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Diversity-Responsive School Leadership

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University of Maryland

The Challenge

It is ironic, given the gap between the achievement of students of different races and ethnicities, that school leaders and advocates for school improvement rarely look at explanations for the gap that might be related to race and ethnicity. It seems absolutely sensible, for example, to conclude that the achievement gap cannot be substantially narrowed unless we eliminate gaps in opportunities to learn. Opportunities to learn will not become more equitable until school leaders prioritize this need. It follows that ensuring that school leaders have the capacity to meet the learning needs of students of color, students from low-income families, students who are English language learners, and students with disabilities should be a fundamental priority of colleges of education.

While we all raise our hands when asked if diversity-responsive leadership is important, there is reason to believe that colleges of education are not walking the talk. One obvious piece of evidence is that the nation's schools, most of whose leaders were prepared in schools of education, are not very effective in ensuring that the needs of diverse students are met. More to the point of this essay, one need only look at the curricula of schools of education to conclude that we are, collectively, a long way from developing coherent and rich approaches to preparing leaders to enhance the learning of diverse students. We make this assertion and offer suggestions for enhancing leadership preparation programs focusing on what needs to be done to strengthen leadership that is responsive to the needs of racially and ethnically diverse students. (Of course, race is a social construction rather than a biological reality. But this fact is a reason to take attributions of race seriously.) Although we recognize that other aspects of student diversity are also important, we believe that examining how leaders influence the learning of students from racially and ethnically diverse backgrounds is a good place to start.

What Colleges of Education Do Now to Prepare Leaders to Enhance the Learning Opportunities of Racially and Ethnically Diverse Students

We surveyed 62 universities affiliated with UCEA. The survey contained open-ended questions and asked universities to list the courses, resources, and strategies they use to enable educational leaders to ensure that students of diverse races and ethnicities learn at high levels. With two e-mail reminders from UCEA, we received responses from only 18 universities. With a 30% response rate, the results of our survey might not accurately represent all leadership programs. However, these survey results are the best evidence we have at this point of how universities attempt to prepare school leaders to address the needs of diverse learners. Further, it

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seems reasonable to assume that respondents were more likely than nonrespondents to be committed to the development of programs that would enhance learning opportunities and outcomes for diverse students. We summarize the results of the survey to stimulate discussion about the need for improving leadership of our increasingly diverse schools, acknowledging that this information is incomplete.

The results of the survey indicated that most diversity-related education for school leaders occurs in a single course. Most of the universities reported offering a single course in which diversity receives substantial attention, although diversity typically gets some consideration in other courses, most often in internships. The majority of respondents reported that diversity-related courses in the leadership programs focus on the following:

- the social, cultural, historical, and political influences on the education of diverse learners and how the conditions under which many students live affect their success in school; and
- the extent, causes, and consequences of racial, ethnic, class, and gender discrimination.

Put another way, the results of the survey indicate that universities focus on the sociological and economic conditions faced by students of color, the persistence and damages of discrimination, inequities in learning resources, and the responsibilities leaders have to pursue social justice. There is, on the other hand, very little curricular content dealing with diversity issues that school leaders confront in their schools daily. For example, only four universities reported discussing strategies for teaching diverse students. Colleg-

es of education seem to be focusing on societal sources of inequity while providing educational leaders with little to no guidance on how they can address them in schools.

The survey also revealed that there is almost no overlap in the course readings, films, and tools regarding racial and ethnic diversity. The respondents use 54 different authors to teach such diversity-related material; only a few authors are used more than once, and only one learning resource is used by more than one university. Further, despite the priority given in most educational leadership programs to “instructional leadership,” only two of the listed readings regarding diversity focus on teaching and learning. Respondents also listed 18 movies and eight tools, of which none is used by more than one university. Though each university uses its own unique set of diversity-related resources, most of the learning activities and all of the movies concern broad issues of social justice.

Toward a Diversity-Responsive Curriculum for Preparing Educational Leaders

If diversity-responsive leadership involves the ability to identify and act on issues related to ensuring that all students have equitable and effective opportunities to learn, diversity-related issues need to be considered in all of the decisions leaders make. It follows that the content of a leadership preparation program should include the diversity-related aspects of the fundamental roles and tasks effective leaders pursue.

The table is a first-cut effort to develop a framework for identifying the content of a diversity-responsive leadership preparation curriculum. As implied above, we might start the examination of how such a framework could be used by focusing on issues related to race and ethnicity (see Table).

With apologies for the shorthand descriptions in the table, Column 1 summarizes the roles and tasks of effective school leadership identified by educational leadership program standards of the National Policy Board on Educational Administration (2002, 2009) and by frequently cited scholars of educational leadership (Leithwood, Seashore Louis, Anderson, & Whalstrom, 2004; Murphy, Elliott, Goldring, & Porter, 2006; Waters, Marzano, & McNulty, 2003). Column 2 in the table lists diversity-related issues that are integral to these leadership fundamentals. Obviously, issues related to student diversity are not the only considerations leaders should take into account in making decisions, but these concerns are often reflected in the many challenges leaders face in enhancing students’ opportunities to learn.

But Aren’t Leadership Programs Held Accountable for Being Responsive to Diversity?

Colleges of education that seek accreditation from the National Council for the Accreditation of Teacher Education must meet Educational Leadership Constituency Council (ELCC) standards. Six of the 54 pages of ELCC standards deal with diversity, equity, or social justice. But, like most of the ELCC standards—which are linked to the standards of the Interstate Standards for Leadership Licensure Consortium—the standards relating to diversity are vague. For example, leaders must be able to “recognize, celebrate and incorporate diversity in programs” (National Policy Board for Educational Administration, 2009, p. 12). It seems clear from our limited survey of program elements that there is little consensus among schools of education about what this means.

Table

Some Diversity-Related Challenges Associated With Core Leadership Roles

Fundamental leadership role	Examples of diversity-related goals and challenges
1. Facilitate continuous improvement.	
A. Build a shared commitment to core goals and practices among students and those who influence their learning.	Acknowledge differences, encourage common values, and model relevant behavior. Foster open discussion of issues related to race and ethnicity. Develop formal equity policies. Articulate and reinforce commitments to high achievement for all students.
B. Collect and manage relevant evidence on student learning and influences on student learning as these relate to core goals.	Use multiple measures of learning and engagement. Analyze evidence on performance <i>within</i> subgroups. Align evidence on learning outcomes and opportunities. Promote “authentic” assessments. Analyze formal and informal assessments of student performance.
C. Continually re-examine core goals and practices.	Evaluate, using multiple sources of evidence, how variations in student experiences and outcomes are related to students’ race and ethnicity.
D. Enable and facilitate collaborative problem solving.	Foster open discussion of race and ethnicity issues that may impede analysis of evidence and undermine trust. Model openness to the need for improvement and collaboration. Provide diversity-relevant resources for problem solving. Include all stakeholders in the school-improvement process.
E. Foster coherence, alignment among curricula, assessment, and instruction across subjects and grades.	Learn about and insist on research-based pedagogy for diverse students. Attend to consistency in the experiences of students of different races and ethnicities.
2. Ensure quality teaching for all students.	
A. Recruit	Seek minority teachers and staff. Work with local community to retain a diverse staff.
B. Assign/deploy	Manage teacher assignments to ensure that high-need students are taught by teachers with appropriate expertise.
C. Evaluate	Clarify criteria for teacher performance related to diversity. Provide opportunities to observe successful teachers.
D. Motivate	Acknowledge pro-equity actions. Provide focused feedback.
E. Support	Specify benchmarks for teaching diverse students. Provide extra help for teachers struggling with diversity. Provide teachers with support for instructional strategies and research-based best practices specific to racial and ethnic diversity.
F. Job-embedded professional development	Ensure capacity for culturally relevant pedagogy. Develop intercultural proficiency in relationships. Tie professional development to student learning opportunities and outcomes, with attention to student backgrounds.

(Table *cont.*)

Table (cont.)

Fundamental leadership role	Diversity-related goals and challenges
3. Foster and sustain a positive learning-centered environment.	
A. Develop an ethos of high expectations and high achievement for all faculty and students.	Match expectations with support for high achievement. Honor high achievement across races and ethnic groups. Help teachers understand and deal with stereotype threat.
B. Nurture productive and respectful relationships among students, teachers, and staff.	Identify and investigate possible racial issues early. Implement conflict-resolution programs and strategies. Develop relationships and shared responsibility built on common respect and values. Engage students and faculty in problem solving. Attend to possible inappropriate responses to perceived problems.
4. Maximize opportunities to learn.	
A. Ensure that the school is a safe and orderly learning environment.	Use preventative strategies (e.g., positive behavioral support). Provide professional development in crisis resolution and classroom management. Analyze causes of may appear to be disproportionality in disciplinary actions.
B. Ensure that all students have access to high cognitive-demand curricula and quality teaching.	Avoid inflexible “ability” grouping and tracking. Ensure all students have access to high-demand content. Avoid misassignment of students to special education and remedial learning opportunities. Maximize academic learning time. Ensure that human and financial resources are allocated equitably (not equally).
5. Engage stakeholders in student success.	
A. Families	Encourage teachers to reach out to families to learn about their students and help families help students. Help teachers learn about community contexts. Develop programs for families of English language learners.
B. Community organizations and human service agencies	Build links with organizations that complement the school’s curricula and provide students with services that enhance their learning.
C. District leaders	Advocate for equitable policies. Keep informed about successful strategies in other schools.

It would be very difficult to judge whether programs met these and other diversity-related criteria. And, how would we hold faculties accountable when there is almost no research on leadership capabilities associated with the success of students we have defined as diverse?

Moving Forward

Based on the meager evidence we have, which is reinforced by informal interviews with a dozen deans and department heads, it seems fair to conclude that what is done to prepare leaders to facilitate the learning of racially and ethnically diverse students is up to the individual faculty members, few of whom are experts on diversity-related issues.

So, what to do? First steps would involve establishing some consensus on the essential elements of a diversity-responsive curriculum for preparing educational leaders. This effort might begin with more thorough studies than ours of current programs that

address these issues and involve faculty from multiple colleges of education. We suggest that a priority goal of this enterprise should be to liberate diversity from the “diversity course,” focusing on responsiveness to racial and ethnic diversity.

As the table suggests, diversity-related issues are embedded in the performance of all leadership roles. We need to mainstream diversity in leadership preparation. Doing so will lead to a greater awareness of the actions most likely to improve the education of all students and will facilitate the transfer of such knowledge to practice.

While the improvement process moves forward, those preparing educational leaders to work with diverse learners could use and enrich the extensive resources identified by the Southern Poverty Law Center’s Teaching Diverse Student Initiative. These resources (available free at <http://www.tolerance.org/tdsi>) deal with teaching, learning, and school conditions that enhance learning opportunities for diverse students. They include articles and reports, learning ac-

tivities, cases, examples of promising practices, and video of expert commentary.

