’ The students connected their principals’ high expectations to caring for the students, as evidenced in this comment about the Morgan principal, ‘She was not to be played with. One thing about [her], she cared and loved everybody in this school, but when it came down to work, that always was going to come first.’ Students *(Continued on page 16)*

recognized that their principals had high expectations and they often worked harder to meet these expectations. One senior noted, 'She won't even let you fail if you want to. She's there to make sure you meet the goal.' Students at both Harrison and Morgan talked about increased discipline policies that sent a clear message about behavior that would not be tolerated. One Morgan student who had been suspended several times, recalled, 'She sat me down and told me straight. You're better than this...this is not how [Morgan] students act. Take some time off and come back ready to work. I don't want to see you acting like this anymore'. From passing classes and staying out of trouble to meeting attendance challenges and graduating, these two principals established and then enforced high expectations for students in their schools. These principals had confidence in students' abilities, recognized their strengths, and compelled students to be as successful as they could. Students perceived this as having a positive impact on their schools.

Conclusion

This study highlights the importance of strong leadership in urban turnaround high schools from the perspectives of students, which parallels the wealth of literature that argues that leadership is vital to turnaround success (Duke, 2004; Murphy & Meyers, 2008; Steiner & Hassel, 2011). Literature suggests that specific leadership practices and characteristics matter, and the findings in this study extend this discussion of what we already know to include the unique perspective of students. Students specifically highlighted the importance of principals being visible and approachable, building relationships with students, and setting high expectations for all students. From the perspective of the students, these principal practices were not seen as one of many factors, but essential components driving the positive change these students saw in their schools. These principal practices and characteristics transformed the way students viewed leadership as these new principals cultivated positive change in their schools. Students' perspectives of turnaround can challenge school leaders to see how policy moves from theory to

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AERA Leadership for School Improvement SIG
UCEA 2014 Annual Conference
November 20-23, 2014
Washington Hilton, Washington, DC



The Leadership for School Improvement SIG encourages your attendance at and participation in these special events at UCEA as we work to increase our SIG's partnerships with leaders in K-12 schools and districts.

Leadership for School Improvement SIG Business Meeting
Saturday, November 22
7:00-7:50 AM
Columbia 10

UCEA Reception
Saturday, November 22
6:45 PM
If you wish to attend the annual banquet after the reception, an additional ticket is required.

If you have questions about these events or about joining our SIG, please email Dr. Jennifer Clayton (AERA Program Chair 2015) at claytonj@gwu.edu.

New UCEA Center: International Study of School Leadership

We invite you to participate in the newly renamed UCEA Center for the International Study of School Leadership at the 2014 UCEA Convention. The Center is a cross-national effort to gather national and international communities of scholars, practitioners, policy makers and government agencies dedicated to the improvement of schools through school leadership in three ways: 1) Fostering collaborative forms of research about school leadership; 2) Synthesizing leadership preparation, research, and practice and disseminate this information; and 3) Facilitating knowledge brokering through partnerships between UCEA and other national and international professional associations, actively networking with researchers, practitioners, and policy makers. The new center purposely expands its scope to support broader UCEA visibility, respectability, and participation of national and international scholars and practitioners.

Please plan to attend our two UCEA sessions below:

Thursday, November 20, 2014

Workshop:

021. Connecting Local and International Research to Practice!

10:40 to 12:00 pm

Washington Hilton: Columbia 9

The purpose of this mini-workshop is to provide local and international participants with knowledge and skills to communicate and connect research to practice through knowledge mobilization practices. This interactive workshop, organized by the newly re-established UCEA Center for the International Study of School Leadership, aims to increase the dissemination of knowledge of school leadership at a global level. Participants will develop their own knowledge mobilization plan for their specific research. Invited guest: **Carol Campbell**, Ontario Institute for Studies in Education (University of Toronto)

Sunday, November 23, 2014

Board Meeting: UCEA Center for the International Study of School Leadership

7:00 to 7:50 am (Prior to the UCEA International Summit)

Washington Hilton: Columbia 1

Please join us in this meeting as the discussions will be centered on introducing members, and generate a networking effort towards the dissemination of research at a global level. *Plan to contribute references or links to your work that will be listed in our new website.*

National directors: Dr. Jeff Bennett, University of Arizona, jbennett@email.arizona.edu
Dr. Elizabeth Murakami, Texas A&M University-San Antonio,
elizabeth.murakami@tamusa.tamus.edu

International directors: Dr. Monika Törnsten, Umeå University, Sweden, monika.tornsen@pol.umu.se
Dr. Katina Pollock, Western Ontario University, Canada, kpolloc7@uwo.ca

LSI SIG BUSINESS MEETING

APRIL 3, 2014

AERA CONFERENCE

—MINUTES—

Board Members Present:

