Learning and Teaching in Educational Leadership SIG Newsletter

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

LTEL SIG Message from the Chair
Liz Hollingworth, University of Iowa

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

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

About our Special Interest Group (SIG)
We are a community of professors who study Learning and Teaching in Educational Leadership (LTEL). This SIG continues to be a collection of dynamic and engaging researchers who share a passion for the study of best practices in the preparation of school leaders and the evaluation of leaders and leadership preparation programs. Our collective SIG work is often published in the form of scholarly articles in the Journal of Research in Leadership Education published by SAGE and in edited books published by both Information Age Publishing and Routledge. Our SIG is dually sponsored by University Council for Educational Administration (UCEA) and the American Educational Research Association (AERA). You can follow us on Facebook at https://www.facebook.com/LTELsig/ and you can also find us on our official AERA website here http://www.aera.net/SIG129/LTELSIG129.

Continued…

Learn more about the LTEL SIG online at:
http://www.aera.net/SIG129/LTELSIG129
SIG Election Results
This spring we held elections for the spots that will become vacant on the EC at the end of the AERA meeting.

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

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

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

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

If you have not renewed your SIG membership, please be sure to do so before our AERA meeting in DC. We use the AERA SIG listserv for our communications, so only current members will receive our newsletters, calls for publications, and other important announcements. If you are not receiving our messages, please contact our Secretary, Bev Irby, or me.

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

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

SIG Business Meeting at AERA in Washington, DC

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

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

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

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

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

Thank you,
~Liz Hollingworth
AERA 2016 LTEL Sessions

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

**Monday, April 11**

**Time:** 7:45 a.m. to 9:15 a.m.
**Location:** Convention Center, Level 2, Room 209C

**Session Title:** Internship and Socialization Practices in Educational Leadership

**Type:** Paper Session

**Chair:** Danna Beaty, Tarleton State University

**Session Papers:**
- An Examination of Design Development as the Signature Pedagogy in a Practice-Oriented Doctoral Program
  - John Hall, Temple University
  - Rick Mintrop, University of California, Berkeley
- Comparative Benefits and Outcomes for Enhanced Internships in Small Districts: A Multicohort Study
  - Margaret Terry Orr, Bank Street College
- Learning and Teaching in Educational Leadership: Students' Gendered Experiences With Mentoring
  - Anjale DeVawn Welton, University of Illinois at Urbana-Champaign
  - Katherine Cumings Mansfield, VA Commonwealth University
  - Pei-Ling Lee, The University of Texas-Austin
  - Michelle D. Young, University Council for Educational Administration
- Preparing Leaders to Engage Complex Social Systems: Where Do We Stand?
  - Ian Sutherland, Old Dominion University
  - Karen L. Sanzo, Old Dominion University
- Profiles of the Administrative Internship Experience: The Mentor/Intern Relationship
  - Rebecca A. Thessin, The George Washington University
  - Kimberly R. Jamison, The George Washington University

**Monday, April 11**

**Time:** 11:45 a.m. to 1:15 p.m.
**Location:** Convention Center, Level 2, Exhibit Hall D, Section C

**Session Title:** Leadership and Teaching in Educational Leadership

**Type:** Roundtable Session

**Chair:** Scott Bailey, Stephen F. Austin State University

**Session Papers:**
- DIYlab: Fostering Digital Competence, Students' Agency, and Learning
  - Juana M. Sancho-gil, Universitat de Barcelona
  - Fernando Hernandez-Hernandez, Universitat de Barcelona
  - Raquel Mino-Puigcercós, The University of Barcelona
- Learning Mechanisms Drawn Upon by Leadership Coaches in the Development of Aspiring Principals
  - Shelby A. Cosner, University of Illinois at Chicago
  - Lisa Walker, University of Illinois at Chicago
  - Jason Swanson, University of Illinois at Chicago
  - Martha Hebert, University of Illinois at Chicago
  - David Mayrowetz, University of Illinois at Chicago
  - Michelle McKenna Shabaker, University of Illinois at Chicago
  - Anne Hutchinson, University of Illinois at Chicago
  - Sam Whalen, University of Illinois at Chicago
- Mentoring Experiences of an Educational Leadership Graduate Student and Professor: A Collaborative Autoethnography
  - Joel R. Malin, Miami University-Oxford
  - Donald G. Hackmann, University of Illinois at Urbana-Champaign
- Teaching Doctoral Research Courses in a Blended Setting
  - MD Haque, University of La Verne
  - Sunny Liu, University of Southern California
- The Action Research Ed.D.: An Approach to Developing Effective Scholar-Practitioners
  - April L. Peters, University of Georgia
  - Karen C. Bryant, University of Georgia
  - Sheneka M. Williams, University of Georgia
Monday, April 11

**LTEL SIG BUSINESS MEETING:**

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

Tuesday, April 12

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

Session Papers:

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

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

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

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

Tuesday, April 12

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

Session Papers:

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

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

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

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

**Designing and Refining the Development of Team-Based Instructional Leadership Practice**
Melissa Anderson Morgan, University of Virginia
Sara L. Dexter, University of Virginia
Share your promotions, new jobs, graduations, and awards with the LTEL-SIG Newsletter committee to feature your accomplishments in our next newsletter!