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A Call For Nominations: David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy

The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the UCEA, Divisions A and L of the American Educational Research Association (AERA), and Sage Publications, brings emerging educational administration and policy scholars and noted researchers together for 2 days of presentations, generative discussion, and professional growth. Most Clark Scholars go on to become professors at major research institutions around the world. This year's seminar will be held in the spring at the beginning of the AERA meeting in New Orleans (April 7–8, 2011).

Nominations for the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy are due November 15, 2010.

Nominees should be outstanding doctoral students in educational leadership, administration, and/or policy, seeking careers in research. Nominees must have substantially completed their courses and must have formulated a dissertation proposal. Students who have already started or completed their dissertations are unlikely to gain as much from the seminar as students who are in the early stages of formulating their research. Nominations of students from underrepresented groups are strongly encouraged.

Student proposals are blind reviewed by three prominent scholars. Invitations will be issued to 40 doctoral students, with competition based on the quality of the student's proposal and their perceived capacity to gain from and contribute to the seminar.

Each university may nominate up to two students. Nominations must be accompanied by a student research proposal. This year, all materials will be submitted online at the following urls:

www.ucea.org/clark-seminar-app-form/

www.ucea.org/clark-form-abstract-of-student/

To be considered complete, both forms must be filled out completely. The information requested includes the following: nominator's information, nomination statement, student information, abstract of student research, title, and statement of proposed research. Nominating institutions also must indicate the level of financial support that will be provided to support their nominee's travel and participation.

Nominations are due November 15, 2010

Additional information concerning the seminar is available on the "Clark Seminar" page of the UCEA website (<http://www.ucea.org>). We expect to extend invitations to 40 students in early January 2011. If you have any questions, please call (512) 475-8592.

Point/Counterpoint: Preparing Leaders for Diversity

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In a departure from previous issues, we asked Dr. Gerardo Lopéz, Associate Professor at Indiana University, to provide his thoughts based on another piece in this *UCEA Review*. Drs. Hawley and James from the University of Maryland offer a critique of the field based on their research of how leadership programs are preparing school leaders for diverse settings. Despite limited participation, they found that many programs rely on stand-alone, single courses to expose their students to issues of diversity. Within these courses, the focus is on sociocultural foundations and consequences of discrimination in diverse settings. This guerilla-type approach to diversity does not prepare leaders to address the needs of or opportunities in diverse communities. They, therefore, suggested that “diversity-responsive leadership” should be mainstreamed into all elements of programs and preparation.

To date, many programs have relied on incremental approaches to address issues of diversity, both in their programs and in terms of their preparation of school leaders. Previous Point/Counterpoints have raised the importance of systemic approaches, within and outside of leadership programs, which are necessary to achieve diversity in programs and to prepare aspiring leaders for changing contexts. These systemic approaches require faculty to rethink underlying assumptions, actions and policies, roles and relationships, pedagogical approaches, and levels of preparedness. These systemic approaches challenge our current modes of operation and force us to address the “why” (i.e., to be politically correct or to achieve social justice) and “for whom” (i.e., to make ourselves feel better or to dismantle power inequities that marginalize communities of color) questions that often go unexplored. These questions must be explored among faculty and with aspiring leaders.

The research reported by Drs. Hawley and James urges us to go beyond add-on courses that are, in reality, a simple solution to a complex issue and that only serve to marginalize diversity once again. Dr. Lopéz challenges us to critically examine why we, as a field, choose to address—or not—diversity in superficial ways that alleviate us of any responsibility in perpetuating myths, ways of thinking, and structures that persistently oppress certain communities. Until we prepare ourselves to do so, mainstreaming diversity may not be enough to improve the lives of children in our schools.

Mainstreaming Diversity?

“What’chu talkin’ about, Willis?”

Gerardo Lopéz
Indiana University

When I was growing up, I used to watch a television show called “Diff’rent Strokes,” a sitcom that aired from 1978–1985 that starred Gary Coleman and Todd Bridges as two African American orphan brothers from Harlem who were adopted by a White Park

Avenue tycoon, his teenage daughter, and their White housekeeper. What made the show particularly funny for audiences was not only the blatant exaggeration of racial and class-based differences, but the comedic timing, magnetic personality, and delightful charm of Coleman’s character, whose signature tagline—“What’chu talkin’ about, Willis?”—always managed to be creatively inserted into every episode during the show’s 8-year run.

In many ways, “Diff’rent Strokes” aimed to “mainstream diversity” by bringing issues of racial integration into American homes. Its underlying messages were rather straightforward: Black kids *can* be likable, every child deserves a second chance, and differences are only skin deep. In this sense, the show aimed to represent the ideals of an integrated society where people not only see beyond race and class, but can change the world if they simply learned to embrace their “different strokes.” As the theme song reminded viewers every week:

Everybody’s got a special kind of story.
Everybody finds a way to shine.
It don’t matter that you got, not a lot.
So what?
They’ll have theirs, you’ll have yours, and I’ll have mine.
And together we’ll be fine! (Thicke, Loring, & Burton, 1978)

Indeed, the show’s overwhelming success was closely tied to the universal message that certain things just didn’t matter in the human condition—not race, not money, not life circumstances, not social or cultural capital. It suggested that if we simply learn to see beyond our basic differences, things will ultimately be fine. Therefore, when the successful New York real estate developer’s maid passed away, it seemed natural that the wealthy businessman would have his chauffeur drive him to the inner city, pick up the deceased maid’s children at a basketball court, and whisk them away to his Park Avenue penthouse. It’s a moment of kindhearted philanthropy and compassion—precisely the kind that appeals to the heartstrings of the masses. In this regard, it’s also the kind of story that makes for good television. Clearly, if everyone in the world can “find a way to shine,” the type of selflessness displayed by the businessman in adopting two Black kids from the ghetto would certainly qualify as his shining moment.

Although the show desperately aimed to give the impression that race and class differences just didn’t matter in the larger scope of things, the entire premise of the show was that these things did, in fact, matter. To be certain, the centering of race and class is precisely what made the show humorous in the first place. Perhaps this is why the show’s premise ultimately fails to teach us this particular lesson. In the end, the main lesson we learned from the show has more to do with the show’s deficit assumptions of and about Black people and ghetto life, including the belief that poor Black kids need to be “saved” from their unfortunate circumstances. This is a depressing, yet popular, narrative that still circulates in society. It is reified in other television series (e.g., “Webster,” “Fresh Prince of Bel Air,” etc.), as well as movies (e.g., “Losing Isaiah,” “The Blind Side,” etc.), and has even found its way into schools—as witnessed by the widespread popularity of certain professional development programs that aim to “understand” cultural differences but perpetuate a deficit discourse of and about Black, brown, and poor communities. One example of this deficit discourse masked as professional development is found in Ruby Payne’s *Framework for Understanding Poverty*, which gained widespread popularity in recent

years. This framework not only perpetuates a dangerous culture-of-poverty mentality but also reifies an even more dangerous deficit discourse about the presumed innate capacities of communities of color (Gorski, 2008; Shields, Bishop, & Mazawi, 2005).

Scholars and activists such as Toni Morrison (1992), bell hooks (1996), Aida Hurtado (1999), Richard Valencia (1997, 2010), and Herman Gray (2004) contended that these narratives of Black and brown hopelessness, deficiency, and inferiority emerge from dominant racial perceptions in society. They argued that these perceptions are powerful tropes that are casually deployed yet rarely problematized or questioned in day-to-day life. In effect, these representations reflect larger discourses of power and ideology and therefore must be critically engaged in order to disrupt their signifying power (see also Hall, 1997). This is why it is especially important for preservice teacher and leadership programs to teach their students about these important issues.

Jenks, Lee, and Kanpol (2001) highlighted three strategies for how to teach these issues in the preservice teacher classroom: (a) conservative multiculturalism, (b) liberal multiculturalism, and (c) critical multiculturalism. The first of these privileges a cheery melting-pot idealism and the belief that cultural differences are the result of individual circumstances, tastes, and preferences. In like fashion, the second aims to “celebrate” differences while simultaneously recognizing the existence of societal inequities. However, instead of challenging individuals to change unequal social structures, this second strategy emphasizes the triumph of human relationships and the belief that human interaction can overcome cultural misunderstandings. In contrast, the last strategy recognizes structural and ideological barriers and the role that power, discourse, ideology, and hegemony play in creating and reproducing inequalities in the larger social order. As such, this framework challenges students to engage in critical and transformative societal action in order to actively create a society that is less oppressive and more socially just.

Unfortunately, Jenks et al. (2001) also contended that the vast majority of preservice teacher education programs tend to emphasize the first two frameworks while leaving broader issues of power, privilege, and inequality, untouched and unexplored. In other words, the vast majority of programs tend to function from a “Diff’rent Strokes” mentality: They perpetuate a belief that broader societal issues don’t really matter, and all we have to do is learn about each other’s differences (see also Gorski, 2009; Ladson-Billings, 2000).

Scholars in educational leadership also have examined and critiqued the lack of attention paid to issues of critical multiculturalism in leadership preparation classrooms (e.g., Pounder, Reitzug, & Young, 2002; Young & Mountford, 2006). Others (e.g., Capper, Theoharis, & Sebastian, 2006; Dantley & Tillman, 2006; Furman & Shields, 2005; Jean-Marie, Normore, & Brooks, 2009; Marshall & Oliva, 2005) have publically challenged the field to place issues of social justice at the center of the discourse. Indeed, many scholars are advocating radically different notions of leadership while questioning timeworn concepts, ideas, and theories in our field. Yet, as Hawley and James suggest in this issue of the *UCEA Review*, many of these ideas do not penetrate the educational leadership classroom and thus fail to engage preservice leaders in critical dialogue of and about issues of diversity, power, and privilege.

Another point raised by Hawley and James is that the “diversity” topic is often relegated to one particular course in a student’s leadership preparation program—providing little opportunities for preservice leaders to fully understand how issues of diversity im-

pact the day-to-day realities of school administrators. My concern, on the other hand, has less to do with how widespread it is and more to do with how prepared we are—as a field—to engage issues of diversity and multiculturalism beyond the surface level. In other words, are we actively and aggressively engaging issues of diversity at the “critical” level, or are our diversity efforts stuck at the “conservative” and “liberal” levels?

Just because issues of diversity have not taken hold, or have been limited to one “diversity” course in a program, is not cause for alarm—and it certainly does not suggest that we need to “mainstream” diversity and streamline our course content. Clearly, not everyone can (or is necessarily willing to) teach about issues of diversity, social justice, and critical multiculturalism in their classrooms. Indeed, much work still needs to happen *within* our own ranks before we are ready to “go mainstream” with respect to critical issues of diversity.

