

Learning and Teaching in Educational Leadership SIG Newsletter

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

LTEL SIG Message from the Chair

Liz Hollingworth, University of Iowa

It is with great pleasure that I welcome you to our second newsletter of 2014: the UCEA Edition. Many thanks to Jennifer Clayton, Newsletter Editor, and to our publisher, Information Age Publishing, for making this a reality.

The 28th annual UCEA Convention will be held November 20-23, 2014 at the Washington Hilton in Washington, DC. We are looking forward to another opportunity to collaborate with educational leadership researchers who share our passion for Learning and Teaching in Educational Leadership.

Happily for our SIG membership, the purpose of the 2014 UCEA Convention is to engage participants in discussions about research, policy, and practice in education with a specific focus on educational leadership. It's going to be a great experience for our SIG members both professionally and personally.

The UCEA Convention will begin with an opportunity to spend a day on Capitol Hill to speak with key policy influencers about issues related to leadership development and ESEA on November 19th. As researchers in our SIG membership can attest, the policy pressures on preparation programs have only become greater since the Race to the Top grant competition incentivized state departments of education to change the way educator preparation programs are evaluated.



Continued on Page 2

Inside This Issue

1	Message from the Chair
3	UCEA Film Festival 2014
4	Promotion News & Publications
5	New NELP Standards
7	Issues in Evaluating School Leadership Preparation Programs
11	Book Review
13	Graduate Student News
14	Book Announcement
15	LTEL Awards and Board Members

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

SIG Meeting in DC

As we discussed at our business meeting at AERA in Philadelphia on April 6, 2014, we will be using our meeting at UCEA in DC to talk with our graduate students about the kinds of research our Special Interest Group studies. We will use the UCEA SIG meeting to encourage graduate students to conduct research in learning and teaching in educational leadership centered around:

- i. Internship experiences
- ii. Quality of training- superintendent programs
- iii. Program evaluation
- iv. Common Core leadership
- v. English Learners

Please plan on attending our meeting and bring along as many graduate students as you can!

Learning and Teaching in Educational Leadership (LTEL)

Executive Committee SIG Meeting

7:00 to 7:50 am

Washington Hilton: Columbia 2

Symposium

While you have your calendars out, be sure not to miss the special symposium session focused on state and federal policy trends impacting educational leadership preparation during the 2014 UCEA Convention.

Session 209, Saturday, November 22, 12:15 pm

Session Title: State and Federal Policy Impacting Leadership Preparation

Session Abstract:

In this session, participants will share the results of four projects focused on policy trends concerning educator preparation, particularly the preparation of school principals. The projects include: 1) a review of state rules and regulations concerning educational leadership preparation programs and licensure (Anderson & Reynolds); 2) a critical policy analysis of the impact of Race to the Top and waivers on state policies concerning the evaluation of leaders and leadership preparation programs (Carpenter & Diem); 3) a review of specific state models tying the effectiveness of leadership practice and leadership preparation to student achievement and school effectiveness (Hollingworth & Fuller); and 4) and policy guidance for states seeking to assess and improve educational leadership preparation (Ikemoto & Tucker).

Recent SIG Publication

Another point of pride for our SIG is the publication of *From Policy to Practice: Sustainable Innovations in School Leadership Preparation and Development*, edited by Karen Sanzo, which will be available for purchase at the UCEA convention, or online from Information Age Publishing. The book features the work of the LTEL SIG Evaluation Research Taskforce. Speaking of which, don't miss our meeting:

LTEL SIG Evaluation Research Taskforce Meeting

Sunday, November 23 10:10 to 11:30 am

Washington Hilton: Columbia 11

We hope you can join us in DC. Our next newsletter will feature program notes for the AERA 2015 Annual Meeting Thursday, April 16 - Monday, April 20, 2015 in beautiful Chicago, Illinois.

UCEA 2014 Convention Film Festival

The 28th annual University Council for Educational Administration (UCEA) Convention will host the third annual UCEA Film Festival in Washington, DC from November 20-23, 2014. The films that will be highlighted and schedule are included below.

