

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

Like most of you reading this newsletter, I joined the Learning and Teaching in Educational Leadership SIG because it brings together scholars from across the country to research the best practices in preparing leaders. Our members have devoted ourselves to the evaluation of preparation programs, not only in terms of alignment with the ISLLC standards, but also with respect to state and national accreditation pressures. The collective work of our organization has been published in every journal in our field, most notably the *Journal of Research on Leadership Education*.

The need for research on how to evaluate leadership preparation programs has reached a new national urgency. Through granting incentives like Race to the Top, the Obama Administration has put pressure on state departments of education to formally evaluate leadership preparation programs, particularly those that prepare principals.



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Unfortunately, the trend has been for states to respond to this call for accountability by applying existing program evaluation models for teacher preparation to leadership preparation. In essence, the word “educator” has been substituted for “teacher,” with the intention of including the preparation of anyone who will be licensed to work in a school: assistant principal, principal, superintendent, or even teacher leader.

As we get ready for our next meeting at AERA in Philadelphia this April, I want to encourage you to join our conversation about the future of research in educational leadership. Our Program Chair, Danna Beatty, and Program Co-Chair, Ellen Reames, have created several opportunities for scholars in our area to share our cutting-edge research in educational leadership, program evaluation, and policy. These sessions are listed in this newsletter to help you maximize your AERA experience.

Since the Executive Committee (EC) meeting at UCEA in November, Arnie Danzig (Past Chair) has prepared a wonderful group of candidates to be considered for the open positions on the EC. The new EC members will be introduced at the SIG Business meeting at AERA. Congratulations in advance to everyone who ran for office and to our newly elected leadership team.

The work of our SIG is more important now than ever. I hope you will be able to join us when we get together next. Mark your calendars for the **Learning and Teaching in Educational Leadership SIG Business Meeting on Sunday, April 6, 6:15 to 7:45pm in the Philadelphia Convention Center, 100 Level, 102A.**

Hope to see you there!

-Liz Hollingworth

Congratulations to Dr. Vincent Baxter LTEL-SIG Kottcamp Dissertation of the Year Award Recipient!



Dr. Vincent Baxter is the Director of Family Engagement at The District of Columbia Public Schools and recently earned his EdD with The George Washington University. His dissertation, “Communitarian Leadership Practice Acquisition in Educational Leadership Preparation” has been selected for the 2014 LTEL-SIG Kottcamp Dissertation of the Year Award. Dr. Baxter will provide an overview of his dissertation at the LTEL-SIG Business Meeting on April 6. The Kottcamp Award winner is presented with \$250 and a plaque. His dissertation chair is Dr. Rebecca Thessin.

UCEA 2014 Convention Call for Video Submissions & Video Stories



The 28th annual University Council for Educational Administration (UCEA) Convention will play host to the third annual UCEA Film Festival in Washington, DC from November 20-23, 2014. Videos that screen at the UCEA Film Festival will be selected through a peer review process. Submissions of 5-minute videos produced by faculty and/or graduate students will explore broadly the landscape of quality leadership preparation, including our research and engaged scholarship, our preparation program designs and improvement efforts, our policy work, and the practice of educational leaders.

The deadline for five-minute video submissions will be July 31, 2014. Filmmakers are recommended to use a High-Definition (HD) video camera and a high quality microphone to capture sound, such as a lapel or lavalier mic for individual speakers or a microphone on a boom pole to record group interviews or classroom instruction. Filmmakers must secure all rights, licenses, clearances and releases necessary for participants, music, and locations for conference exhibition and web streaming. Filmmakers will be notified of the videos selected for the 2014 UCEA Convention by September 1, 2014.

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/>

For questions regarding the UCEA Film Festival or the Video Recording Booth, please contact Dr. Jennifer Friend at friendji@umkc.edu.

To view films selected for the 2012 and 2013 UCEA Conventions, visit the UCEA website:

<http://ucealee.squarespace.com/ucea-2012-film-festival/>

<http://ucealee.squarespace.com/home/2014/1/8/ucea-2013-film-festival.html>

Share Your
Story!

Promotion News

Congratulations to Dr. Tricia Browne-Ferrigno at the University of Kentucky! Dr. Brown-Ferrigno was promoted to Professor, effective Fall 2013.