Until we as a field are ready to do the work necessary to effectively engage our students in a critical and cogent analysis of broader systems of power and privilege, I’m going to have to keep asking the obvious: *What’chu talkin’ about, Willis?*

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UCEA Members-Only Site

Membership in UCEA is a significant marker of program quality, but the benefits of membership extend beyond being apart of a scholarly community. UCEA member faculty have long enjoyed discounted prices on hard copies of the *Educational Administration Quarterly (EAQ)*. Each year faculty and graduate students are provided with special forms for ordering *EAQ* at a steep discount off individual subscription rates. Additionally, for the last 8 years, UCEA members have enjoyed free access to the *Journal of Cases in Educational Leadership (JCEL)* and the *UCEA Review*. UCEA member faculty continue to enjoy these benefits, though they have been enhanced. *JCEL* has been included, along with *EAQ*, in the Sage online education collection. UCEA member faculty can access the entire bundle through the UCEA Members-Only site. The bundle includes all of Sage's education journals and allows cross-journal searches.

Unfortunately, UCEA can only offer this access to UCEA member faculty. Individuals who are not UCEA member faculty will no longer have free access to *JCEL*, unless they or their institutions subscribe to the journal/bundle through Sage. Please visit www.ucea.org! UCEA Plenary Session Representatives were provided information on accessing the Members-Only Site.

UCEA and its partner, the Wallace Foundation, are proud to present the Wallace Strand during UCEA's 2010 Convention. UCEA Convention participants are encouraged to attend these sessions featuring recent research sponsored by the Wallace Foundation (www.wallacefoundation.org).

Session I, *Learning From Leadership: Investigating the Links to Improved Student Learning*, has special guests Karen Seashore and Kyla Wahlstrom. The largest in-depth study of school leadership to date, Learning From Leadership has gathered and analyzed quantitative data confirming that education leadership has a strong impact on student achievement, as measured by student test scores.

Session II, *Districts Developing Leaders*, will feature Wallace researchers Terry Orr and Cheryl King. This multicase evaluation study explored the investments of eight urban school districts in school leadership preparation, particularly their approaches, role of local universities, and perceived effectiveness of graduates as new school leaders. The results showed that by behaving as consumers—in creating their own programs, setting standards or partnering with or influencing the quality of university programs—districts improved the quality of program candidates and graduates, increased the number of qualified aspiring leaders, and ensured that program curricula address district needs.

Workshop I, *University–District Partnerships Supporting Exemplary Leadership Preparation*, will be led by Terry Orr, featuring Diane Rutledge, Valerie Annear, Paula Cordeiro, Rich Thome, and Melinda Sims. Participants will receive the newest Wallace Report (available October 25) focused on a range of partnerships and the programs they created. They will have an opportunity to learn how to develop and sustain university–district partnerships in their own communities by working with district and university program directors who created partnerships from the ground up.

Workshop II, *Developing Purposeful and Coherent Leadership Preparation*, was chosen from among Wallace research topics by a survey of UCEA's Plenary Session Representatives. Margaret Terry Orr will lead participants in a workshop featuring special guests Paula Cordeiro, Rich Thome, and Melinda Sims. In this session participants will receive a copy of Wallace-sponsored research highlighting the relationship between purposeful program models (which coherently integrate program goals, content, learning activities, internships, and assessments) and exemplary leadership practices. Additionally, participants will have an opportunity to discuss and participate in curriculum design exercises that reflect this research.



Anchoring the ELCC Standards to the Existing Research Base in Educational Leadership

Hanne Mawhinney
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Michelle D. Young
UCEA

Following the renewal of the Interstate School Leadership Licensure Consortium (ISLLC) Standards for Educational Leaders, the Educational Leadership Constituent Council (ELCC) commenced a process for ensuring that the ELCC standards, which are used in the accreditation review of educational leadership preparation programs for the National Council for Accreditation of Teacher Education (NCATE), accurately represented the ISLLC revisions. Following several stages of revision and public commentary, the standards were shared with NCATE.

Although the ISSLC and ELCC standards are similar, their purposes are different. Whereas ISSLC standards describe leader practice, ELCC standards describe the initial impact of leadership preparation on program candidates. As a result, NCATE asked that the ELCC provide justification for the conceptual foundation of the revised ELCC Program Standards. In response, the ELCC Standards Revision Steering Committee convened a subcommittee of representatives of the UCEA and the National Council of Professors of Educational Administration (NCPEA) to oversee the processes that were created for (a) describing the research and knowledge base for the standards and (b) obtaining input and developing consensus on the summaries of research supporting each standard that were prepared.

The research team was recruited from UCEA members and included Dr. Gary Crow, Indiana University; Dr. Hanne Mawhinney, University of Maryland; Dr. Margaret Orr, Bank Street College; Dr. Diana Pounder, University of Central Arkansas; Dr. Dianne L. Taylor, Louisiana State University; Dr. Pamela Tucker, University of Virginia; and Dr. Michelle D. Young, UCEA. The research team members were charged with the task of describing and using the knowledge base, making explicit note of references for empirical research, and summarizing how findings were used in the standards for school and for district leadership. The results were compiled in two draft documents dated July 2010: *Educational Leadership Program Standards: ELCC Building-Level Standards* and *Educational Leadership Program Standards: ELCC District-Level Standards*.

In order to obtain input from the field and to ensure that both the standards and the research support summaries reflected consensus in the field on the knowledge base, the documents were sent to members of both the UCEA and the NCPEA with a request for comments and suggestions. In addition, a consultation on the draft documents was held during the NCPEA annual conference. Following the conclusion of the consultation period, the one suggestion received to include references to legal studies was reviewed by the subcommittee and incorporated into the commentaries on both school and district standards. This last process of consultation completed the extensive stages of ensuring consensus on the

revised ELCC Program Standards. The standards have been submitted to NCATE.

At the UCEA 2010 Convention, a session focused on the new ELCC standards and its research base will take place Thursday, October 28, 2:10–3:30pm, in the Gallier AB, 4th Floor. All UCEA Convention participants are welcome to attend.

Follow UCEA on Twitter

Twitter is a free service that lets you keep up with UCEA through short (less than 141 characters), frequent updates received by e-mail, text message, RSS feed or on the Twitter website. Join today to start receiving UCEA tweets:

<http://twitter.com/UCEA>

Wallace Foundation Report: Learning From Leadership

A new report commissioned by the Wallace Foundation has found the strongest evidence yet of principals' significant effects on student achievement (Seashore Louis, Leithwood, Wahlstrom, & Anderson, 2010). *Learning From Leadership* is the largest national study ever done, examining the effect of school and district leadership on student learning.

Principals exert the most influence by improving teachers' motivation and working conditions, note researchers from the Universities of Minnesota and Toronto. Principals improve classroom practice by focusing the school on high expectations for student achievement and by providing teachers with relevant professional development and opportunities to collaborate.

But principals can't do it alone: District administrators, assistant principals, parents, state policymakers, and teachers all have important decision-making roles to play. Researchers found that district leaders had the greatest impact on student learning when they focused on developing the capacity of principals and teachers, as well as providing clear direction and supportive policies and conditions for school leaders.

Please visit the Wallace Foundations Knowledge Center to learn more about this new report:

<http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership>

Or see: <http://www.cehd.umn.edu/CAREI/>

Seashore Louis, K., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010, July). *Learning From Leadership Project: Investigating the links to improved student learning. Final report of research findings*. St. Paul: University of Minnesota, Center for Applied Research and Educational Improvement.



Innovative Programs: Louisiana State University

Liz Hollingworth
University of Iowa

In keeping with both our theme of university partnerships with urban school districts and the location of the 2010 UCEA Convention, this column spotlights the innovative preparation program at Louisiana State University (LSU) in Baton Rouge, Louisiana. Situated on the Mississippi River, Baton Rouge is the state capital—a thriving city that is home to both LSU and Southern University.

Dr. Dianne Taylor is the program leader of the P–12 Educational Leadership program and an Associate Professor in the Department of Educational Theory, Policy, and Practice at LSU. In an interview with Dr. Taylor, she explained the unique partnership with Southern University, a Historically Black College or University and the East Baton Rouge Parish School system (EBR). LSU and Southern have redesigned their administrator preparation program in meeting the goal of providing for “a New Generation of Educational Leaders for Louisiana.” The purpose of the partnership with EBR is to work together to prepare and develop effective school leaders in hard to staff schools.

In short, starting in the summer of 2010, the program funds full-time residencies for teachers nominated by their principals for leadership. A cohort of 10 applicants was selected to each work with a different mentor principal selected by the school district. At the end of the program, participants earn a master’s degree and a credential. Five of the 10 future leaders will earn their degrees from Southern and five from LSU. The program, according to Dr. Taylor, is oriented toward “preparing people for going into schools with a high percentage of students on free and reduced-price lunch.”

About the School District

EBR serves the Greater Baton Rouge area. It is the largest district in the state and among the top 100 nationally in student enrollment. The EBR is composed of 86 schools with an enrollment of approximately 42,000 students in P–12. Total enrollment includes a diverse population of students in regular, gifted, talented arts, English as a second language, magnet and vocational education settings, plus exceptional student classes for challenged students up to age 22. EBR also serves more than 4,000 adult education students annually. There are approximately 6,252 full-time employees with more than 3,509 teachers.

Program Overview

This unique leadership preparation program is designed to produce school leaders who are committed to serving in leadership positions throughout the state, nation, and world. In addition, the program will train and prepare candidates to be educational leaders who possess the knowledge and skills needed to improve student achieve-

ment and school performance. The curriculum is standards driven and addresses the guidelines and benchmarks articulated by the Interstate School Leaders Licensure Consortium, Educational Leadership Consortium Council (ELCC), Southern Regional Education Board (SREB), and the Louisiana Standards for School Principals.

Student Recruitment

The Selection and Review Team consists of the EBR school superintendent, a university faculty member from each of the two schools, a building-level administrator, and a community leader. The recruitment and selection process is designed to select the best possible candidates for the program. To accomplish this, a district Selection and Review Team has been established in each participating school district. These teams are charged with the responsibility of advertising, recruiting, and selecting candidates who demonstrate leadership skills and abilities that parallel ELCC standards, SREB Critical Success Factors, and the Louisiana Standards for School Principals.

Program Catalyst: The Need for Innovation

One of the EBR high schools slated to host a resident in the first cohort had four principals last year because the district had problems keeping it staffed. Dr. Taylor says, “People who were hired did not want the time commitment of the after-school activities.” This innovative model for leadership preparation reconsiders how high school principals are asked to spend their time. As residents participate in this year of paid internship in hard-to-staff schools, they will wrestle with the complex needs of students, faculty, and communities with the support of university and school district mentors.

According to Dr. Taylor, the program is the result of a SREB retreat. The leadership challenge posed at the retreat was partnerships to empower principals to improve teaching and learning. Following the retreat, Dr. Taylor, other professors from LSU and Southern, and the EBR administration held meetings to negotiate partnership governance and candidate nomination and selection. A final agreement among LSU, Southern, and the EBR was approved by the EBR board in mid-June 2010. We look forward to an update from the first cohort of students going through this unique leadership preparation program.