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

Total Attendees: 27

- Meeting called to order at 6:25 PM by Shelby Cosner
- Featured speakers, Jon Supovitz and John Deflaminis presented regarding distributed leadership and school improvement. A rich discussion including several audience questions ensued.
- Dissertation of the Year Award
 - Hans Klar thanked reviewers and presented the award to Emily Lilja Palmer from the University of Minnesota
 - Emily's chair, Karen Seashore Louis, was also recognized with a certificate, but donated her 300.00 prize back to the SIG for future graduate student support.
- Program Review
 - Kristina Hesbol, this year's LSI Program Chair, reported on our submissions and program. The submissions were lower than usual at just 17. This allowed us to have a business meeting, one workshop, and two paper sessions with five papers apiece.
 - We hope to increase submissions and thereby our presence on the AERA program in coming years.
- Financial Report
 - Jennifer Clayton provided the financial report and minutes from the UCEA meeting. Both are available as needed.

- Final thoughts

Shelby thanked the executive committee for this year's accomplishments including

- First SIG newsletter (Angela Urick and Pamela Angelle)
- Update to our website (ongoing)
- An impending facebook presence

Shelby encouraged members to give feedback on the newsletter content and format for future issues (fall and spring)

- New Officers for 2014-2015
 - SIG Chair: Kristina Hesbol
 - Program Chair: Jennifer Clayton
 - Secretary/Treasurer: Hans Klar
 - Awards Chair: Angela Urick

SIG #100

Financial Statement, 2014

Balance Forward from AERA 2013 (March 2013)
\$11415.83

Expenses

2013 Dissertation Award-Student	\$1000.00	
2013 Dissertation Award-Chair	\$300.00	
2013 AERA Business Meeting		\$4146.09
2013 SIG Management Fee	\$300.00	
2013 UCEA Meeting	\$277.20	
		\$6023.29

Income

2013 Dues (April-December)	\$2260.00
2014 Dues (January-February)	\$740.00

\$3000.00

Balance on Hand (Effective February, 2014)
\$8392.54

College of Education

Department of Counseling, Leadership, Adult Education, and Psychology

Position: Assistant or Associate Professor—Educational Leadership

Job Posting #: 2015-10

Review Date: November 1, 2014—open until filled

Appointment Date: Fall 2015

Position Description

This position will involve teaching, research, and service in the Education and Community Leadership program. Specific responsibilities will include teaching graduate courses in the Masters in Educational Leadership degree, the Principal and Superintendent Certification programs, and the School Improvement Ph.D. program. The successful candidate will teach courses on the main campus in San Marcos and at either the Alamo University Center in Live Oak near San Antonio or the Round Rock Campus in Round Rock, TX. The successful candidate is expected to have developed and maintain an active research agenda and to provide service to the program, department, university, community, and profession.

Qualifications

Required: The applicant must hold an earned doctorate in educational administration, educational leadership, or a closely related field. Moreover, the applicant must demonstrate a record of, or the potential for, research and publication at the national and/or international levels. To be eligible for hire at the associate professor rank, the candidate must meet the requirements for that rank as established by the department. The successful applicant will receive the appropriate rank and title based on university and department established standards

Preferred: Experience as an executive level educational leader at the campus and/or district level (such as principal, assistant/associate superintendent, superintendent); experience working with diverse student populations and/or communities; demonstrated cultural competence; an ability to articulate a platform in education and educational leadership; the ability to teach a variety of courses in educational leadership; the ability to work collaboratively with other faculty members; and a record of scholarship in the area of school and community leadership.

Application Procedures

Review of applications will begin on November 1, 2014 and continue until the position is filled. To apply, send a letter of interest that specifically addresses the qualifications and responsibilities noted in this posting, a completed university application form (<http://facultyrecords.provost.txstate.edu/faculty-employment/application.html>), curriculum vitae, names and contact information of five references, and no more than three reprints of recent publications to:

Stephen P. Gordon, Ph.D., Search Committee Chair
Department of Counseling, Leadership, Adult Education & School Psychology
ASB-South 308
Texas State University
601 University Drive
San Marcos, TX 78666

Associate Professor in Educational Leadership & Policy Studies Position Announcement

The Department of Educational Leadership and Policy Studies, University of Tennessee, Knoxville, provides graduate programs in Educational Administration (Ph.D; licensure, MS, Ed.S., online and face to face) and Higher Education Administration (MS and Ph.D.). See our department website (elaps.utk.edu) for more information about these programs. We are seeking to fill a full-time, tenure track position at the associate professor rank to serve primarily the educational administration programs. Prospective applicants should be able to present evidence of scholarly productivity, excellence in teaching at the graduate level, including experience directing doctoral dissertations, and commitment to seeking external funding, providing outreach and service, working collaboratively with colleagues, and mentoring students and junior faculty.

To guide prospective candidates, and our consideration of applicants, the faculty has identified required qualifications for the position and desired qualifications, both of which are listed below. We expect applicants to speak to these in their cover letter. In addition, the application materials should include a current curriculum vitae and the names and contact information for three (3) references who are able to speak specifically to your qualifications for the position. Applications materials as well as questions about the positions should be directed to:

Dr. Mary Lynne Derrington, Chair, Faculty Search Committee
Department of Educational Leadership and Policy Studies
University of Tennessee, 325 Bailey Education Complex
Knoxville, TN 37996-3400

The position will remain open until filled.