Congratulations to Dr. Donald Hackmann at the University of Illinois! Dr. Hackmann was promoted to Professor, effective Fall 2013.



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 New Instructional Leadership ISLLC Standard Two ~ Edited by Rose M. Ylimaki

Co-Published with UCEA, this textbook helps aspiring school leaders examine their beliefs and practices about instructional leadership in relation to ISLLC Standard 2 and provides the theory, learning experiences, and analytical tools for effective leadership in today's world. Chapters cover issues of collaboration, curricular programming, motivation, supervision, accountability, capacity building, use of technology, monitoring, and evaluation.

Published by Routledge

Political Contexts of Educational Leadership ~ Edited by Jane Lindle

Co-published with UCEA, this textbook helps aspiring school leaders understand the dynamics of educational policy in multiple arenas at the local, state, and federal levels. By presenting cases, theoretical grounding, relevant research, and implications for practice, this book provides aspiring leaders with the background, learning experiences, and analytical tools to successfully promote student success in their contexts.

Published by Routledge

LTEL-SIG Member Research Feature

Australia Leadership Experience

~ Ellen Reames, Auburn University

Since 2011 the Educational Leadership Program at Auburn University has embedded graduate leadership students with principals in Sydney, NSW schools. In May, 2014 we will embark on our 4th Australian style professional development. Auburn's cultural immersion experience has strengthened our leadership program immensely and it has also touched the lives of many who run our schools and school systems. Teachers, assistant principals, principals and superintendents have participated in our Australia Leadership Experience and when they return to Alabama, they are changed forever.

Our research shows that immersing school leaders in foreign settings such as Australia forces them to rethink their definitions of diversity, cultural influences in school and pedagogical practices (Reames, Kaminsky, Downer & Barakat, 2013). Exposing our leadership students to the changing demographics of the United States is sometimes difficult to do. For example, in the South, diversity is often explained in terms of race or black and white. In Sydney, Australia, an international city, diversity is much broader and includes languages, cultures and customs from over 100 countries. At the same time, Australia is one of the top five most supportive countries for LGBT rights. As a result, Alabama school leaders return to their schools with many new ideas on how to support otherwise marginalized groups of people.



During our three week May-June stay there are many “ah hah” moments. They are varied by context and content. For example, Sydney has one of the largest and most successful career/technical systems in the world. Technical and Further Education (TAFE), gives our graduate students wonderful ideas on how to further develop their own career and technical education centers when they return to their school systems. As one participant said, “I cannot believe how technical education is viewed here in Australia. There is no stigma attached to a TAFE education. If only it was that way in my school system.”

While in Sydney, our graduate students see how well Alabama does with special education programming but also see where Alabama falls short on ELL services. These “ah hah” moments are personal as well. “I’ve never been anywhere outside Alabama. This has really broadened my horizons and boosted my self-confidence. I have really enjoyed thinking outside the box and I have a better understanding of what it must feel like to be a foreign child in my classroom.”



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Each year the program becomes stronger and stronger. Students are engaged in schools and the culture of Australia. We are grateful for the continued support from the Auburn University Office of Outreach, the Graduate School and the educational leadership department head. This year we have added Hobart, Tasmania to our visit. Students are looking forward to this contrast between the Sydney, New South Wales and Tasmania. We hope to add another layer to their views of education by exposing them to urban and rural education in Australia.



The Auburn University Educational Leadership Program welcomes participation from other university leadership programs. For information on how you can participate and join us on our “Australian Leadership Experience”, please contact Ellen H. Reames at reamseh@auburn.edu.

Reames, E.H., Kaminsky, James, Downer, S. H. Barakat, M. (2013). Examining Cultural Competence of U.S. School Leaders: Intercultural Immersion in Australia. *NCPEA Yearbook*: Ypsilanti, MI: NCPEA Publications.