LSU: <http://educ-coe.lsu.edu/coe/ETPP/main.html>

EBR School District:

<http://www.ebrschools.org/>

About the Partnership:

<http://www.ebrschools.org/explore.cfm/suppartnershipproj/>

Baton Rouge Parish Demographics:

<http://brgov.com/demographics.htm>

Dr. Dianne Taylor has a background in school reform and educational reform. She teaches courses in supervision of instruction, administration of personnel, organizational research, leadership of learning, school improvement, and action research. Her current research focus is on school improvement planning. Dianne grew up in New Orleans.



Building a New Pipeline of Leaders: A Doctoral Partnership Between an Urban Community College District and a State University

Gaye Luna

Northern Arizona University

How do two institutions work together to address the community college leadership crisis? The answer is “very well.” Anticipating leadership challenges, one of the largest community college districts in the United States, Maricopa Community Colleges, collaborated with Northern Arizona University in 2002 to customize a doctoral program that would meet future leadership needs for the community college district. The district is composed of 10 colleges and two skill centers that work together as “One Maricopa” to meet higher educational needs in the most populated county in Arizona. Valuing internal talent management initiatives, the community college district saw “growing their own leaders” as one option to nurture new leadership. The American Association of Community Colleges (2001) had earlier sounded the alarm, noting an above-average retirement rate of administrators in the community college environment—a continual drying of the academic pipeline of potential leaders.

To expand the district’s career-leadership infrastructure, a partnership doctoral program was developed for educators employed in the community colleges who aspired to leadership. The program needed to be collaborative institutionally, supportive of working students, and practitioner centered. The conceptual framework fit well within the university Doctor of Education Leadership program, which honors the work of practitioners, provides a combination of nurturing culture and high-quality leadership courses, and focuses on understanding and practicing leadership within diverse and fluid contexts.

The Differences

The partnership doctoral program utilized some processes and requirements that had been successful and beneficial with past cohorts. Included were the admissions criteria and application process, scheduling of core educational leadership faculty for courses, comprehensive examinations for programmatic areas, and culminating dissertations. Innovative features of the program for emerging community college leaders are explained.

Creating Relationships

With program structure and culture contributing heavily to the attrition and retention of doctoral students in educational leadership (see, e.g., Miller, 2003; Stallone, 2009; Wynn, 2003), the partnership program utilized a cohort model that focused on faculty–student relationships and student–peer relationships. A full-time university faculty member advised the cohort students as a group, meeting regularly with a community college district liaison assigned to the partnership. Students and the community college district liaison had a focal university representative to share ideas and provide feedback on the doctoral program. Operational and organizational

barriers at the community college district and university levels were addressed. A goal of streamlining a cumbersome doctoral process with less repetitive advising and paperwork was set. “One-stop” service (e.g., advising, university information, course registration) saved time for the students and consolidated functions and information at the community college district and at the university departmental, school, and graduate college levels. Dialogue was critical in scheduling courses, coordinating activities, mentoring students, and assisting advisees with leadership career goals. The partnership cohort model increased peer communications and support.

Customized Coursework

Within the doctoral program of study, the district’s community college leaders taught courses in community college student affairs, leadership, and strategic planning and organizational management. The customized courses bridged practice and theory by using real-life issues, problems, and challenges of higher education as well as opportunities faced by the community college district. The courses focused on new skill sets of collaboration, teamwork, and innovation for interdependent work across departmental, unit, and college boundaries. To accommodate students’ work schedules, classes were located at a centralized community college district building and were offered in 8-week blocks. Courses were delivered in a variety of venues including face-to-face, online, hybrid, and videoconferencing. Community college administrators as university associate faculty created mentoring experiences for the students, enhancing further faculty–student relationships in the program.

Networking and Support

Research has noted the relationship of social integration into a program and institution with success and persistence of doctoral students (Carter & McCallum, 2008). A goal of student empowerment through dialogic contexts was envisioned. Networking support was provided by activities outside of the classroom and coordinated by the faculty advisor and the community college district liaison. Student engagement included holiday events as well as socializing after class or academic sessions (e.g., comprehensive examination study reviews). From these settings, faculty members and students learned more about each other and developed mentoring relationships. A discussion website was designed where students could receive information as well as communicate within a safe environment. There was electronic access to documents such as readings lists, proposals, oral defense presentations, and dissertations, and students posted and shared their case studies, class notes, and research projects.

Internship Focusing on the Gaps

The partnership was conceptually based on experience as one primary source of learning leadership. The internship experience required learning outside of the students’ own community colleges in fields different from their own expertise. Doctoral students were provided rich experiences that expanded their networks as well as emphasized interrelated competencies and knowledge across a broader and more complex work environment. Students were released from their home-college responsibilities to complete their internships within a summer session without loss of pay or use of vacation time. The faculty advisor and the community college district liaison were instrumental in designing and supporting the

internship.

Alternative Residency and Mentorships

An alternative residency was allowed for the doctoral cohort, preventing loss of work time, vacation hours, or personal leave. Completed over semesters of doctoral coursework, the alternative residency required value-added experiences of interaction with full-time faculty members and regular communications and socialization with other doctoral students. Students presented community college practices at state, regional, and national conferences and identified professional mentors external to their work environments with whom to meet regularly. The first cohort of this partnership doctoral program served as guides, advocates, and mentors for the second cohort of doctoral students.

New Pipeline

Strategic resources at the start of this new millennium are information, knowledge, and creativity. The only way that community colleges can fully utilize these resources is through people. And growing your own leadership secures these valuable commodities within institutions. Thus, the community college leadership story in one district is changing.

The 10 students in the 2005 partnership doctoral cohort either have graduated or are completing dissertation work. The 2008 cohort of 13 individuals has completed coursework and is preparing for comprehensive examinations. This new strong and diverse pipeline of community college leaders required individual as well as group commitment. At the highest levels within the university and community college district, the partnership program was supported, sending a message of investment in the state's higher education leadership.

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UCEA Code of Ethics: Guiding the Work of University Faculty Who Prepare Educational Leaders

Since 2006, the UCEA Ethics Committee has been working on the development of the UCEA Code of Ethics for Professors of Educational Leadership. At the 2006 UCEA Plenum, Drs. Joan Shapiro and Adrienne Hyle outlined questions for consideration for developing an Ethical Code for UCEA inviting the membership to become part of the committee and part of the conversation. As a launching point for its deliberations, the committee then began its work using the plenum presentation and the UCEA Strategic Plan of 2002, which delineated the UCEA core values.

Since that 2006 annual meeting, the UCEA Ethics Committee has met yearly at the UCEA annual conventions to work on this code and sometimes have convened at AERA. The aim of the UCEA Ethics Committee is to prepare a living code that will serve the broad educative purposes of the UCEA membership—research, teaching, advising, and service to the university and broader community. It is the intention of the committee that the code be revisited on a regular basis and that the membership use this code as a critical ethical lens for professional work in educational leadership. Multiple drafts of this code have been reviewed and revised by the Ethics Committee:

As educators and scholars who engage in the important responsibility of preparing educational leaders to work within schools and school systems, we strive individually and collegially to do the following:

1. Foster critique and challenge the status quo within the field of educational leadership.
2. Model the ethical behavior we advocate.
3. Foster critique and challenge national, state, organizational, professional, and accreditation standards of practice.
4. Foster access to quality education.
5. Value and respect the intrinsic worth of individuals, both personally and within multiple communities.
6. Value and respect diversity of person, practice, and thought.
7. Practice with integrity in teaching, research, service, and advising.
8. Embrace responsibility for improving the profession.
9. Engage in critical reflection for professional growth.
10. Develop and improve scholarly competence.

The committee now invites formal UCEA member input. Additionally, for those of you who are interested in engaging with your colleagues around how the code is placed into action, the UCEA Center for the Study of Leadership and Ethics (CSLE) has developed a blog to facilitate this process. Specifically, ethics scholars have begun to offer cases and vignettes of ethical behavior as well as discussions of the cases.

The ethics case site can be accessed through the CSLE website <http://www.nipissingu.ca/csle> or directly through the blogspot: <http://www.uceaethics.blogspot.com>

If you have questions, please do not hesitate to e-mail Joan Shapiro (joan.shapiro@temple.edu) or Marla Israel (misrael@luc.edu), the co-chairs of the Ethics Committee.

UCEA on Facebook & Twitter:

www.ucea.org/social-media

The 10 Most Wanted Enemies of American Public Education's School Leadership

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It should come as no surprise to anyone close to the discourse concerning public education in the United States today that educational leadership is under attack from a variety of internal and external critics and agencies, not the least of which is the U.S. government under new Secretary of Education Arne Duncan. This paper is a response to begin to identify those enemies of educational leadership programs, their ideological agendas, and their allies. The network involves outspoken individuals with elitist credentials, long time neo-liberals, right-wing think tank pundits and their conservative foundation sponsors, and other foundations such as the Broad Foundation. It is not an exaggeration to say as Kowalski did in 2004 that we are in a "war for the soul of school administration" (p. 92). Of prime importance in understanding our enemies is that we find our collective voice in a response to their agenda, because as Giroux (2004) has remarked, "There is no language here for recognizing anti-democratic forms of power, developing nonmarket values, or fighting against substantive injustices in a society founded on deep inequalities, particularly those based on race and class" (p. 61).

It is somewhat of an irony that some of us who now find ourselves in a position of defending public education and its leadership have been long-time critics of it over many years (English, 1994, 1995, 1997, 1998, 2001, 2002, 2005, 2007, 2008a, 2008c; English & Papa, 2010). The great French sociologist Pierre Bourdieu (2003) also found himself saying,

This situation is all the more paradoxical in that one is led to defend programs or institutions that one wishes in any case to change, such as public services and the nation state, which no one could rightly want to preserve as is, or unions or even public schooling, which must be continually subjected to the most merciless critique. Thus I am sometimes suspected of conversion or accused of contradiction when I defend a public school system of which I have shown time and again that it fulfills a function of social conservatism. (p. 23)

The similarity between Bourdieu's view and my own is that the enemies cited in this paper want to take public education down a road where it will not perform any better, or even possibly worse, than it does today, and in the process substantially degrade or destroy what Bourdieu (1998) called "civic virtue" and Houston (2006) reminisced as "the spirit of the commonwealth that has always been the central expectation of public education" (p. 5). It is this greater threat to the destruction of the fabric of civic humanism that Emery and Ohanian (2004) warned is "the hijacking of American Education" (p. 1) that prompts me and many others (Lugg, 2000, 2001; deMarrais, 2006; Kumashiro, 2008) to expose their ideas and their agendas to greater public scrutiny.

A Preliminary Classification of the Enemies

Any sort of classification becomes difficult because our critics often have ideological footings in many camps and draw support from a

wide variety of sponsors. Whereas most emanate from the Republican right, a few are Democrats. Kumashiro (2008) delineated three forces of the political right in the United States as (a) "secular," whose agenda is to "preserve economic privilege"; (b) Christian, which is to "uphold traditional notions of gender and sexuality"; and (c) xenophobic, which is aimed at protecting "the privileges of certain racial groups and nations" (p. 10). I shall attempt to make these clearer in this descriptive section. My 10 most wanted enemies of public education leadership are located in four categories:

- elitist conservatives such as Charles Murray, Ed Hirsch, Jr., and William J. Bennett;
- neoliberals, free marketers, and new public management gurus such as Chester Finn, Fred Hess, Eli Broad, Arne Duncan, and Lou Gerstner;
- goo goos such as Arthur Levine; and
- cranks, crackpots, and commie hunters such as David Horowitz.

