

# UCEA CONVENTION 2010

## Call For Proposals

### *“Building Bridges: Politics, Partnerships, and the Purpose of Schooling”*

#### **I. General Information**

The 24<sup>th</sup> annual convention of the University Council for Educational Administration will be held at the Sheraton New Orleans, in New Orleans, Louisiana. The convention will open at 1:00 p.m. on Thursday afternoon (October 28, 2010) and close at 1:00 p.m. on Sunday (October 31, 2010). The purpose of the 2009 UCEA Convention is to engage participants in discussing research, policy, and practice in educational leadership and administration. Members of the Convention 2009 Program Committee are **Autumn K. Tooms** (Kent State University), **Thomas Alsbury** (University of North Carolina State University), and **Noelle Witherspoon** (Louisiana State University).

#### **II. Theme**

The 2010 Convention theme, **“Building Bridges: Politics, Partnerships, and the Purpose of Schooling.”** acknowledges the interdependent relationship of school leadership and the role societies designate to schools and school systems. The ever increasing political pressures placed on schools to demonstrate improvements in student achievement, have increasingly fostered prescriptive approaches focused more on increasing student achievement scores and less on the considerations of school’s purpose in a community, authentic student learning or the artistry of teaching and leading. This call for proposals encourages the submission of efforts that stretch the boundaries of discourse about school leadership beyond recent instrumental definitions and that exemplify effective, “out of the box”, innovative, and dynamic approaches to leadership preparation. These approaches include, but are not limited to successful university and school district partnerships, partnerships among disciplines in the field of education (i.e. curriculum leadership and instructional leadership,) as well as community centered partnerships including social service agencies, emergency service agencies, and family health and welfare providers. Desired proposals should attempt to exemplify considerations supporting George Counts’ famous query “Dare the schools build a new social order?”

In the spirit of the 2010 UCEA Convention theme, **“Building Bridges: Politics, Partnerships, and the Purpose of Schooling,”** we invite members of the UCEA community to (a) share their research and scholarly perspectives on this theme, (b) to offer innovative ways to think about how research and theory can inform leadership preparation, practice and partnerships at national, state, and local levels, and (c) to discuss insightful ways educational leadership can enhance academic excellence, equity and social justice in P-20 educational contexts. We offer the following guiding questions to stimulate the thinking of participants for the 2010 annual conference:

-How does the discourse about the purpose of schooling influence educational leaders and those who prepare them?

-What is the role of politics in influencing the work of educational leaders and those who prepare

them?

-What counts as an educational partnership and how do they influence educational leaders and those who prepare them?

-How might we build bridges between policy makers, practitioners and higher education faculty to ensure excellence in educational leadership preparation?

-How can the interplay between Macro- and Micro-politics of education inform practitioners, scholars, and policy makers about the conditions of school and district leadership, effective leadership practices, and the factors that need to change in order to improve the condition of schooling for children?

-How can leaders be more strategic in linking the purpose of schools with the prescriptive allocations/demands of leadership?

-What does it mean to be an instructional leader?

-What obstacles prevent educational leaders from becoming instructional leaders?

-How do educational leaders balance leading curriculum with leading people?

-How can educational leaders create and nurture a culture of learning and safety in an organization?

-How can we train educational leaders to be more effective leaders of schools that balance both student/family needs along with increasing achievement test scores.

-What implications does a "leading for learning" perspective have on education policy at various levels of governance, i.e., school, district, and state levels?

-What and how can educational leaders learn from leadership and organizational failure/mistakes?

-How can educational leaders learn to deal with and persist through organizational failure/mistakes?

-What factors discourage and what factors support innovative practices and partnerships across organizations in school communities?

-What counts as innovation in the preparation of school and district leaders?

-What are some creative ways principal preparation programs are teaching prospective school leaders to embrace the ethos of bridge building to make school the genuine heart of the community in terms of learning in a safe and orderly environment.

-How can university preparation programs partner with school districts to better prepare future leaders?

-How is the preparation of educational leaders enhanced through P-20 partnerships?

-How are long-term P-20 educational leadership partnerships established and maintained?