The Gift Giver ~ Joseph F. Murphy

To unsettle and alloy that
bewilderment with joy
To allow flight and provide an
unseen scaffolding
of support
To hold tightly while letting go

To correct with precision and
warmth
To reveal mysteries and provide
ladders for
climbing to understanding

To challenge, to exhort, to demand
To push, to pull, to carry
To build, to empower
To respect and acknowledge, to
ennoble

To place one's own heart on the
altar and one's
own hands in the fire
To remember the forgotten

To feel, to share
To dance in celebration
To pass into the shadows

To teach

Students in Peril: Deeper Understandings of the Failure of Students on the Wrong Side of the Advantage Gap

- Joseph F. Murphy, Vanderbilt University's Peabody College

Students have been at risk of failure in school, and subsequent life beyond school, since the first schools opened their doors. Likewise, efforts to help students in peril have been in play for as long as we have had schools. Powered by concerns for the economic robustness of the nation, the political and social fabric of the country, and the welfare of children, considerable resources have been devoted to the problem of students placed at peril. There is a substantial body of evidence, however, that as a nation our efforts have produced decidedly underwhelming results (Reardon, 2003, 2013).

Over the years, numerous reasons, explanations, and justifications for our inability to prevent failure from deepening or to make real improvements have been offered by those from all quadrants of the explanatory matrix—e.g., from the poor and the rich; from conservatives, liberals, and libertarians; from the establishment and the outsiders. For example, the finger of blame is pointed at communities writ large (e.g., lack of care, insufficient commitment of resources), parents (e.g., too little or too much concern for their children), teachers and school administrators (e.g., feathering their own welfare at the expense of children, ineptness), and students (e.g., lack of motivation). Weak programs, insufficient resources, ineffective implementation of imparted wisdom, poor use of assets, and a host of other "causes" have also intermittently been drug onto center stage to help us see why schooling is letting the nation and its children down, especially children in peril from poverty (see Author, 2010 for a review).

But almost all of the academic, scientific, corporate, and educational forensic specialists miss the cardinal point in the narrative of failure for children in peril. Schools fail because they cannot succeed as currently formed. That is, they cannot

work with the essential elements that we have employed to craft "the school" we know and with a noticeable lack of attention to those elements that would be helpful. We have built up an understanding of and practice of schooling that largely ignores the most fundamental realities and dynamics that need to be underscored. The result is that schools make very little sense to students in peril and are often viewed as bereft of meaning and hope (Farrell, 1990; Gwadz et al., 2009; Steele, 1997; Tierney, Gupton, & Hallett, 2008; Weis, 1990). Schooling and all its supporters and defilers both continue to buttress a system that at its core will never work. Here are five hallmark "essential realities" that need to anchor schooling but are conspicuous by their absence, or, if in play are surviving on life support.

To begin with, schooling consumes about 15 percent of the life of the average child (Csikszentmihalyi & Larson, 1984). Getting around the bases even with advantaged youngsters is very difficult under this reality. Getting to success with children in peril is an even more arduous assignment. If it were actually possible, we would not see every major area occupied by children in peril reaching such limited learning heights over their history of at risk status. And all this despite hefty commitments of resources, almost martyr-like work on the part of many teachers, and often, committed and charismatic leadership from educators, politicians, and civic leaders. If it were possible, we would not be witnesses to the deterioration of nearly every existence proof of success that educational researchers uncover.

Second, the 15 percent of the world that educators have used to help students, i.e., schooling, has not been constructed to house well a large number of students, perhaps a significant majority, and almost all of the children in peril.

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The "essential reality" is that what Crosnoe (2011) and others describe as the corporate model of schooling (see also Callahan, 1962; Laffey, 1982, and Tyack, 1974) has only a small chance of helping students in peril succeed. The corporate understanding and application of schooling privileges elements that scholars have documented make little sense for these children or their families (e.g., competition rather than affiliation) (Eckert, 1989; Farrell, 1990; Miller, 1995; Stinson, 2006; Weis, 1990). Concomitantly, schooling as we know it has consistently failed to include essential elements that would be required for students at risk to be able to work their way to success. It remains unclear exactly for whom we have built school but it certainly is not students in peril (Irvine, 1990; Ream & Stanton-Salazar, 2007; Seiler & Elmesky, 2007).