UCEA 2014 Film Festival Program
Co-Chairs: Dr. Jennifer Friend, University of Missouri-Kansas City
Dr. Julia Ballenger, Texas A&M University-Commerce

145. Film Festival I
 Friday, November 21
 3:40 to 4:55 pm
 Washington Hilton: Columbia 5&7

Overcoming Inequities: Story of El Centro, Texas State University San Marcos
 Voces de Braceros UTPA, University of Texas Pan American Texas State University
 BROWN. Thurgood Marshall and Earl Warren. A Conversation, Texas A & M University – Corpus Christi
 The Brickfields Schools, University of Manitoba, Canada
 #PROPEL, Florida Atlantic University
 Vanderbilt Abu Dhabi Leadership Development Project – Year 3, Vanderbilt University
 Preparing School Leaders for Diversity: Cultural Immersion in Australia

171. Film Festival: Sip and Screen
 Friday, November 21
 9:30 to 11:00 pm
 Washington Hilton: Columbia 5&7

College RED: Northeast Leadership Academy, North Carolina State University
 Double Standard, East Carolina University
 #PROPEL, Florida Atlantic University
 Voces de Braceros UTPA, University of Texas Pan American / Texas State University
 Vanderbilt Abu Dhabi Leadership Development Project – Year 3, Vanderbilt University
 The Brickfields Schools, University of Manitoba, Canada
 Overcoming Inequities: Story of El Centro, Texas State University San Marcos



216. Film Festival II
 Film Festival
 Saturday, November 22
 12:15 to 1:30 pm
 Washington Hilton: Columbia 5-8

Double Standard, East Carolina University
 Who's to Blame, East Carolina University
 Concealing within our Mask – Empathy Film, University of Texas San Antonio
 Community Learning Exchange, Texas State University
 The Vanderbilt EdD Program, Vanderbilt University
 Got Purpose? Leadership Preparation in The Gulf Coast Partnership (GCP), University of South Florida
 College RED: Northeast Leadership Academy, North Carolina State University

The Convention will also include a Video Recording Booth, where conference attendees will have the opportunity to record their stories related to the 60th Anniversary of the *Brown v. Board of Education* decision and the Convention theme, “Righting Civil Wrongs: Education for Racial Justice and Human Rights.” These brief stories will be edited into video segments that will be shared through the UCEA website and other venues after the Convention. Additional details are posted on the UCEA website: <http://ucea.org/annual-convention-2014/>

Promotion News

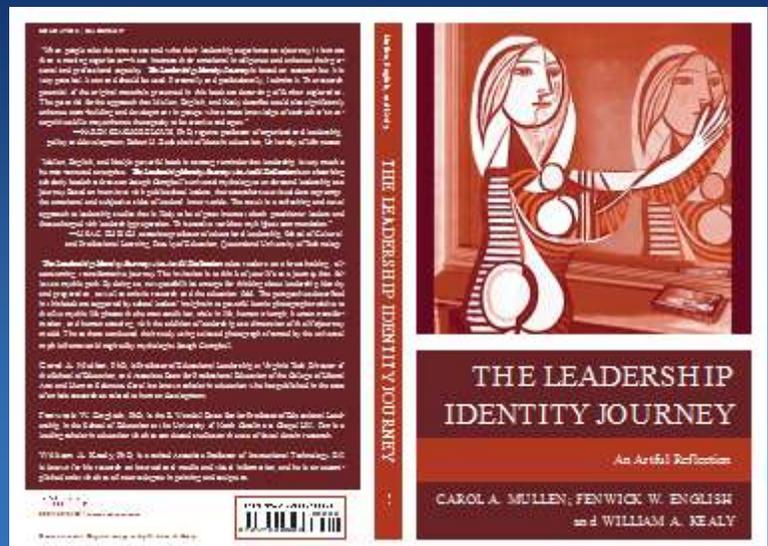
Share your promotions, new jobs, graduations, and awards with the LTEL-SIG Newsletter committee to feature your accomplishments in our next newsletter!



Recent Publications

The Leadership Identity Journey ~ by Carol A. Mullen, Fenwick W. English, & William A. Kealy (Published by Rowman & Littlefield)

The Leadership Identity Journey takes readers on an breathtaking, all-consuming, transformative journey. 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.



Coming Soon...New National Educational Leadership Preparation (NELP) Standards

Michelle D. Young and Erin Anderson
University of Virginia and UCEA

Beginning last fall, the Council of Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA) agreed to lead an effort to refresh the Interstate School Leadership Licensure Standards (ISLLC) to reflect research-based evidence and experience gained since the last update of the standards in 2008. The Wallace Foundation, a philanthropy that has supported research and work on educational leadership for more than a decade, gave grants totaling \$1 million to CCSSO to support this leadership standards work.