These are my current 10 most wanted enemies of public education leadership. There are, of course, many others, such as Jack Welch, Chris Whittle, Dinesh D'Souza, Newt Gingrich, Lynne Chaney, and Stephen and Abigail Thernstrom, to cite a few. But these names keep resurfacing again and again. Although most are Republicans or fellow right-wing bon vivants, a few Democrats are among them.

The Elitist Conservatives

The elitist conservatives fancy themselves as holding onto the cultural icons and heritage that they believe everyone should know and that constituted some cultural apogee or "golden days." Eatwell (1989) has called this group of individuals "the reactionary right," though the persons I placed in this group also overlap into Eatwell's "moderate right" category. The positions adopted by persons in the "elitist conservative" group espouse a return to some "idealized past." They are "aristocratic, religious and authoritarian" (Eatwell, 1989, p. 63). Those in the "moderate right" tend to reject four tenets of liberal philosophy: "liberalism's individualism, its universalism, its rationalism, and its contractual and utilitarian principles" (Eatwell, 1989, p. 67). The three most wanted enemies of public education school leadership in this category are Charles Murray, Ed Hirsch, Jr., and William J. Bennett.

Charles Murray

Murray is perhaps best known for his coauthored book with Richard Herrnstein in 1994, *The Bell Curve*. In this book he argued that welfare and early-childhood education programs were largely a waste of time for poor and minority children because these children were genetically inferior and could not profit from such programs. According to Brock (2004), the misuse of statistics in this work got him "cut loose" from the conservative Manhattan Institute. He then retreated to the American Enterprise Institute, another right-wing think tank. Brock said, "The Right had spent more than \$1 million promoting Murray alone" (p. 47).

Ed Hirsch, Jr.

Ed Hirsch is a former English professor at the University of Virginia who published *Cultural Literacy: What Every American Needs to*

Know. In this book, Hirsch (1988) argued for a curriculum based on a common core, which included 5,000 items that he and two other male university professors identified that every American had to know to be “culturally literate.” Hirsch argued that this amounted to “freezing a culture” in the same way a language is frozen at some state of development in order to become standardized. Cultural literacy works when the society in which it derives its privileged hierarchical status also remains frozen.

William J. Bennett

William J. Bennett was the third U.S. Secretary of Education under Ronald Reagan. He is a fellow with the conservative Heritage Foundation. He long has espoused competency testing for teachers, merit pay, opening the teaching profession to persons not prepared in colleges of education, a national examination of all students, parental choice of schools, and administrative accountability. He is an opponent of same-sex marriage and long-time member of the Republican Party. He has benefited from financial support from Empower America and the John Olin Foundation (Turchiano, 2004, p. 29), one of the hard-right conservative foundations. These three personages are the epitome of the issue of social justice in America, as captured by Barry (2005):

In every society, the prevailing belief system has been largely created by those with the most power—typically, elderly males belonging to the majority ethnic and religious group, who also run the dominant institutions of the society. It is notable, for example, that almost all religions rationalize a subordinate position for women and explain that inequalities of fortune are to be accepted as part of God’s great (if mysterious) plan. (p. 27)

The view of these White males is that of preserving the status quo, even as American society is undergoing profound changes in racial and ethnic composition. Dougherty (2010) reported U.S. Census data showing 48.6% of the children born in the United States between July 2008 and July 2009 were to non-White minorities. Ten states now show minority majorities in resident populations—not simply California, Arizona, and New Mexico, but also Maryland, Georgia, and Washington, DC. Some experts estimate that the nation could become White minority as early as 2011.

Neo-Liberals, Free Marketeers, and New Public Management Gurus

Harvey (2009) stated that neo-liberalism

is in the first instance a theory of political economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterized by strong private property rights, free markets, and free trade. The role of the state is to create and preserve an institutional framework appropriate to such practices. ... Furthermore, if markets do not exist (in areas such as land, water, education, health care, social security, or environmental pollution) then they must be created by state action if necessary. (p. 2)

The five most wanted enemies of public education in this camp are Chester “Checker” Finn, Frederick Hess, Eli Broad, Louis Gerstner, and Arne Duncan.

Chester E. Finn, Jr.

Chester E. Finn, Jr. is a long-time conservative critic of public education, schools of education, educational leadership programs, and teacher unions. His books and perspectives embrace the main tenets of neo-liberalism applied to education, including vouchers and charter schools. He has been a fellow at the Hoover Institution and an Olin Fellow at the Manhattan Institute as well as an adjunct fellow at the conservative Hudson Institute. Finn is the president of the Broad-funded Thomas B. Fordham Institute, where he continues to be an advocate for the neo-liberal agenda in education (see also Finn, 1991).

Frederick M. Hess

Frederick M. Hess is director of Education Policy Studies at the American Enterprise Institute. Prior to assuming this role at the American Enterprise Institute, he was an instructor at the University of Virginia and a senior fellow of the Progressive Policy Institute. Emery and Ohanian (2004) noted that the Progressive Policy Institute has received generous funding from the Bradley and Heritage Foundations (p. 70). The Bradley Foundation is one of the four “Big Sisters” previously noted. Its money comes from the sale of auto parts magnate Harry Bradley. The Bradley Foundation has a long history of sponsoring conservative ideologies in education and in the larger policy arena. Hess sits on the review board for the Broad Prize in Urban Education and on the boards of directors of the National Association of Charter School Authorizers. Hess (2003) is a frequent critic of school of education leadership programs for failing to teach candidates “proven” business management skills.

Eli Broad

Eli Broad made his fortune in real estate (KB Home) and was founder of SunAmerica, now a subsidiary of American International Group. He and his wife Edythe established the Broad Foundation “with the mission of advancing entrepreneurship for the public good in education, science and the arts” (“Eli Broad,” 2010, para. 4). The Broad Foundations have assets of \$2.1 billion. According to Wikipedia (“Eli Broad,” 2010), “The Eli and Edythe Broad Foundation’s education work is focused on dramatically improving urban K–12 education through better governance, management, labor relations and competition” (para. 5). The Broad Foundation has four national flagship initiatives: (a) the \$2 million Broad Prize for Urban Education; (b) the Broad Superintendents Academy, a 10-month executive management program to train working CEOs and other top executives from business, nonprofit, military, government, and education backgrounds to lead urban school systems; (c) the Broad Residency in Urban Education, a 2-year management development program that trains recent graduate students, primarily with business and law degrees, who have several years of work experience and places them immediately into managerial positions in the central operations of urban school districts; and (d) the Broad Institute for School Boards, a national training and support program for urban school district governance teams of school board members and superintendents (“Eli Broad,” 2010).

Business leaders such as Eli Broad and Lou Gerstner suffer from what Krugman (2009) called the “great man’s disease,” which “happens when a famous researcher in one field develops strong opinions about another field that he or she does not understand”

(p. 29). Krugman wrote this prescient passage (simply substitute the word *education* for *economics* in this quotation):

Imagine a person who has mastered the complexities of a huge industry, who has run a multibillion-dollar enterprise. Is such a person, whose advice on economic policy may well be sought, likely to respond by deciding to spend time reviewing the kind of material that is covered in freshman economics courses? Or is he or she more likely to assume that business experience is more than enough and that the unfamiliar words and concepts economists use are nothing but pretentious jargon? (pp. 31–32)

The Broad Foundation “was the eighth-largest U.S. family foundation by giving in 2008, the last year for which data is available, donating \$116.5 million to various causes, according to the nonprofit Foundation Center” (Lattman & Pilon, 2010, p. C1). Broad’s opinions about what is wrong and how to fix public education are enjoying bountiful funding, including \$10 million to the Washington, DC, public schools to install a form of merit pay for teachers (Martinez, 2010, p. A8), another key plank in the neo-liberal ideology to “reform” public education. Broad is optimistic that his agenda is ripe for implementation: “‘We’re at a golden moment now,’ with a president and an education secretary who, he says, agree with his reform agenda” (Riley, 2009, p. A11).

Louis V. Gerstner, Jr.

Louis Gerstner is the former business executive with RJR and American Express who became CEO of IBM in 1993. He is credited with saving IBM from going out of business, in part by laying off over 100,000 employees. After he left IBM he received a 10-year, \$2 million consultancy contract and is required to work only 1 month out of the year (“Louis V. Gerstner, Jr.,” 2010).

Gerstner, like Eli Broad, has strong opinions about public education. Like Broad, he has zeroed in on school boards and school districts as “the problem” and has recommended that all 15,000 school districts be abolished (Gerstner, 2008, p. A23.). He sees too many “profit centers” as decentralization of corporate control and trying to bring order to some national effort. Corporate control is authoritarian, not democratic. And whereas the corporatizers in education often promise more transparency and accountability, what they produce is less of both (see Anderson & Pini, 2005, p. 230).

Arne Duncan

Arne Duncan is the ninth U.S. Secretary of Education. A former professional basketball player with a graduate degree from Harvard, Duncan was deputy chief of staff for Chicago Public Schools for CEO Paul Vallas, another noneducator who headed that school system. Duncan was appointed CEO of the Chicago Public Schools in 2001 and nominated to be U.S. Secretary of Education in 2008. Billed as a reformer, he was endorsed by Washington, DC, schools Chancellor Michelle Rhee and former Bush U.S. Secretary of Education Margaret Spellings (Levy, 2008.) Like Spellings, Duncan had no outstanding education credentials and even after 7 years heading the Chicago Public Schools

doesn’t seem to have developed much wisdom from that experience. There is no indication of a broad or deep understanding, or at least an appreciation, of the complicated relationship between education and larger society forces. Nor was his tenure as Chicago’s schools chief an

unmitigated success in any of the popular ways politicians and presidents define success, such as increased test scores and lower dropout rates. (Chennault, 2010, p. 30)

Duncan has launched a \$4 billion executive agenda called Race to the Top with Troubled Asset Relief Program (TARP) funds (McNeil & Maxwell, 2010). It contains a huge amount of the neo-liberal education agenda: charter schools, blunting the role of teacher unions, pay for raising pupil performance on tests in the form of individual “merit,” and criticizing schools of education and educators for not promoting more “rigor” in their programs (Sawchuk, 2009), as well as working to create more alternative pathways to licensing (see also Hawley, 2010, p. 28). The fact that Duncan has won the support of long-time neo-liberal pundits such as Chester Finn, William Bennett, and Newt Gingrich is indicative of how deeply the neo-liberal agenda has penetrated the Democratic Party. When even the party in power has no solutions except those proposed by the opposing party, it matters little who is in office. Chennault (2010) similarly noted, “President Obama’s education agenda is, broadly speaking, indistinguishable from that of his predecessor” (p. 31).