Third, scholars of student engagement and disengagement over the last 30 years have shown us with amazing clarity that the modal position of adolescents in our schools is on the negative end of the engagement continuum (Battistich, Solomon, Kim, Watson, & Schaps, 1995; Finn & Rock, 1997; Newman, 1981, 1992; Newman et al., 1989, 1992). That is, the majority of students and the overwhelming majority of students in peril are "putting in time" and "getting by" but not learning a great deal (Cusik, 1983; Goodlad, 1984; Powell, Farrar, & Cohen, 1985; Sedlak, Wheeler, Pullin & Cusik, 1986; Weis, 1990). Even after ferocious efforts to "improve schooling" over the last 30 years, these students are playing on the fringes at the best, adhering to the form but not the substance of education (Becker & Luthar, 2002; Crosnoe, 2011; Finn, 1998; Thompson & O'Quinn, 2001). Students in peril are generally mere tourists in the schools that we have created for them, bystanders not members (Eckert, 1989; Freiberg, Huzinec, & Templeton, 2009).

Again, we return to the point that we get very little from the very little (15%) we have. Of course, the battle has been to encourage, trick,

help, beg, and pressure students to be engaged. Because there is unimpeachable evidence that engagement is the critical catalyst in the academic and social learning formula (Balfanz, Herzog, & MacIver, 2007; Finn & Rock, 1997; Fredricks, Blumenfeld, & Paris, 2004; Hattie, 2009), we have thrown a good deal into the fight (e.g., better curriculum, accountability). Yet engagement has not gone up. The problem is not the goal. The problem is that one of the cardinal "essential realities" of education is almost completely unrecognized (in any authentic manner) in the system of "traditional schooling" (Antrop-Gonzalez & De Jesus, 2006, p. 419) we have created. That is, learning is nearly completely voluntary for students. Or as Hattie (2009) so nicely tells us "It is students themselves, in the end, not teachers, who decide what students will learn" (p. 241). The failure to acknowledge this and to hardwire it into the architecture of schooling almost ensures that children at peril will not benefit from the form of schooling we have. There is very little reason for students to be at school. The workhouse we create for them is unappealing and fosters passive engagement at best and generally disengagement. There is very little authentic work nor much ownership. And we make almost no effort beyond anemic attempts at relevancy and related slight of hands to address the reality that students are the key determinants in the learning decision (Crosnoe, 2011; Joselowky, 2007).

Our research on high schools that work (or do not work) has uncovered another essential reality that is honored most of the time either not at all in the corporate model of schooling or in a largely superficial and artificial manner. The reality is that students learn more from their peers than they do from their teachers (Csikszentmihalyi & Larson, 1984; Eckert, 1989; Farrell, 1990; Harris & Harrington, 2006; Opdenakker, Maulana, & Brock, 2012). Almost nothing one would see in a

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weekday visit to a middle or high school would show that adults were aware of this essential reality. If they have uncovered it, there is scant evidence of that fact in the school they have built for youngsters. The message from the school is quite clear, youngsters learn from their teachers. When "peer" learning is acknowledged, it is generally in the negative, the development of oppositional or counter-adult norms and behaviors (Crosnoe, 2011; Ford, Grantham, & Whiting, Morgan, Mehta, 2004; Patterson et al., 2007; Steele & Aronson, 1998; Stinson, 2006).

The fifth unacknowledged "essential reality" is that it is not the job of parents to do the work of the school. When one talks with teachers, the major problem they "see" and report is a palpable absence of student motivation. There is angst and despair everywhere in the teacher core over this fact. Given the school that we have built for students, especially those from low-income and working-class families, ferreting out of any real motivation would be newsworthy. In a related vein, when you ask "schools" (teachers and administrators) about the most critical problem of schooling, the modal answer is lack of interest and commitment on the part of parents for the education of their children. This, of course, is an even more robust lament when educators discuss students in peril.

There is, of course, an abundance of research on benefits of parent involvement on the social and academic learning of their children (Becker & Luthar, 2002; Bierman, 1996; Epstein, 1996; Feldman and Matjasko, 2005; Gandara, Rumberger, Maxwell-Jolly, & Callahan, 2003; Goldenberg, 2004; Mulford & Silins, 2003; Shannon & Bylsma, 2002). That is not the point. The key question is: When did school people make the assumption that parents are supposed to take on the mantle of assistant to the school in the education of their children? Many parents, especially working-class and lower-income parents do not "see" the world this way. Indeed, they labor under the quite reasonable assumption that it is the

responsibility of the school and its teachers to educate their children. Their task is to make sure their children get to school and display proper respect for, or at least do not actively disrespect, school staff. They see their job as putting food on the table (Eckert, 1989; Farrell, 1990; Weis, 1990).