Without question the responsibilities of principals and superintendents have changed significantly since the original ISLLC standards were released in 1996 and then updated in 2008. Policy initiatives like the federal Race to the Top program and Elementary and Secondary Education Act waivers have placed new emphasis on principal effectiveness, and states across the country have set higher expectations for student growth and achievement, placing new demands on district and school leaders to ensure all students are learning. Principals in most states are expected to structure and support teaching and learning environments that prepare all students for college, careers and life. These expectations, among others, as well as new knowledge reflecting the link between leadership and student achievement, are reflected in the newly refreshed ISLLC standards.

A draft of the refreshed ISLLC standards was shared for public comment during a 30-day period beginning in late September, and once the feedback has been analyzed, the refresh team (led by Joseph Murphy and Jackie Wilson, which includes Erin Anderson, Beverly Hutton, Susan Printy, Mark Smylie, Jonathan Supovitz, and Irv Richardson) will determine if further changes to the draft standards are warranted. Final review and approval of the

standards by the National Policy for Educational Administration (NPBEA) is anticipated by January 2015.

While a refresh of the ISLLC standards is essential, it is only one part of a coordinated effort to revise and align educational leadership standards. The refresh process also involves a review of state laws and regulations, the development of a set of principal supervisor standards for those who coach and evaluate principals, the revision of leadership preparation standards, and the development of a database of tools that can be used to leverage the effective use of the new standards. The purpose of undertaking these efforts in a coordinated way is to create a coherent and aligned system of educational leadership standards.

The approval of the refreshed ISLLC standards will officially kick off the revision of the National Educational Leadership Preparation (NELP) standards (formerly called ELCC). The National Educational Leadership Preparation (NELP) standards were first developed by the Educational Leadership Constituent Council (ELCC) in 2001, and were revised in 2011 by the National Policy Board for Educational Administration to reflect the updated 2008 ISLLC standards. Like last time, the adoption and implementation of the revised standards will proceed from and trail the ISLLC standards.



Continued from page #5

For the NELP standards CCSSO and NPBEA have authorized two interrelated committees; the first is charged with revising the education leadership preparation standards, and the second is charged with revising the process used to review programs for national accreditation. The first committee will develop standards for the preparation of building and district level leaders. This undertaking requires that the committee identify the aspects of the new ISSLC standards that are essential for beginning level leaders, as opposed to what we would expect of more experienced leaders, as well as focus on the skills and knowledge and that can be developed through initial preparation.

Ultimately, these standards will be used by the Council for the Accreditation of Educator Preparation (CAEP) in the accreditation review of leadership preparation programs as well as by states for program approval purposes. As a result, the committee must ensure that the standards are both research-based and measurable. It is also possible (given the strong tie to CAEP) that regardless of the number of ISSLC standards that are approved, the NELP standards will be limited to seven, since CAEP only allows for seven standards for the review of advanced programs like leadership preparation.

In the past, leadership preparation programs were required to collect evidence that candidates enrolled in their programs had obtained standards-based knowledge and skills through a set of assessments. The second committee will be reviewing this process, as well as the assessments that programs have used, to determine if improvements can be made to the system. The goal will be to increase the reliability of the review process and the assessments that programs use in order to support stakeholder confidence and program improvement.

In an effort to gain feedback from state personnel and educational leadership faculty members, the committees have met with a variety of stakeholder groups and distributed online surveys focused on the content, use and measurement of the standards. In December, the NELP standards development committee will use the Information gathered through these efforts to inform their initial work.

Together the refreshed ISSLC, NELP and Principal Supervisor standards will further clarify roles and responsibilities for educational leaders, guiding what they are expected to do in their daily work, as well as how they are prepared, how they will be supported, and on what they will be evaluated. The standards will be rooted in both research and effective practice highlighting the most important characteristics of education leaders operating within today's education context to better reflect the roles and responsibilities of school leaders in 2014.