The Goo Goos

Arthur Levine

The Goo Goos are the social do-gooders who want to do things right and improve things but make them worse. To this category of the 10 enemies of public education leadership I add Arthur Levine, formerly of Teachers College, Columbia University, and now the sixth president of the Woodrow Wilson Foundation. Levine authored a report in 2005 called *Educating School Leaders*, which not only indicted educational leadership programs in general but also failed to follow sound research-based practices in doing his national study. He subsequently ran into a buzz saw in Teachers College over it and left as dean. Levine’s study promised to let his “data speak for themselves,” but he provided no data. He claimed that no program he examined was “exemplary,” but he never disclosed his sample except by saying two of the programs were acceptable at Vanderbilt and University of Wisconsin at Madison. Levine recommended the abolition of the EdD but never examined the quality of EdD research directly, which was done recently by English and Papa (2010). His so-called “study” would fail to meet even the most minimal standard acceptable for the National Research Council’s *Scientific Research in Education* (Shavelson & Towne, 2002). Levine is enamored with the MBA and business schools (Maranto, Ritter, & Levine, 2010), despite the very loud criticisms of the inadequacies of the MBA and business schools in the literature (see Khurana, 2007), and especially with the large number of CEOs, COOs, and CFOs in jail, indicted, or on their way to jail for financial improprieties. Business school reputations have been severely tarnished, and a host of new deans is trying to change the “win at all costs culture” of them (Middleton, 2010).

Cranks, Crackpots, and Commie Hunters

David Horowitz

This category of public enemy is reserved for David Horowitz, a former leftist Vietnam War protestor; editor of *Ramparts*, a radical leftist newspaper; and member of the Black Panther Party who did a 180-degree turn and now, because he was wrong, believes he is permanently right. At some point Horowitz underwent a conver-

gence and wrote a book on his own generation and how they were to blame for the social ills of the day. He wrote speeches for Senator Bob Dole and finally, “by 2000, [was ushered] into the circle of Bush advisor Karl Rove” (Brock, 2004, p. 101). He established the Center for the Study of Popular Culture in Los Angeles with funds from the Bradley and Scaife Foundations, where he runs several right-wing web pages, among them *FrontPage*, an instrument “for smearing leading Democrats” (Brock, 2004, p. 102) and liberal professors whose views he finds anti-American or anti-George Bush.

But Horowitz’s attack on professors in higher education he finds too liberal or named Communists is part of his claims of a bias in higher education that can only be put right via state intervention. As a result he has sponsored an “Academic Bill of Rights” initiative that would guarantee that students with conservative views would not be discriminated against (Kronholz, 2005), despite no evidence that such is the case. Horowitz founded a website called RateMyProfessors.com where students can complain about professors who are too liberal. He also has been involved in creating such an outlet for students in elementary and secondary schools (Cavanagh, 2006). Horowitz had worked with the American Enterprise Institute to do a “study” of university faculty who were liberal; the study reported that “the Left dominated university faculties by a factor of eleven to one” (Brock, 2004, p. 370). What Horowitz neglected to say was that “the survey ... examined only social science faculties, leaving out more conservative schools of medicine, law, business, and engineering” (Brock, 2004, p. 370).

I analyzed Horowitz’s 2006 book, *The Professors: The 101 Most Dangerous Academics in America* (English, 2008b). Forty-five percent of the “dangerous” professors resided in the humanities; 33% in the social sciences; and 22% in other fields such as journalism, communication, music, law, education, criminal justice, and engineering (English, 2008b, p. 256). None was in the hard sciences. The views that Horowitz found “dangerous” were that 31% of his “dangerous” professors were anti-Iraq War; 28% were either Marxist in orientation or advocated or shared Marxist perspectives; 28% were anti-Israel or opposed to Israeli treatment of the Palestinians; 19% were anti-American or against American policies; 19% were anti-George Bush; 18% embraced feminist or lesbian programs, critical race theory, queer theory or homosexuality; 9% were anticapitalistic; 7% were generally against war; 5% were pro-Cuba; and another 5% were anti-Vietnam War (English, 2008b, p. 256).

Horowitz’s attacks are an example of what Eatwell (1989) called “the extreme right,” which “has tended more to produce propagandists, interested in telling people what to think rather than how to think, and lacking in originality” (p. 71). And within Horowitz’ “dangerous professors” one can clearly see the outline of conspiracy theory, a hallmark of the extreme right. Conspiracy theory, noted Eatwell, is a form of political myth and “in its extreme right-wing form involves a particular set of views: these center mainly around nationalism and racism, which can involve mobilizing, integrating and simpliste-explicatory myths” (p. 72).

The Final Ranking of the 10 Most Wanted Enemies of Public Education Leadership

Here is my final ranking and commentary on the top 10 enemies of public educational leaders and leadership programs in the United States. Whether they are Democrats or Republicans makes little difference, as they are all neo-liberal advocates or fellow travelers.

1. Eli Broad. Eli Broad’s millions are going towards a top-down corporate takeover of urban school systems. His promoted noneducators have no historical awareness of the field in which they work, are beholden to efficiency management tactics and simplistic economic models, and discourage innovation and privatize formerly noncommodified public spheres while failing to bring about the dramatic improvements they advertise. The Broad approach proffers nothing new on all fronts because it assumes that everything that is necessary to be known to improve schools is already known, if not in education than in business. Broad’s superintendent and school board academies have never released their curriculum and never indicated what in traditional preparation programs is not necessary to know or who their “experts” are. Whereas most public university curricula are in fact public, available on their web pages, in course syllabi, and on reading lists, the Broad approach eschews any such disclosures. Broad CEOs are called “gunslingers,” and their record of success is spotty at best in urban settings (see Eisinger & Hula, 2008).

2. Arne Duncan. Arne Duncan, the ninth U.S. Secretary of Education, has shown he is a captive of the neo-liberal “boxed” thinking about school improvement. He has proffered no new bold reforms. He is not an innovator but an orthodox administrator who has accepted the diagnosis and the solutions proffered by the Republican, right-wing think tank pundits. He is busily implementing their agenda in *Race to the Top*, which has found protests coming from the missing parent voice, “from the top down, often draconian policies put forward by U.S. Secretary of Education Arne Duncan” (Haimson & Woestehoff, 2010, p. 34). He has advocated more mayoral control of urban school systems, which means the loss of the elected or appointed school board, a long-time agenda of the neo-liberals (Hechinger & Sataline, 2009, p. A12).

3. Chester E. Finn, Jr. Chester “Checker” Finn continues to push his long-time neo-liberal ideology as president of the Thomas Fordham Institute supported by the Broad Foundation. He is fond of using corporate metaphors in his writing (Saltman, 2005, p. 37). He has been a leading advocate of the privatization of education and was “co-founder of the education management organization Edison Project” (Kumashiro, 2008, p. 21).

4. William J. Bennett. Bill Bennett is a Republican Party stalwart with very deep ties to the neo-liberal education agenda. Bennett is a former board member of the Bradley Foundation, which has been a long-time opponent of affirmative action and welfare (Kumashiro, 2008, p. 12). He has been supported by the Heritage Foundation, the “mother” of all right-wing think tanks. He also co-owns a private company, K12, Inc. which, “according to the federal Government Accountability Office, has improperly received millions of federal grant dollars from the U.S. Department of Education” (Kumashiro, 2008, p. 18).

5. Frederick M. Hess. Currently the director of policy studies at the American Enterprise Institute, Hess proffers the tried and true neo-liberal ideology in education: privatization, vouchers, non-educators in leadership roles; run schools like business or the military; alternative certification; and anti-teacher unions and schools of education. He is one of the reputed anonymous authors of the Thomas B. Fordham Institute and Broad Foundation’s (2003) political broadside against educational leadership programs, *Better Leaders for America’s Schools: A Manifesto*.

6. Louis V. Gerstner, Jr. Lou Gerstner believes public education can be improved by the way he ran IBM. Gerstner wants to

abolish all of the school districts in the nation, which remain one of the few arenas where Americans exercise local control of anything. The abolition or marginalization of local school boards also has been advocated by Eli Broad and Chester Finn.

7. Charles Murray. A eugenics elitist, Murray has helped propagate the dogma of racial superiority in education and to weaken the commitment of public opinion for the advancement of the poor and most vulnerable classes in the larger society. As Conason (2003) noted,

Speaking from the commanding heights of the American right, they informed the nation that blacks are destined to fail, that racial discrimination is logically and morally defensible as well as natural, and that the government should stop trying to enforce civil rights and help the black underclass. (p. 138).

Murray's work is an example "the new racism" within what Ansell (1997) has termed "the New Right worldview," where "the disproportionate failure of people of color to achieve social mobility speaks nothing of the justice of present social arrangements . . . but rather reflects the lack of merit or ability of people of color themselves" (p. 111). Murray's work is the epitome of the New Right worldview.

8. David Horowitz. Horowitz is the only one on my list of the top 10 enemies whom I would call a member of the extreme right. He is a populist demagogue.

9. Arthur Levine. Arthur Levine portrays himself as a reformer but his "reforms" proffer nothing new and are a rehash of much of the internal change agenda within educational leadership that was already in the literature.

10. Ed Hirsch, Jr. Hirsch is a linguist whose efforts to capture the "core curriculum" are futile efforts to preserve White privilege in a burgeoning multiracial and multicultural society. Hirsch's "core curriculum" is a prime example of Bourdieu and Passeron's (2000) "cultural arbitrary" being imposed by political power on the rest of a specific society. The school serves as the legitimizing agent of this form of "symbolic violence."

In summarizing the agendas of the political right and left in America, Barry (2005) saw tremendous success of the right due to "a network of lavishly financed foundations, and the books and journals that they promote at enormous expense, have rationalized all the most mean-spirited impulses of affluent American whites" (p. 233). Further, Barry added, "The only honest case that can be made for the agenda of the right is that it suits the people who benefit from it nicely" (p. 234). The purpose of this paper was to identify the most significant figures and forces that are involved in that assault.

Note: For a complete version of this article see the *International Journal of Educational Leadership Preparation* at the NCPEA/Rice University Connexions Project: <http://ijelp.expressacademic.org/>

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If you have ideas concerning substantive feature articles, interviews, point/counterpoints, or innovative programs, *UCEA Review* editors would be happy to hear from you. Additionally, Andrea Rorrer, University of Utah, has reached the end of her term as *UCEA Review* Features Editor. We thank her for her invaluable contribution to the *Review* and the UCEA community. If you have an interest in serving as a *UCEA Review* Features Editor, please contact Michelle Young at UCEA Headquarters. The Editorial Team (see back page of the *Review*) meets twice a year. One to two features appear in each issue of the *Review*, which is published three times a year.