Required Qualifications:

- Earned doctorate in educational leadership or a related field
- An established research agenda and record of scholarly publications
- Scholarly expertise in one or more of the following areas: law, finance, policy, educational foundations
- Experience chairing doctoral dissertations
- Experience teaching at the graduate level
-

Desired Qualifications:

- Experience teaching using online delivery methods
- Experience in securing external funding
- K-12 building level and/or central office leadership experience
-

EEO/AA Statement /Non-Discrimination Statement

All qualified applicants will receive equal consideration for employment and admissions without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status. Eligibility and other terms and conditions of employment benefits at The University of Tennessee are governed by laws and regulations of the State of Tennessee, and this non-discrimination statement is intended to be consistent with those laws and regulations.

In accordance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, The University of Tennessee affirmatively states that it does not discriminate on the basis of race, sex, or disability in its education programs and activities, and this policy extends to employment by the University.

Inquiries and charges of violation of Title VI (race, color, and national origin), Title IX (sex), Section 504 (disability), ADA (disability), Age Discrimination in Employment Act (age), sexual orientation, or veteran status should be directed to the Office of Equity and Diversity (OED), 1840 Melrose Avenue, Knoxville, TN 37996-3560, telephone (865) 974-2498. Requests for accommodation of a disability should be directed to the ADA Coordinator at the Office of Equity and Diversity.



**Watson College of Education
Chair, Department of Educational Leadership**

Vacancy # 15E018

Position # 4050

The University of North Carolina Wilmington (UNCW) is located in the coastal seaport of Wilmington, which is ideally situated between the Cape Fear River and Atlantic Ocean. Wilmington is a community of about 100,000, with an historic downtown that includes a dynamic arts community, unique shopping and fine dining, numerous parks and recreational facilities, and easy access to several beautiful beaches. UNCW enrolls about 13,733 undergraduate and graduate students on its 640 acre campus and several extension sites. It is ranked by *U.S. News and World Report* as one of the top universities of its kind in the South and by both *Kiplinger's* and *Forbes* magazines as one of the best values in the nation.

The Watson College of Education (WCE) is a growing college with over 60 tenure-track faculty members working in undergraduate and master's programs in the Department of Early Childhood, Elementary, Middle, Literacy and Special Education and the Department of Instructional Technology, Foundations and Special Education, and master's and doctoral programs in the Department of Educational Leadership. It offers several international study programs and maintains partnerships with numerous school districts, community colleges and colleges/universities in the region. We are searching for an accomplished, energetic, visionary and well-organized teacher/scholar to serve as **Full Professor and Chair of the Department of Educational Leadership**. The preferred starting date is July 2015. For more information about the Watson College, see <http://www.uncw.edu/ed/>.

Responsibilities of this position include:

- Lead the department's growth in master's programs in Curriculum, Instruction and Supervision, Higher Education, and School Administration; the Ed.D. program in Educational Leadership, with concentrations in the three program areas listed above; and an undergraduate minor in Leadership Studies
- Conduct the administrative business of the department and serve as a member of various organizational teams
- Guide and mentor faculty in the reappointment, tenure and promotion process
- Assist in the coordination of the Ed.D. program
- Represent the department to the Dean of the Watson College, cross-campus colleagues, and community partners
- Develop and teach face-to-face and online graduate and/or undergraduate courses in support of the department's program areas
- Maintain an active research agenda and support grant initiatives
- Support school system, agency and international partnerships
- Advise graduate students
- Assist in the accreditation and report writing processes
- Provide leadership and service to the College and the University, as well as to the region and state and to the profession, through active participation in professional associations



Requirements include: Doctorate in Education (Ph.D. or Ed.D.); currently hold the rank of Full Professor or be eligible for this rank at UNCW; evidence of leadership skills to effectively manage a university department; a record of scholarly productivity in one of the program areas of the department; evidence of college level teaching excellence; and a strong commitment to and experience in affirming diversity in education.

Priority review of applicants will begin on **October 31, 2014**, but applications will be accepted until the position is filled. Applicants must complete the online application at <http://consensus.uncw.edu>. Required are: a letter of application, curriculum vita, copy of doctoral transcript, and contact information for three professional references. MS Word or Adobe PDF attachments are required. Please direct questions to: Dr. Carol McNulty, Associate Dean for Academic and Student Affairs and Chair of the Search Committee, mcnultycp@uncw.edu, or Dr. Kenneth Teitelbaum, Watson College of Education Dean, teitelbaumk@uncw.edu.

UNC Wilmington actively fosters a diverse and inclusive working and learning environment and is an equal-opportunity employer. Qualified men and women from all racial, ethnic or other minority groups are strongly encouraged to apply.



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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