NELP Standards and Review Process Committee

The National Educational Leadership Preparation standards and review process committees, which are chaired by Michelle Young, *University of Virginia and UCEA*, include the following educational leadership preparation and evaluation scholars, practicing leaders and state personnel:

Richard Flanary, *co-chair*
 Mike Allison, *Practicing Secondary Leader*
 Rich Barbacane, *Practicing Elementary Leader*
 Jim Berry, *Eastern Michigan University and NCPEA*
 GA Buie, *Practicing Secondary Leader*
 Monica Byrne Jimenez, *Hofstra University*
 Ellen Goldring, *Vanderbilt University*
 Gina Ikemoto, *New Leader for New Schools*
 Paul Katnik, *Missouri State Department of Education*
 Bethany Little, *Achieve*
 Hanne Mawhinney, *University of Maryland*
 Kathy O'Neill, *SREB*
 Alexandra Pavlakas, *University of Wisconsin-Madison*
 L. Oliver Robinson, *Practicing Superintendent*
 Cathy Shiffman, *ELCC*
 Daniela Torre, *Vanderbilt University*
 Pamela Tucker, *University of Virginia*

Serving in an ex officio capacity,
 Irv Richardson, *CCSSO*
 Honor Fede, *NPBEA*.

Several sessions are planned during the 2014 UCEA Annual Convention to discuss the refresh project in general and the ISSLC, NELP and Principal Supervisor standards specifically. Subsequently, the next opportunity for public comment will occur following the development of the draft NELP standards, likely in early spring.

Issues in Evaluating School Leadership Preparation Programs

Ed Fuller (Penn State/UCEA), Liz Hollingworth (U of Iowa/UCEA),
and Michelle Young (U of Virginia/UCEA)

Introduction

There is now widespread consensus among educators, researchers, and policymakers that effective school leaders are necessary to successful schools. These findings, in combination with a large body of evidence that concludes teachers are the most important school-based factor in improving student outcomes, have led to increased attention on the quality of school leader and teacher preparation programs. While most of the attention has focused on teacher preparation programs, there is a growing chorus of voices calling for increased accountability for school leader preparation programs as a mechanism to improve the quality of school leaders prepared to lead our nation's public schools. For example, the National Conference of State Legislatures recently recommended that, "States can leverage policy to . . . hold programs accountable to high standards and effective practice in the field" (Shelton, 2012, p. 6).

Proposed Outcome Measures for Evaluating School Leadership Preparation Programs

The primary outcomes measures that have been proposed to be used in evaluating school leadership preparation programs (SLPPs) include:

- effectiveness of graduates in improving student outcomes (primarily student test scores);
- placement of graduates in leadership/principal positions;
- retention of graduates at a school/in leadership positions;
- effectiveness of graduates in improving school climate;
- stakeholder perceptions of school- and principal- effectiveness; and,
- effectiveness of graduates in improving teacher quality and retention.

There are two common issues that impact efforts to accurately measure all of these outcomes: (1) difficulty in adjusting the analyses for differences in school contexts in order to create a level playing field across all principals and SLPPs; and, (2) small sample sizes.

Isolating the Impact of Principals and SLPPs

School-, community-, and labor market- contexts have profound influences on principals, teachers, and students. Moreover, these contexts have a dramatic impact on measures of student outcomes. Such findings have led to a consensus among the education research community that evaluations of principals and SLPPs must remove the influence of these contextual differences in order to isolate the effectiveness of principals and SLPPs.

There are two types of contextual factors: observed or unobserved. Observed factors are those that are frequently measured and collected by districts and schools such as the percentage of economically disadvantaged, school size, and experience of teachers. These factors are readily available for use in principal and SLPP evaluations.

Unobserved factors, on the other hand, are usually not collected or are very difficult to measure accurately. Unobserved factors include parental level of education, community support for education, and community stability. These factors are typically not readily available for use in evaluations of principals and SLPPs.

There are two problems with trying to remove the influence of contextual factors from the influence of principals and SLPPs: sample size and the problem of unobserved contextual variables when trying to identify principal and SLPP effectiveness.

Small Sample Sizes

All of the statistical approaches that could be used to

(continued)

accurately assess principal and SLPP effectiveness would require fairly large sample sizes. However, most states don't have an adequate number of SLPP programs to meet sample size requirements. For example, only eight states would have the minimum sample size needed of 30 programs to use the most appropriate statistical techniques. Yet, even in these states, some of the programs would have too few graduates to include in the analyses, thus would likely not meet even the minimum sample size requirements. At best, only four states (New Jersey, California, Texas, and New York) would have enough programs to use the statistical approaches need to provide accurate results for programs. Even then, an analyses of placement rates for Texas SLPPs suggests even having 77 SLPPs is not a sufficient sample size to adjust the findings for all of the relevant school-, community-, and labor market-factors that influence placement rates.