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Interview Series: A Conversation With Donna Adair Breault, Georgia State University

Laura McNeal

Michigan State University



Donna Adair Breault has been an Associate Professor of Educational Leadership at Georgia State University (GSU). She has accepted a position as Associate Professor of Leadership at Northern Kentucky University and will be teaching in their Leadership EdD program beginning this fall. Her research interests include applications of Dewey's theory of inquiry to inform leadership preparation, curriculum studies, and images of public space. She is the

former president of the Society of Professors of Education, and her publications include *Urban Education: A Handbook for Educators and Parents* as well as *Experiencing Dewey: Insights for Today's Classrooms*. This interview reveals some of the challenges university-based leadership preparation programs experience as they attempt to adapt to new certification guidelines and the increasingly changing needs of K–12 schools.

LM: Can you describe your experiences with leadership preparation programs?

DB: I have been at Georgia State University for 5 years. In the first couple of years I served as a liaison for Atlanta Public Schools and Georgia State, working primarily with the district's Aspiring Leadership Program. My work included program management for the annual cohort as well as maintaining a level of trust needed for a long-term relationship with the district. When I became the official coordinator of the certification program, I worked to secure other partnerships with districts and I coordinated duties for addressing the changes to leadership certification within our state. Most of my work as coordinator involved helping develop a plan for us to redesign our leadership program to meet the new state mandates. As a unit, we worked tirelessly to ensure that the redesign of our leadership curriculum would meet the needs of today and tomorrow's leaders.

LM: In terms of meeting the needs of today's leaders, some stakeholders in education assert that traditional university-based leadership preparation programs are out of touch with the reality of what it takes to run today's schools. Can you describe in greater detail how this issue was addressed in the redesign of your leadership curriculum?

DB: When we were redesigning, unlike a lot of programs, we literally started from the ground level, and this benefited us in several ways. First, it gave us an opportunity to build relationships between our clinical and tenure-line faculty at the time, many of whom were new to our department. Second, it allowed us to all make meaningful contributions at each level of the program development, and this increased our sense of investment in the pro-

gram's success. We literally started with the very basic assumptions that we all held about leadership. We then developed a belief statement, the mission, aims, and goals of the program. Throughout the process we brought into the conversation critical stakeholders in education from across the Atlanta Metropolitan area. For example, we planned a retreat in which we really tried to brainstorm about what we believed as educators about leadership preparation. We then held a stakeholder meeting in which we brought in individuals such as superintendents and representatives from community organizations like Georgia Public Broadcasting Association, Teach for America, and private schools to provide us with another level of insight in relation to the current and future needs of K–12 leaders. This community-based approach helped us set priorities for our program based on the current educational landscape. We were really committed to bringing forth meaningful change.

LM: Critics of university-based leadership certification programs posit that change at the university level has been slow, and that faculty are not always well connected with the field and are sometimes complacent about adopting standards. What are your thoughts on this issue?

DB: I think that our connection to the field is really contingent upon our authentic connections to the needs of schools, and I do think we've become complacent in a number of ways. First, I think the degree to which our research may or may not inform educators—particularly those to whom we are most directly associated—compromises our connection to the field. This is perpetuated by a university promotion and tenure process that just asks for numbers of publications or specific levels of status for the sources of those publications. We are not challenged to demonstrate how we have literally made a difference (regionally or otherwise) with our research, and as Eisner noted long ago, what gets measured is what matters. Second, I think we've become complacent in our service and teaching because we rely on technical or official images of partnering, and we don't invest in more genuine relationships with key stakeholders in schools and communities. In a way, standards in and of themselves may actually perpetuate this official space between us because it gives us a convenient list of things to check off, instead of forcing us into the messier conversations that I believe need to happen between university and school stakeholders.

I think that on the grand scheme of things at GSU we certainly did our best to include stakeholders when redesigning our program. Throughout the process we made sure we did not begin with standards and work from them in some mechanical or superficial way. They were always "present" in our conversations, but they did not drive our redesign process. The bigger ideas and messier conversations between university and school stakeholders drove the process. Then we always went back to check to see how our images of leadership development "fit" with those standards. In a way, we were trying to ensure that the tail wasn't wagging the dog.

In addition to the actual design process, many of the faculty in our unit really tried to develop closer relationships with key stakeholders. Sometimes that meant enduring fairly long state-level meetings as members of their teams. For example, I attended a 3-day meeting for a district's leadership succession planning where we worked to identify their future needs for leadership and key candidates currently in the district who could be nurtured to meet those needs. I think "the academy" underestimates the critical need to

build those relationships with district stakeholders through more informal means. We cannot just rely on official meetings or memorandums of understanding. Thus, in many ways I think we have been content in thinking that just getting published on whatever we want to write and attending official meetings to develop district partnerships are sufficient. It takes a lot of building of trust and relationships—and a recognition that our teaching, service, and scholarship need to be focused on stewardship for the community as well as the field.

LM: How can we train school leaders to succeed in today's challenging K–12 environment as they face new roles and heightened expectations?

DB: At GSU, we were guided by state mandates in terms of what needed to be in our leadership certification program. However, performance-based assessment came into play and was a huge factor in our design process. What we tried to do was create structures within our planning process where stakeholders would be involved in negotiating what those performance-based assessments would entail based upon the particular needs of each district. More specifically, we developed a collaborative plan that incorporated our expectations of what types of leadership experiences our students would be gaining during their in-school training that fulfilled both the needs of the district and the academic rigor we desired.

LM: What type of evaluation did you create to assess the performance-based portion of your curriculum?

DB: We developed a series of assessments, which was challenging because we basically had two masters to serve. First, we had accreditation. For program evaluation purposes, we needed a series of evaluations that were consistent among cohorts and districts. We called them Essential Performance Assessments (EPA). These assessments were developed by the faculty who were the subject-matter experts and then reviewed by the entire leadership unit. We also designed rubrics to ensure consistency in evaluating these core performances.

We planned to create additional performance assessments with the school districts by hosting curriculum summits with stakeholders from each district in which they would help determine the appropriate assessments according to their districts' specific needs. The next step was to obtain feedback following the implementation in additional meetings with the districts—giving them the opportunity to review the assessment data and to provide feedback regarding the degree to which we had met their needs. This program component has not been implemented yet.

LM: How do you propose universities avoid sacrificing theory and research in light of the unrelenting pressure of standard-based reform?

DB: The critique Fenwick English made about standards is very powerful. He talks about how standards are designed to focus on what he calls “interiority,” or what is happening only within the interior of the school or district. As long as we allow ourselves to stay in that narrow space with the school district—particularly when that space is relegated to an achievement narrative—we just perpetuate the problem. It's our responsibility as universities to build sufficient trust with school districts so they understand that we still

need to look at the larger picture—the social and moral implications of schooling. I realize this goes against the grain, that we are not supposed to look at social factors anymore (no excuses, right?). I do not think this kind of complicated conversation will happen until we build a level of mutual trust with our colleagues in schools. I also think as universities that we have to be driven by a purpose larger than the standards. As long as we have a message that we put forth—a vision that the lives in our state will be improved by virtue of the leaders that we prepared—we keep that possibility for a more complicated dialogue with district stakeholders alive. We want it to address that exterior space to say it's not enough to just raise test scores. We have to look at issues of social justice; we have to look at the contexts in which these schools reside in order to create the kind of leaders that are going to help build better communities. We can do more than merely create efficient administrators who can follow directions.

Ultimately, if university programs can navigate those things I talked about previously—maintaining a sense of purpose and using research and theory to solve real-world problems while eschewing that whole idea of academic freedom and the esoteric nature of what some in academia write—we can overcome the new obstacles brought on by recent mandates and alternative means of leadership certification. We need to be able to connect in meaningful ways, a type of regional stewardship that will allow us to show leadership candidates that problems can be solved in meaningful and intelligent ways. If we can do this, then people will be prepared to lead for years to come because they will be public intellectuals—they will be leaders who can think through and understand the ramifications of their choices.

LM: The description you gave on how universities should structure leadership preparation programs was insightful. However, what are advantages to leadership candidates' obtaining their certification through a university preparation program as opposed to taking an alternative certification route?

DB: From my experiences, university-based programs strive to hold on to their foundational principles and negotiate the key roles of theory, empirical research, and practice. As a result, leadership candidates who go through university preparation programs come out with a strong level of intellectual flexibility so that they not only handle the prescribed tasks of today, but also will be prepared for whatever changes come in the future. In contrast, what I perceive from the alternative-route certification programs is that they tend to focus on efficiently delivering the sale of goods that the school wants without theory or research. Additionally, the alternative routes, whether it is the GACE [Georgia Assessments for the Certification of Educators] exam in Georgia or other national programs such as the New Leaders for New Schools, involve more often than not people who have been selected by their individual school districts because they will not challenge the status quo or existing institutional framework. They are not taught to think critically and often do not understand the larger ideas that guide what they are doing. They are simply placed in situations and coached on how to handle those particular contexts, but that doesn't necessarily prepare them for a year or even 5 years down the road. If we are looking for sustainable leadership, then preparation programs have to do more than simply teach people how to be compliant. Otherwise, school leaders will not be prepared when the current

accountability movement shifts to actually acknowledge the need for thoughtful leaders.

LM: How has your current institution responded to the increasingly competitive market?

DB: Some of our efforts rest with the reputation of our institution. Many of the stakeholders within the districts with whom we are talking are graduates of our doctoral program, so they recognize the quality of education that they have received. There have been partnerships that we have been fortunate to form that really surprised us. One thing that is important to emphasize is that we are not trying to capture as much of the market share as possible. We are trying to focus on specific niches of individual school districts and customize our program in a way to meet those needs. Once a school district expresses an interest, we really nurture those interests and work hard to solidify that particular partnership to certify their school leaders. With the shifting certification landscape we quickly realized that how we serve school districts would drastically change. For example, our Master's in Educational Leadership Program is nonexistent at this point. We really had to shift our focus and determine how we could serve the needs of school districts we already had relationships with, as opposed to trying to market our program throughout the state.

LM: Can you explain in greater detail how the changing certification landscape ended your institution's Master's in Educational Leadership Program?

DB: The state of Georgia developed a new set of certification guidelines that allowed anyone with a master's degree, regardless of the content area, to become a school leader. In the past, school leaders were required to obtain a Master's in Educational Leadership. Under the new set of rules, a leadership candidate must only be identified by a district and take and pass the GACE exam. Theoretically, you might have a Master's in Basket Weaving and it would not prevent you from being a school administrator. Once you successfully passed the GACE exam, you would be issued a provisional leadership certificate and would have 5 years to obtain a performance-based Education Specialist degree. So, in Georgia we transitioned from the Master's in Educational Leadership serving as the basic level of certification to the specialist degree designated as the required level of coursework. Additionally, the state of Georgia changed their policy to no longer compensate individuals with a higher salary for possessing a Master's in Educational Leadership. However, a master's degree in any other area would qualify for a higher pay grade. Collectively, these two factors essentially ended our master's program. Why would anyone get a master's in leadership if it is not required to become an administrator and they were not going to be paid for it?