### III. Session Categories

1 **Paper Sessions.** These sessions are intended for reporting research results or analyzing issues of policy and practice in an abbreviated form. Presenters are expected to provide electronic copies of papers. The proposal summary should include a statement of purpose, theoretical framework, findings, and conclusions. For research reports, also describe data sources and methods. A discussion leader will be assigned to facilitate dialogue for the session.

2 **Symposia.** A symposium should examine specific issues, research problems, or topics from several perspectives and allow for dialogue and discussion. Session organizers are expected to chair the session and facilitate discussion. Symposium participants are expected to develop and provide electronic copies of papers.

3 **Conversations/Dialogues.** These sessions are intended to stimulate informal, lively discussions using a series of provocative questions or vignettes. Session organizers may organize a panel of participants who facilitate and guide the conversation about critical issues, concerns, and perspectives. Alternatively, these sessions may be organized as a dialogue where the organizers and audience discuss together an issue or series of questions in small groups. The proposal summary should describe the purpose of the session, the ways in which participants will engage in conversation/dialogue, and examples of questions or areas to be addressed.

4 **Poster Session.** These sessions are intended for individualized discussions of one's research and/or development projects. Like a paper session, poster session proposal summaries should include a statement of purpose, rationale, findings, and conclusions. For research reports, also describe data sources and methods.

5 **Point/Counterpoint Sessions.** Point/counterpoint sessions are intended to stimulate review, debate, and discussion around a specific and current issue related to the field of educational leadership. The proposal summary should describe the focus of the session; the alternative, competing, or opposing points to be presented; the format in which the various points of view will be aired (e.g., debate format); and opportunities for audience participation. Session organizers are expected to chair the session and facilitate discussion.

6 **Innovative sessions.** Proposals utilizing innovative presentation/interaction strategies are encouraged such as web-based projects, the use of technology to increase interaction and participation. The proposal summary should describe the focus and purpose of the session, the innovative format, and how the format will enhance adult learning and discussion.

7 **International Community-Building Sessions.** These sessions, regardless of format (i.e., paper, symposia, conversation, etc.), require participants to be from 2 or more different countries. The focus of these sessions must be examinations of critical issues from these multiple international perspectives. The proposal summary should describe the purpose of the session, the format participants will employ, and a list of the national contexts that will be represented.

### IV. Criteria for Review of Proposals

All proposals will be subject to blind, peer review by three reviewers. The proposal must not include names of session organizers or presenters. Proposals for papers and posters will be evaluated for: (a) relevance of research problem/topic to the convention theme and/or broader discourse in the field, (b) thoroughness and clarity of the proposal; and (c) theoretical

framework, methods, and analysis (for empirical research). All other proposals will be evaluated for: (a) relevance of research problem/topic to the convention theme and/or broader discourse in the field, (b) thoroughness and clarity of the proposal, and (c) the likelihood that the format of the session will support the purpose of the session.

**All proposals must be submitted electronically and will be reviewed electronically.**

#### **V. Participation Guidelines and Proposal Deadlines**

Anyone interested in research, policy, or practice in educational or youth-serving agencies may submit proposals for consideration. Individuals may present or participate in no more than four sessions. The lead author of papers is required to upload an advance copy of their paper into the All Academic system through the UCEA Convention web page three weeks prior to the convention. By submitting a proposal, the lead author of each proposal also agrees to serve as a reviewer. An author's failure to live up to either of these commitments may lead to his or her paper being removed from the convention program. **Proposals must be received by Monday, May 10, 2010.** All proposals must be submitted electronically at the link to be provided at the UCEA homepage, (<http://www.ucea.org>). **This site will open April 1, 2010.** Submission length **must not exceed 3 single-spaced pages** (2,000 words, 8,000 characters) **using 12 point font New Times Roman.** References are **required** and **must not exceed 1 single-spaced page** (approximately, 400 words and 2,200 characters).

#### **VI. Participation Limits**

To promote broad participation in the Annual Convention, *an individual may not appear as first author on more than two proposals. In addition, an individual may not appear on the program more than four times in the role of presenter or participant.* The participation limit does not include service as chair or discussant, participation in invited sessions or any session connected with an UCEA headquarters, committees, publications.