Addressing Unobserved Contextual Variables

The only strategies to remove the influence of unobserved contextual variables are to compare a principal only to less than a handful of other principals or (2) compare a principal top her- or himself in prior years. Unfortunately, recent evaluations of these approaches have found that neither strategy provides accurate judgments of principal effectiveness. If the judgments about principals is not accurate, then aggregate inaccurate judgments to the SLPP level results in inaccurate judgments about SLPPs.

Conclusion and Discussion

Current research concludes that efforts to evaluate SLPP effectiveness using outcome measures are highly likely to be inaccurate and may create perverse incentives that create more problems than they solve. This is particularly true if states adopt more simplistic approaches that fail to account for the factors influencing these outcomes that are outside the control of SLPPs.

What, then, could states do to evaluate SLPPs and assist in the improvement of the preparation of school leaders? Unfortunately, there is no clear consensus on what should be done. UCEA is collaborating with a number of researchers from across the country to create a reasonable system. While this work is in its infancy, there are some important preliminary conclusions.

First, states should not adopt a high-stakes accountability approach for SLPPs, but should create and implement a robust, multi-faceted evaluation system that focuses on program improvement.

To create such a system, a state would need to invest in the following areas:

- collection of administrative data such as graduation, certification, placement, employment, and retention data;
- collection of survey data from SLPP personnel, graduates of SLPP programs, teachers in schools led by beginning principals, and supervisors of beginning principals;
- analysis of such data in such that the results are as accurate as possible given the current level of statistical knowledge; and,
- collection and analysis of data about individual programs through site visits that include document review, observations, and interviews with SLPP personnel and SLPP students.

This preliminary system is portrayed in Figure 1. Importantly, this figure does not include the myriad data that would need to be collected in order to implement such a system. These details will be included in future reports.

The most important recommendation in our proposed system is that a review committee must be involved in making judgments about SLPPs.

This is a necessary component because we simply do not know how to accurately estimate SLPP effectiveness with respect to any outcome measures.

In particular, researchers are currently unable to identify the independent effect of SLPP graduates on any student outcomes or of SLPPs on outcomes such as placement or retention. Because of the limitation of currently available data and statistical approaches, an expert-oriented approach that relies on effective communication and feedback between SLPPs and the state is critical. The most important task of the committee is to attempt to take a holistic view of SLPPs and consider the factors outside the control of the program and the types of schools that employ graduates. The committee, then, would attempt to accomplish what evaluators currently cannot do because of statistical limitations. In addition, the committee would be able to collect data from site visits so that more fine-grained information could be included in making such assessments.