LTEL-SIG Kottcamp Dissertation of the Year Award Update

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

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

Date: Saturday, April 9, 2016

Time: 8:00 AM - 11:00 AM

Location: Convention Center, Level One, Room 150A

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

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

Click here to RSVP

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

We hope to see you there!

Michelle Young, NELP Committee Chair
UCEA Executive Director
SAVE THE DATE!
University Council of Educational Administration for the Annual Convention!
November 17-20, 2016
Detroit, Michigan

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

• Wednesday November 16th-Thursday November 17th: UCEA Plenary Session
• Wednesday November 16th-Thursday November 17th: Graduate Student Summit
• Thursday November 17th, 8 AM-12 PM: Jackson Scholar Sessions
• Thursday November 17th, 11:30 AM-1:30 PM: Annual Awards Luncheon
• Thursday November 17th, 5:40 PM-7:00 PM: Social Justice Keynote
• Thursday November 17th, 7:00 PM-8:00 PM: Opening Reception in Honor of Past Presidents
• Friday, November 18th, 9:20 AM-10:30 AM: Presidential Address by Monica Byrne-Jimenez
• Friday, November 18th, 5:00 PM-6:10 PM: Mitstifer Lecture
• Friday, November 18th, 6:30 PM-8:00 PM: Jackson Scholars Reception and Recognition Ceremony
• Saturday, November 19th, 9:20 AM-10:30 AM: The Wallace Foundation Townhall
• Saturday, November 19th: Motown Party and 30th Anniversary of the Annual Convention Gala
• Sunday, November 20th: UCEA International Summit
In 2003, the University of Denver partnered with Denver Public Schools to customize the preparation of principals. This partnership was launched as a strategy to turn around poor performing schools and improve student achievement by training a new breed of principals for Denver Public Schools (Mitgang, 2012). Leadership from the district, the university, and a local foundation formed a design team charged with developing a prototype of a principal preparation program that aligned with the needs and goals of the district and challenged existing norms (Korach, 2011). The program adopted a competency-based rather than a course-based design and developed inquiry projects that immersed program participants in authentic leadership work throughout the life cycle of an academic year. Through the program, program participants are able to challenge the status quo by engaging in adaptive work and implementing second order change in their schools (Korach, 2011).

Program Features

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

- real-world experience through a year-long internship supported by a mentor principal and integrated with the work of the program;
- customization of the inquiry projects to their individual leadership development needs (based on an analysis of their skills relative to the district principal performance standards) and the needs of the host school program participants’ work should add value to the school;  
- development of a leadership body of knowledge and skill (research, content, theory, tools, learning experiences, etc.) through weekly classes with a consistent team of university faculty and district leaders; 
- development of a learning community grounded in reflective practice through the cohort structure that extends beyond each annual cohort to a network of alumni; 
- opportunities to practice their leadership and receive feedback through leadership labs that help them develop the “dispositions and habits of mind integral to ethical and responsible leadership in urban settings” (Korach, 2005, p. 4; Korach & Agans, 2011).

Expansion of the Prototype

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

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**Program Evaluation**

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

**Graduate Tracking System**

In 2015, the Ritchie program launched its graduate tracking database as a prototype to be used for all Ritchie and ELSS graduates. The primary purpose of the database is to track the career paths and job performance of program graduates so that faculty and district leaders can measure how well the program is preparing its leaders and determine what areas need improvement. Currently, the database contains career placement data for all of its program participants who graduated.

Placement data was collected and tracked before, during, and after graduates completed the program. It is important to note that placement data was tracked each year following the graduates exit from the program. Placement data begins with the 2003 cohort and is ongoing to the most current cohort of 2015. Some variables in the database include participant demographics, prior-placement, program indicators, and career placement data by year, school, and level (Please see Figure 1 for screenshot of the database).