The point of the argument here is that schools fail because they cannot succeed. We have placed that point in somewhat stark form. Yes, some students succeed. Some youngsters in peril overcome long odds and achieve what was not possible for their parents and grandparents nor is possible for those adults they see every day in their neighborhoods. But most do not. Yes, in some ways, schools acknowledge that it is the student not teachers who have the leading role in learning. But at best it is an anemic acknowledgment. The same can be reported about the essential reality that children learn more from peers than teachers. Schools do try to build on this understanding, but timidly at best and artificially most of the time. Yes, creating partnerships with parents is a productive strategy to pursue to help youngsters in peril from poverty. But the absence of partnerships is not a fault or limitation of parents. It is instructive to remember also that it is a short step from "students are not motivated" and "parents are uncommitted" to "these students cannot learn" and "parents are to blame for failure."

Reform fails because school as we know it is incapable of working, not because people do not care or devote considerable energy to improvement work. How many of us would wager our retirement fund on the bet that the students in Chicago, or New Orleans, or the Mississippi Delta are going to be in a stronger position academically in 2040 than are their children today and their grandchildren in 1980? Schools have very little hope of across-the-board (non isolated, not ad hoc) improvement unless the "essential realities" we surfaced in this article become benchmarks planks in the school we build for youngsters, especially children in peril.

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Graduate Student News @ AERA

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

2013 was our introductory year to the AERA conference as graduate students, so we can empathize with how overwhelming the program of sessions and conference information may seem. It is our hope that this article will help you navigate the conference and get the most out of the experience.

We would love an opportunity to network with you and collaborate as a group of graduate students with similar interests in Educational Leadership. Place and time TBA. Be sure to check our Facebook page (<https://www.facebook.com/LTELSig>) for information and to RSVP by April 3rd.

Navigation and Choosing Sessions

The AERA conference can be a bit overwhelming—especially for first time graduate students. At registration there will be a detailed schedule of events given in booklet form. There is also an online version of this schedule available now on the AERA website. If you prefer, there will be a mobile app that offers a more convenient way to organize your schedule. Keep in mind there is an array of sessions to choose from. So, give yourself some time to plan out each day. Within the schedule booklet there is an index that categorizes each session by topic and participant. It may be beneficial to choose topics that are geared towards your area of study or your research interests.

(Continued on the next page)

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Recommendations

There are literally hundreds of sessions that may interest you. Here are a few we are excited about that come straight from Division A or are specifically for graduate students:

- Thursday, 8 – 10 a.m.: Graduate Student Research Dialogic Forum
- Thursday, 2:15-3:45am: School Leadership Development: The Art of Leadership Development
- Friday, 10:35 – 12:05 p.m.: Developing School and District Leaders through Coaching
- Saturday, 10:35-12:05: Creating Socially Just Learning Environments Through Educational Leadership Programs
- Sunday, 10:35-12:05: The Multifaceted Dimensions of Leadership Disposition

Explanation of Session Formats

The sessions at AERA come in multiple formats. Some sessions offer maximum interaction between participants and others offer a platform for guest speakers to discuss emergent perspectives on educational research. AERA offers poster sessions, symposiums, fireside chats, invited sessions, off-site visits, paper sessions, roundtable sessions, working group roundtable sessions, workshops, and business meetings. Each session is explained in detail within the AERA annual meeting program. As a graduate student it may be helpful to attend as many alternate sessions as possible to receive maximum exposure to all presentation formats. Paper sessions, symposiums, poster sessions, and fireside chats are excellent choices for graduate students.

Etiquette and Maximizing Time

With all of the possibilities, you can anticipate having difficulty making decisions. Some tips:

1. Select sessions aligned with your research interests or leadership contexts
2. In paper sessions, not all papers may be of interest. If you decide another session would better fit your needs, quietly exit the room to find your next session.
3. Have backup sessions planned in the case of cancellations or the session is not what you expected.
4. If there is a session of particular interest, arrive early. Popular sessions fill up fast. The keynote addresses are especially popular and may be filled to capacity if you do not arrive early.