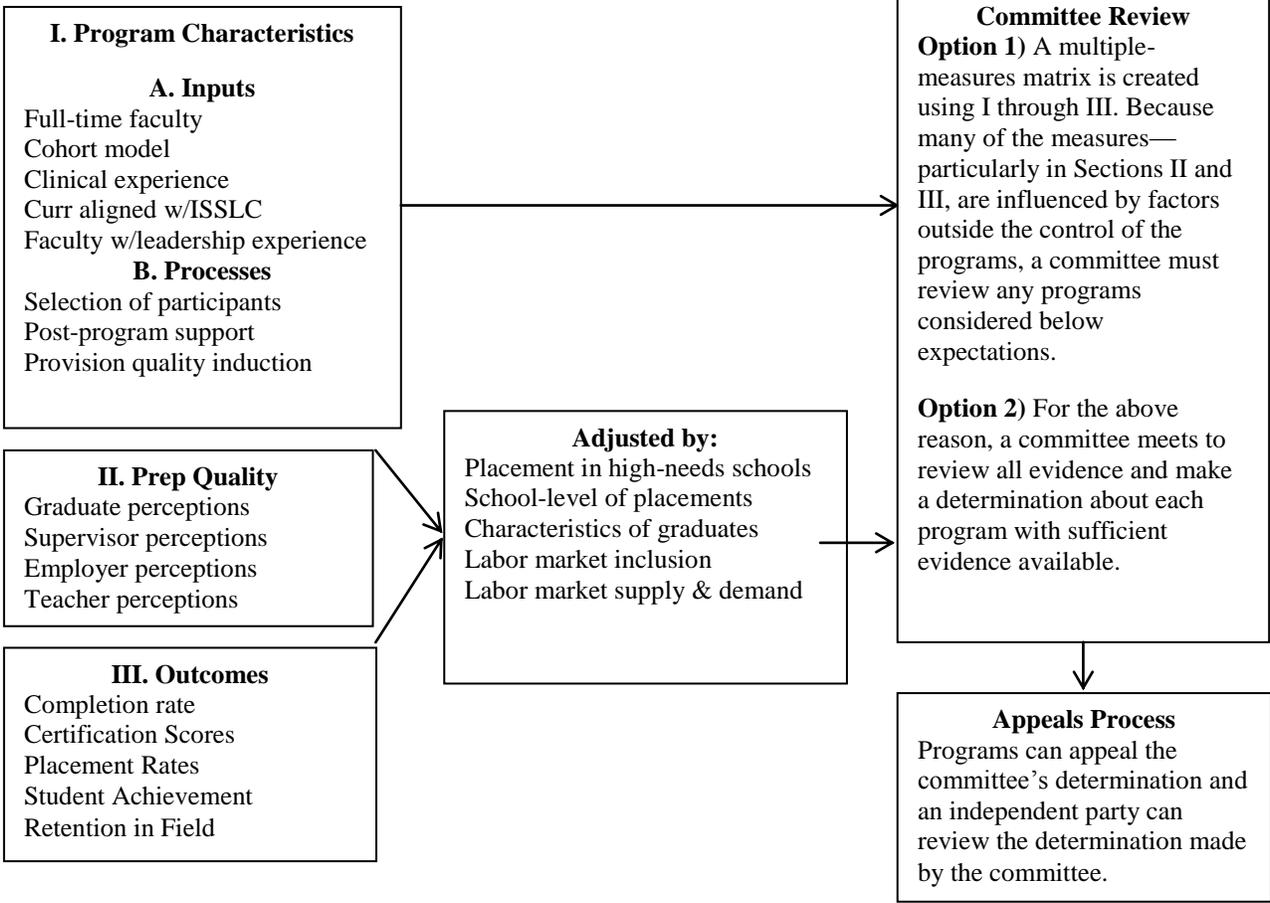
Finally, two evaluative components would be included in the overall approach. The first evaluative component would be an evaluation of the adequacy of state support provided to SLPPs. The types of support could include information about the quality of communication, technical assistance, data collection, data analysis, and financial support. The second evaluative component would be a review of the evaluation process by evaluation experts, particularly those with experience in program evaluation. This is necessary to ensure that the state's evaluation strategy meets the personnel- and program- evaluation standards set forth by the Joint Committee for Educational Evaluation.



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Evaluation of School Leader Preparation Program



Evaluation of State Inputs Supporting School Leadership Preparation Programs

- Inputs**
- Level of financial support
 - Financial support for clinical experiences
 - Certification predictive of effectiveness
 - State tracking of employment data
 - State administration of graduate survey
 - State administration of supervisor survey
 - State calculation of placement rates
 - State adoption of appropriate VAM analysis
 - State adoption of appropriate curriculum standards

Evaluation of the Evaluation

- Review by experts in the field
- Review by SL prep program employees
- Review by superintendents

Book Review

~ Marya Levenson



Title: *Research in Learning and Teaching in Educational Leadership*

Authors: Liz Hollingsworth & Arnold Danzig (Eds)

Publisher: Information Age Publishing, Charlotte

ISBN: 162396508X, Pages: 144, Year: 2013

Those who are preparing educators to become administrators will be interested in much of *Research in Learning and Teaching in Educational Leadership*, edited by Liz Hollingsworth and Arnold Danzig. Three award-winning dissertations are included in this book; each examines different ways of preparing principals and superintendents—and strengthening their leadership capacity—during a time of increasing demands on our schools and the corresponding turnover in top leadership.

The first study by Arthur J. Fesler and Donald G. Hackman, “Perceptions of Illinois School District Superintendents Regarding the Efficacy of Their Superintendent Preparation,” focuses on traditional preparation through higher education programs. This research includes the reassuring result that “Illinois public school district superintendents generally have positive opinions of the effectiveness of their training” (p. 18). At the same time, the respondents had some specific suggestions about how to strengthen such traditional preparation, including “more focus on hands-on and practical experiences, such as internships, . . . more emphasis on fiscal, finance, and budget issues, [and] increased use of instructors who were current, successful superintendents” (p. 18).