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

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

\[ \text{N} = 180 \]

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

Graduate Tracking System Development

The development process of this tracking database began with the formulation of a design team. The design team included the department chair, a university graduate research assistant, and district collaborators. The graduate research assistant and department chair worked closely together to design the database and collect data on graduates. Prior to the development of the database, placement data was collected and updated by the department chair on spreadsheets and cohort lists. The team developed a skeleton model of the database with desired variables and a corresponding codebook. Program demographic data was collected from the university’s campus wide student information system. Program indicators and placement data were collected from various sources as existing data on program participants were scattered. The design team cross-referenced internal departmental placement lists with placement lists obtained from both the Colorado Department of Education and the district’s website. As many of these lists only contained current placement data, the design team relied on the collection of publicly available data via LinkedIn, Facebook, school websites, and personal websites. For any remaining missing data, the department chair and GRA worked with the district to obtain placement reports from the district’s internal information system. The process of data collection and data sharing was an ongoing circular process that further refined the design of the database after each cycle. Once a prototype of the database was nearly complete, the design team assigned numerical values to variables and reformatted the database to be compatible with SPSS.
Further development of the database includes data collection of principal performance ratings and student achievement scores. The purpose of this tracking database will be to identify variables that link “leadership preparation to leader practices and ultimately to student learning” (Korach, Ballenger, Alford, 2011, p. 4). Department faculty are working to incorporate pre and posttest assessments and include these scores in the database to track the development of leadership competencies within the program. Additionally, the department is compiling data on accepted students and will include desired participant information such as prior placement position in the database.

Conclusion

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

References


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

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

1. **Beginning the Job Search.** Many positions are posted months before the prospective start date, and there are several places that make job postings available. First, subscribe to the UCEA listserv or the AERA Division A listserv to receive email notifications about job opportunities. Second, websites like the Chronicle of Higher Education house information about available positions (https://chroniclevitae.com/jobs/position_types/1).

2. **Determining a Realistic Fit.** Thinking about and refining professional and research goals and blending these goals with experiences and talents, aids the difficult process of discerning fit with available postings. Reading the job posting and the institution’s website closely and talking to individuals already working in the field, are important sources that offer indications of a potential match for both you and for the hiring organization.

3. **Materials and Support.** Different organizations require different application materials. Some require a letter of application and a CV. Others may require any or all of the following: a letter of application, a CV, writing sample(s), a teaching statement, a research statement, transcripts, course syllabi and/or course evaluations, names of professional references, and letters of recommendation. Still others may require unique application materials that match particular needs of their institution. Development of materials for each application takes time, and you cannot simply reuse documents across applications. Sources to elicit help with application materials may be found in mentors, professors, colleagues, or other resources offered to graduate students on your campus.

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

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<thead>
<tr>
<th>AERA Graduate Student Council and Division A Resources and Events</th>
<th>Time/Location</th>
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| Graduate Student Resource Center | Friday 12:00p – 6:00p  
Saturday 8:00a – 6:00p  
Sunday 8:00a – 6:00p  
Monday 8:00a – 6:00p  
Convention Center, Level 1, Room 103B |
| Graduate Student Orientation: Navigating AERA’s Multiple Offerings | Friday 2:15p – 3:45p  
Convention Center, Level 1, Room 140AB |
| AERA Welcoming Orientation for New Members and First Time Attendees | Saturday 7:00a – 8:00a  
Convention Center, Level 1, Room 103B |
| Graduate Student/Early Career Mentoring Collaborative, Community-Based Scholarship | Saturday 8:15a – 9:45a  
Convention Center, Level 1, Room 140AB |
| Division A Fireside Chat. Politics and Power in Community Policing and Community Schooling | Saturday 8:15a – 9:45a  
Convention Center, Level 2, Room 206 |
| Hip-Hop Theories, Praxis, and Pedagogies | Saturday 10:35a – 12:05p  
Convention Center, Level 1, Room 140AB |
| Advancing the Study of Boys and Men of Color from Preschool through Ph.D. | Saturday 12:25p – 1:55p  
Convention Center, Level 1, Room 140AB |
| “…So Now That I’m Gonna Be a Dr.” : Navigating the Academic Job Search With Diversity in Mind | Saturday 2:15p – 3:45p  
Convention Center, Level 1, Room 140AB |
| Bullying and Cyber Bullying: What Do We Know and Where Do We Go From Here? | Sunday 2:45p – 4:15p  
Convention Center, Level 1, Room 140AB |
| Early, Mid, and Late Career Scholar Open Forum on Publishing, Teaching, and Advising | Monday 7:45a – 9:15a  
Convention Center, Level 1, Room 140AB |
| Fundamentals of Public Scholarship | Monday 10:00a – 11:30a  
Convention Center, Level 1, Room 140AB |
| Get your work published! Advice from emerging scholars on the writing process | Monday 2:45p – 4:15p  
Convention Center, Level 1, Room 140AB |
Congratulations to Dr. Encarnacion Garza
2016 LTEL-SIG Distinguished Faculty Achievement Award in Research Recipient

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

LTEL-SIG Executive Committee  2015-2016

Chair – Liz Hollingworth, University of Iowa
Past Chair – Arnold Danzig, San Jose State University
Secretary – Beverly Irby, Texas A&M University
Treasurer – Daniel Reyes-Guerra, Florida Atlantic University
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At-Large Member – Mariela Rodriguez, University of Texas-San Antonio
Graduate Student Representatives – Katie Winn, University of Iowa

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