Summarizing AERA

Take notes, pictures, and meet as many people as you can. The connections made at AERA are valuable. As graduate students find a way to document and share your experience at AERA. Creating an Instagram or Facebook page is a good way to capture your experience. Taking detailed notes and creating a Wordle (Wordle.net) is also a great way to summarize the event.

Networking

Do not be afraid to meet other researchers, presenters, and graduate students. The best time to do this is at the end of a session. Explain your interest in their topic and how it connects to your own research goals. Networking offers a way to tap into the diverse and emergent perspectives of educational scholars.

Getting Involved

There are plenty of ways to get involved in upcoming AERA annual meetings. You can contact other graduate student representatives, volunteer to assist at the next AERA 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.AERA.net.

Congratulations to Dr. Jane Clark Lindle 2014 LTEL-SIG Distinguished Faculty Achievement Award in Research Recipient

Dr. Jane Clark Lindle has been selected as the recipient of the 2014 LTEL-SIG Distinguished Faculty Achievement Award in Research. This award recognizes a distinguished record of excellence in research related to teaching and learning in Educational Leadership and Administration. Dr. Lindle has held the position of Eugene T. Moore Distinguished Professor of Educational Leadership at Clemson University since 2004. She served as the Editor of *Educational Administration Quarterly* from 2001-2004. Dr. Lindle is the Editor of the 2014 Routledge publication, *Political contexts of educational leadership: ISLLC Standard 6*. Throughout her career, Dr. Lindle's scholarship and mentoring has contributed to educational leadership policy development, assessment, and research that epitomizes the work and purposes of the LTEL-SIG.



LTEL-SIG Executive Committee

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

AERA 2014 LTEL-SIG Program

The LTEL-SIG is excited about our program this year. Support your colleagues and attend the various sessions listed below. We look forward to seeing you at the program sessions and our business meeting.

SATURDAY, APRIL 5

Paper Session

Creating Socially Just Learning Environments Through Educational Leadership Programs

10:35 am-12:05pm

Convention Center, 100 Level, 118B

Chair: Carol Mullen, Virginia Polytechnic Institute and State University

Discussant: Danna M. Beaty, Tarleton State University

Color-Blind Leadership Preparation and Policy: A Critical Race Theory Analysis of the Interstate School Leaders Licensure Consortium and the Educational Leadership Constituent Council Standards

Bradley W. Davis, The University of Texas at Arlington

Mark A. Gooden, The University of Texas-Austin

Donna Micheaux, Allegheny Intermediate Unit

Exploring the Impact of an Antiracist Leadership Preparation Program on the Social Justice Values, Beliefs, and Practices of Its Graduates

Dottie L. Hall, The University of Texas-Austin

Mark A. Gooden, The University of Texas-Austin

Bradley W. Davis-The University of Texas at Arlington

Daniel D. Spikes, The University of Texas-Austin

Leslie A. Coward-The University of Texas

Context for Content Teachers'

Learning: Leadership and Supports in a Linguistically Diverse High School

Felice Atesoglu Russell-Kennesaw State University

Critical Pedagogy in Online Environments: A Qualitative Analysis of the Voices of Educational Leadership Candidates

Jennifer Ingrid Friend-University of Missouri-Kansas City

Loyce E. Caruthers, University of Missouri-Kansas City

SUNDAY, APRIL 6

Paper Session

Assessment and Evaluation of Educational Leadership Programs

10:35 am-12:05 pm

Convention Center, 100 Level, 118B

Chair: Jennifer Ingrid Friend,

University of Missouri-Kansas City

Discussant: Carol A. Mullen, Virginia Polytechnic Institute and State University

Evaluating Principal Preparation Programs: Assessing the

Appropriateness of Three

Accountability Strategies

Ed Fuller, The Pennsylvania State University

Liz Hollingworth, University of Iowa

School Leaders' Challenges: The Promise of a Developmental Approach-

Lessons From a Longitudinal Look

Jessica Blum-Teachers College,

Columbia University

Eleanor E. Drago-Severson, Teachers

College, Columbia University

Teaching Data Use

Charles F. Vanover, University of South Florida

Olivia Hodges, University of South Florida-St. Petersburg

What 21st Century Students Want:

Factors That Influence Student

Selection of Educational Leadership

Graduate Programs

Lesley F. Leach, Tarleton State University

Mary P. Winn, Tarleton State University

Susan L. Erwin, Tarleton State University

Elizabeth P. Benedict, Tarleton State University

Roundtable Session

Defining and Developing Leadership in Educational Administration Programs

2:15-3:45 pm

Convention Center, Terrace Level, Terrace IV

Chair: Karin Medico Letwinsky, Wilkes University

Comparing School Principals' Roles and Responsibilities in Five Countries

Tak C. Chan, Kennesaw State University

Mary M. Chandler, Kennesaw State University

Selahattin Turan, Eskisehir Osmangazi University

Sena Kpeglo, University of Cape Coast

Rui Qing Du

How'd They Do? First Year Leaders Reflect on Multiple Pathways to Preparation

Suzanne Schwarz McCotter, Montclair State University

Katrina E. Bulkley, Montclair State University

Preparing School Administrators Utilizing Case Study Application of Emotion in Leadership: Research to Practice Innovation

Mary E. Gardiner, University of Idaho

Penny Tenuto, University of Idaho

Julie Kay Yamamoto, Vallivue High School

The Impact of an Exemplary Principal Preparation Program on Principals' Thinking

Mark A. Gooden, The University of Texas, Austin

Leslie A. Coward, The University of Texas

Christian Bell, Austin Independent School District

Meghan Dwyer Lehr, The University of Texas-Austin

Turnaround Policy and Practice: A Case Study of Turning Around a Failing School with High Enrollment of High-Poverty English Language Learners

Augustina Reyes, University of Houston

Andres Garcia, Harris County Department of Education

Business Meeting

Learning and Teaching in Educational Leadership SIG Business Meeting

6:15-7:45 pm

Convention Center, 100 Level, 102A

MONDAY, APRIL 7

Paper Session

Preparing Administrators for Today's Complex Leadership Roles

10:35 am-12:05 pm

Convention Center, 100 Level, 118A

Chair: Delois L. Maxwell, Bowie State University

Discussant: Sharon I. Radd, St.

Catherine University

Examining Leadership Preparation for the Complex Roles of Assistant Principals

Kerry Kathleen Robinson, University of Tennessee, Knoxville

Barbara Driver, Virginia

Commonwealth University

Globalization, Place, and Imagery in Educational Leadership

Kami M. Patrizio, Virginia Tech

Leader as Moral Architect in the Education Setting: Developing Moral Literacy Through Ethical Dilemma as Dramatic Rehearsal

Patrick M. Jenlink, Stephen F. Austin State University

Voices from the Principal's Office: Successful Principals Reveal How Leadership Coaching Builds Capacity

Susan R. Warren, Azusa Pacific University

New Book Information from IAP

Research in Learning and Teaching in Educational Leadership

Edited by Liz Hollingworth, University of Iowa and Arnold Danzig, San Jose State University

A volume in the UCEA Leadership Series

Series Editor: Michelle D. Young, Executive Director of UCEA Series

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

This collection of award-winning research in Learning and Teaching in Educational Leadership is sponsored by the Learning and Teaching in Educational Leadership Special Interest Group of the American Educational Research Association (LTEL SIG of AERA). The research includes superintendent preparation, a grow-your-own principal program, and an investigation into the instructional leadership practices of principals with respect to special education.

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~ About the LTEL SIG Kottkamp Award

~ Introduction: Learning and Teaching in Educational Leadership
- Arnold Danzig

~ Perceptions of Illinois School District Superintendents Regarding the Efficacy of Their Superintendent Preparation
- Arthur J. Fessler and Donald G. Hackmann

~ Principal Succession Planning: How One School District Successfully Improves the Quality and Quantity of Principal Candidates
- Shawn Joseph and Virginia Roach

~ Principals' Knowledge of Special Education Policies and Procedures: Does It Matter in Leadership?
- Lindsay Jesteadt and Meredith Mountford

~ Future Directions for Research in Learning and Teaching in Educational Leadership
- Liz Hollingworth

Other books in this series can be found on the series page website:

<http://infoagepub.com/series/UCEA-Leadership-Series>