The second study by Shawn Joseph and Virginia Roach examines an in-district program for teachers and assistant principals as an alternative to university preparation of administrators. “Principal Succession Planning: How One School District Successfully Improves the Quality and Quantity of Principal Candidates” notes that the principal preparation program in a high-performing, mid-Atlantic district managed to increase the number of principal candidates at a time “when fewer and fewer qualified people are eager to pursue” such openings (p. 56). Program participants were able to learn from their colleagues and

gain multiple perspectives on the school district culture and decision-making.

Joseph and Roach point out, however, that there were also some significant problems with the in-district preparation program: not only was there a lack of substantial evaluation of the program, but the principals who were responsible for mentoring candidates were selected by default—they had administrative vacancies which could serve as an internship placements—rather than because they were the most qualified mentors.

While participants in the traditional preparation program wanted to study with current superintendents, in practice, the immersion apprenticeship model was less than totally successful. Rather, Joseph and Roach demonstrate that an unmediated mentorship in the district or university does not provide the kind of learning needed unless the mentors themselves are prepared to demonstrate and support the skills, knowledge, and disposition that prospective administrators need.

One recurring theme in both studies relates to the eternal gap between practice and theory. The Illinois respondents felt that more superintendents should be teaching the courses because they understood the day-to-day demands and might focus less on theory that seems disconnected from practice. The mid-Atlantic prospective principals were also critical of theory, and “time that was not spent specifically developing administrative candidates’ technical skill set was deemed as ‘fluff,’ ‘a waste of time,’ and ‘irrelevant’ by different stakeholders” (p. 69).

The balance between theory and practice continues to be a challenge for educator preparation programs. Participants often want practical information regarding budgetary or disciplinary issues; yet it would be a mistake for preparation programs to avoid studying the broader issues and policy questions, since practitioners will be asked to lead colleagues during a time of significant changes in expectations of students, teachers, and schools. Whether in university or district-based preparation programs, we need to prepare educational leaders who will be able to contribute thoughtfully to the dialogue about future directions for classrooms and schools.

On the other hand, practitioners' impatience indicates that we have more work to do to create effective learning experiences that communicate *why* it is important to integrate theory and practice. Those who are working to prepare educational leaders would be wise to pay attention to the book's third research study, "Principals' Knowledge of Special Education Policies and Procedures: Does It Matter in Leadership?" Lindsay Jesteadt and Meredith Mountford—using a conceptual framework of social justice and ethical reasoning—examine why Florida principals' lack of knowledge regarding special education is a critical issue.

This study surveys 176 Florida principals who had significant gaps in their knowledge of special education policy and principles. The principals (spanning elementary through high school) scored 48% in their knowledge of the six core principles of special education, and as Jesteadt and Martin drily write, "in most cases, a 48% correct response rate on any assessment is failing" (p. 112). Since a large number reported that they had learned their information about special education from district workshops, the authors conclude that district training needs to be strengthened and higher education programs should include more courses on special education.

Instead of treating the data as another indictment of inadequate preparation of principals, however, the authors examine what this lack of knowledge could mean for the students. They ask: "What good are rights, if those who hold the power are oblivious to them? What good are laws, when they do not stretch far enough, and those who are left to interpret them may possibly lack the knowledge and moral reasoning needed to guarantee the laws are followed with the intent in which they were written?" (p. 118). They argue that school leaders need to know special education policies and principles not just to avoid legal liability, but to support and educate *all* of their students. They quote Lashley (2007) in support of this argument:

A new understanding of the school leader's accountability for the education of all students—an understanding that emerges from the knowledge traditions of special and general education, the provisions of the IDEA and No Child Left Behind Act, and the wisdom of practice—is necessary to focus on leadership, not only for school improvement, but for social justice, equity, and democracy in schools. (p. 121)

And that is the point. Educators go into the field to be able to help the children they teach, yet the farther educators move from the classroom, the more bureaucratic pressures and political dilemmas intrude. If we want our school and district leaders to focus on learner-centered leadership and to model continuous learning, Jesteadt and Mountford argue that their preparation and mentoring should be based on a framework that integrates values, theory, and practice. We need to help prospective educational leaders remember why they entered the field in the first place. This book should be useful to those dedicated to preparing such educational leaders.

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Graduate Student News
~Kristel McDowell & Jessica Costa
Old Dominion University
LTEL Graduate Student Representatives

Navigating the UCEA conference can be daunting and overwhelming from a graduate student's perspective. There is an array of sessions and activities to take part in. This experience is worthwhile for any up and coming graduate researcher. However, presenting at UCEA is a prestigious opportunity to present your research on a national platform and to connect with other scholars who share your interests. As graduate students, we are budding scholars who can add to the research community. It is our hope that this article will offer pointers to presenting at UCEA.

We would love an opportunity to network with you and collaborate as a group of graduate students with similar interests in Educational Leadership. Be sure to check our Facebook page (<https://www.facebook.com/LTELSig>) for further information.

Benefits of presenting at UCEA:

Presenting at UCEA can give you the opportunity to share your research with a multitude of colleagues and professionals. Research presented at UCEA helps to validate your voice and refine your ideas about the research you are conducting. Further, you can gather experience speaking in front of researchers within your field.

Deciding on what to present:

As new researchers it would be ideal to have your presentation geared towards your dissertation or thesis topic. It should be something that hooks your attention and with which you can express passion. Your presentation and research should add to the current literature. If you are interested in presenting and you do not have a solidified topic, speak with your dissertation chair or advisor. Furthermore, there are always opportunities where you can assist faculty and staff with their research.

Getting practice:

If you have decided on the topic you want to present, try sharing it with the faculty and staff and your educational

institution. Remember, you are representing faculty members and your peers, so try to get your topic approved by multiple people before submission. You can see if there are opportunities to spotlight your research in front of a panel of your peers and/or staff members. Inquire within your school to see what opportunities graduate students have to showcase their research.

Presentation format:

There are multiple ways to present research at UCEA. Some sessions offer maximum interaction between participants and others offer a platform for guest speakers to discuss emergent perspectives on educational research. UCEA offers paper sessions, symposia, conversations/dialogues, poster sessions, point/counterpoint sessions, innovative sessions, and international community-building sessions. Each session is explained in detail within the UCEA annual meeting program. Poster sessions are a great way to show the research community what you are working on in a brief and informal way. Paper sessions are more formal than the poster sessions but you may receive more feedback from participants.

Presentation skills:

The UCEA website offers tips for preparing presentations. Make sure your presentation captures the audience and proves your passion for your topic. Time yourself so you are not rushed and you cover all-important aspects of your research. PowerPoint and Prezi are useful tools to help present your research in a professional manner. Make sure slides are clear, concise, and not distracting. Remember, you want to keep the participant engaged. Always prep yourself for potential questions, concerns, or ideas for further research.

Getting Involved:

The LTEL SIG offers an abundance of resources to get involved—especially if you are a graduate student. You can contact other graduate student representatives, volunteer to assist at the next UCEA annual meeting, become a campus liaison, and share your ideas with graduate student council chair. To get further information please visit our LTEL-SIG Facebook page or visit www.ucea.org.



New Book Information

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

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

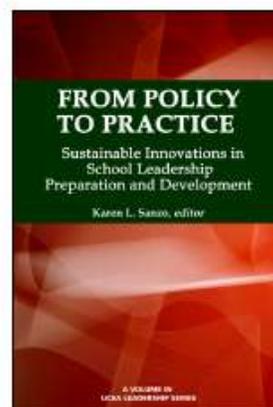
A volume in *UCEA Leadership Series*

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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Submissions Due January 31!

The LTEL-SIG Distinguished Faculty Achievement Award in Teaching recognizes a distinguished record of excellence in teaching related to teaching and learning in Educational Leadership and Administration. Please continue to check our website for information. The award will be presented at the 2015 AERA Conference in Chicago.

The Robert Kottkamp Outstanding Dissertation Award recognizes a recent doctoral graduate as well as her or his dissertation advisor. The dissertation, successfully defended during the previous calendar year, may investigate educational leadership preparation and development programs, assess the impact of preparation on leadership practice, examine policy issues related to state or national leadership standards assessment and credentialing, or contribute through disciplined inquiry to the knowledge base about learning and teaching in educational leadership. The dissertation award also recognizes the contributions by former SIG Chair Robert Kottkamp (emeritus professor at Hofstra University) and co-founder of the UCEA/LTEL SIG Taskforce on Evaluating Leadership Preparation Programs. Please continue to check our website for submission information.



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