LM: In light of the increasingly technology-driven society in which we live, and the emergence of online certification programs, what are ways we can restructure current leadership programs to meet the growing needs of individuals who are working full time while pursuing their leadership certification?

DB: I support using technology as part of a program. However, I have yet to see a program that I would endorse that is 100% online. Thus, I think it is important that we do not sacrifice quality

for convenience. Instead, we have to rethink how we can restructure our existing programs to meet the needs of today's leaders without comprising academic rigor. This re-evaluation process will question our traditional practices and customs. For example, some of the alternative-certification routes use modules in their curriculum. Well, modules do not fit with traditional university credit hours. For example, I believe SREB [the Southern Regional Education Board] has developed 13 leadership modules. Well, this doesn't neatly fit into seven or eight 3-hour academic courses. Further, the modules in and of themselves do not address the "exteriorities" I mentioned before. Nevertheless, even if you were able to reconcile the philosophical differences between the modules and more traditional leadership preparation programs, you could not overcome the organizational barriers of a university credit-granting system. So, that's another one of those ways in which our traditional university structure is contributing to the demise of universities as certification providers.

LM: What does the future of traditional university educational leadership programs look like, given the increase of alternative certification programs?

DB: If we don't radically change in universities, I think we will be out of the business of certification (at least as we have always known it) within the next 5–10 years. For example, in Georgia alternative routes are linked to universities, but the universities are only there to put their seal of approval on the program. Traditional university structures are so antithetical to the current needs and expectations of leadership certification that if we do not shift those organizational and philosophical traditions within universities, we will lose out to other certification entities that can deliver a more efficient means to prepare leaders to comply. And they will be able to do this for a lot less money and headache. As leadership scholars, I think we have to rethink our organizational spaces and who we are as faculty. It is very difficult to begin to imagine these significant shifts, because it requires changes within the university structure itself. If we don't adapt to the changing education landscape, we will become totally irrelevant and obsolete.

Check out the UCEA Interview Series



The UCEA Interview Series is a new online resource focused on recent research relevant to leadership practice and preparation. Visit <http://www.blogtalkradio.com/UCEA> and check out the current offerings, including interviews with Karen Seashore, Ken Leithwood, Terry Orr, Mike Knapp, David Mayrowitz, and Scott McLeod. Listen to interviews live, listen online, or download them to your mp3 player.

UCEA Welcomes New Members

University of Central Arkansas



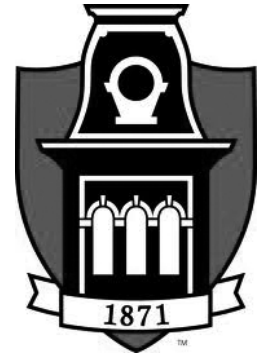
UCEA welcomes new affiliate member, the University of Central Arkansas (UCA). UCA is a master's-comprehensive university serving over 10,000 students and located in Conway, Arkansas, about 30 miles west of Little Rock. UCA was initially founded as a Normal School in the early 1900s and thus has a rich history as Arkansas's premier educator preparation institution.

UCA's College of Education graduate programs include a master's degree with building-level licensure in educational administration, an Educational Specialist degree with licensure in district-level educational leadership, plus master's degrees in Special Education, Reading, Teacher Leadership, Library Media, Instructional Technology, School Counseling, and Higher Education Student Personnel Administration. The College of Education also offers a full array of undergraduate teacher preparation programs as well as a Master of Arts in Teaching (MAT) program for postbaccalaureate students seeking initial teacher licensure. The MAT program recently won a distinguished program award from the Association of Teacher Education. UCA's College of Education is also home to the Arkansas Research Center, which houses state data on P-12 students and educators and utilizes these data largely for education policy research and inquiry. UCA's P-12 educator preparation programs are NCATE accredited. UCA has been approved by the state to offer a doctoral program in interdisciplinary leadership studies in Fall 2011. For more information, e-mail Dean Diana Pounder at dianap@uca.edu, or see the school's website:

<http://www.uca.edu/education>

If you would like information about full, provisional, or associate membership in UCEA, please contact the UCEA headquarters at UCEA@austin.utexas.edu or UCEA, The University of Texas, College of Education, 1 University Station D5400, Austin, TX 78712

University of Arkansas



UCEA welcomes new provisional member, the University of Arkansas in Fayetteville. The Educational Leadership Program is designed to prepare educators for a variety of school-building and school-district leadership roles. The Master of Education degree leads to licensure as a building-level principal. Doctoral-level Education Specialist degrees are available in Curriculum and Instruction, Educational Leadership, and Higher Education. EdDs are available in Educational Leadership, Higher Education, Recreation and Sports Management, and Workforce Development Education. PhDs are available in Curriculum and Instruction, Counselor Education, Educational Statistics and Research Methods, Health Science, Kinesiology, Rehabilitation Education, and Education Policy. As both the flagship and land-grant university for Arkansas, the university balances a mission of academic excellence on a national stage and reaching throughout the state to address the desperate need to identify, educate, place, develop, and retain leaders to improve persistently struggling school systems in some of the most impoverished communities in the country.

Online options for many classes serve educators throughout the region, particularly in rural areas. Online learning includes the opportunity to build relationships with fellow students and faculty through a variety of interactive audio and video formats to engage students in social learning experiences. Distance students also complete a meaningful campus experience through a series of intensive weekend cohort seminars on the University of Arkansas campus. Each cohort weekend is focused on a theme that connects theory with practice and includes minilectures by scholars and practitioners in the field, facilitated discussion groups, and lively debate of critical issues facing school leaders. The intent of the cohort weekend is to build relationships; introduce students to leaders in the field; and expose them to interactive, hands-on learning experiences. Primary areas of faculty research include school bond elections; school leadership; school board and community relations; academically distressed schools; educational policy; school finance; effective schools; rural schools; principal succession and retention; and moral decision making. Janie Lindell and Rick Reitzg serve as consultants.

<http://coehp.uark.edu/>

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UCEA Program Centers Graduate Student Fellowship

Julian Vasquez Heilig
UCEA Associate Director of Program Centers

One of the key areas that I wanted to focus on in the past year was increasing the interaction between UCEA program centers and graduate students. As a result, I submitted and received approval from the UCEA EC for the UCEA Program Centers Graduate Student Fellowship. In Spring 2010, a call was sent to the membership for graduate student to apply for the \$5,000 summer fellowship. The program enables graduate students enrolled in a UCEA-member educational leadership program to be in residence for 6–8 weeks during the summer at one of the seven current UCEA program centers to provide research, mentoring, and career development opportunities for the professoriate. The Program Center Advisory Board selected two graduate student fellows from a pool of 20 applications: Angela D. Allie (University of Pittsburgh) and Amna Latif (The University of North Carolina at Greensboro). In this issue, we are pleased to share experiences from the two graduate students and from James Henderson, director of the UCEA Center for Educational Leadership and Social Justice at Duquesne University. We look forward to continuing the program in 2011.

2010 UCEA Graduate Student Fellows

Jim Henderson
Director, UCEA CELS, Duquesne University

In the 1st year of the UCEA Graduate Student Fellowship Program, the UCEA Center for Educational Leadership and Social Justice (CELSJ) was privileged to host not one, but two UCEA Fellows. In a very competitive process, two applicants, Amna Latif from the University of North Carolina at Greensboro and Angela Allie from the University of Pittsburgh, emerged tied in the ratings for the fellowship. With the advice and assistance of Dr. Michelle Young and Dr. Julian Vasquez Heilig of UCEA, and through the support of Dean Olga Welch of Duquesne's School of Education, the CELSJ was able to supplement UCEA funding with Duquesne funds to allow for the engagement of both fellows. That turned out to be a very wise decision.



The stated aims of the UCEA Graduate Student Fellowship were to provide research, mentoring, and career development opportunities for an outstanding graduate student who is enrolled in an UCEA member educational leadership program and intends to enter the professoriate. The fellowship consisted of a 6-week program for both Amna and Angela, with Amna arriving early in the summer and Angela following her. It was gratifying to see both fellows network with Duquesne's School of Education faculty members and doctoral students, many of whom share similar research and teaching interests.



Our UCEA CELSJ was also richly blessed as first Amna, then Angela, worked productively on developing an educational leadership and social justice webliography containing links to and descriptions of related program centers, institutes and organizations, curriculum materials, programs and learning systems, journals, blogs, networks, fellowships and grants, and upcoming conferences and events. They also developed a compendium of resources for social justice strands, complete with annotated links and references for teaching and leading for social justice. Amna also worked with us to develop the structure and organization of the center. The work in which Amna and Angela took the lead will serve as the basis for the resource bank for our center's website. Moreover, they have also provided invaluable research and assistance as CELSJ faculty and staff consider inaugurating the proposed *Journal of Educational Leadership and Social Justice*.

Perhaps most importantly for the students, staff, and faculty of Duquesne's School of Education, though, we now have two new colleagues who share our passion for enhancing the scholarship and practice of socially just, educational leadership. Our association with Dr. Latif and soon-to-be Dr. Allie will, we believe, continue for a lifetime of service to our profession and will, as a result, uplift that profession.

We are truly grateful for UCEA's sponsorship of this Fellows program. I would urge other UCEA program centers to avail themselves of this opportunity and would encourage doctoral students to apply for a terrific experience.

Reflections on UCEA Program Center Graduate Student Fellowship

Angela D. Allie
University of Pittsburgh

When I accepted the graduate student fellowship at the UCEA CELSJ at Duquesne University, I was embraced by a network of scholars who not only pursue justice in their educational research but also embody justice in their formal and everyday practices. Dr. Jim Henderson and the Duquesne faculty were dedicated to crafting a fellowship that offered research experience, collaboration with and mentorship from top scholars in the field, and career planning. As a result, my confidence as an emerging scholar-practitioner has grown, my knowledge of the academy and its potential for enacting social justice has expanded, and I have built relationships that I intend to foster throughout my career. Dr. Henderson made every attempt to connect me with resources and people who would nourish my curiosity as a learner and researcher. He was equally invested in what I had to gain from this experience as what I had to offer. This allowed me to seize opportunities that served my professional interests and to consider where my gifts are most viable in educa-

tional settings. He introduced me to several university scholars and leaders whom I am happy to now count as mentors and critical friends. Dean Olga Welch and Associate Dean for Graduate Studies and Research Jeff Miller were gracious enough to meet with me and offer their support and wisdom. I was privileged to work with both Dr. Gretchen Givens-Generett on addressing issues of poverty and student success and Dr. Rodney Hopson on designing a service-learning project for aspiring teachers in his Social Justice in Educational Settings course. I was also fortunate to spend time at Duquesne University during Dr. Arneha Ball's term as a visiting Barbara A. Sizemore Distinguished Professor in Urban Education. She proved to be a natural mentor and role model—readily willing to advise me on my dissertation and alert me to pre- and postdoctoral opportunities. I am grateful to have been a UCEA Graduate Student Fellow at Duquesne's CELSJ. This opportunity exceeded my personal and professional expectations, and I am inspired to continue the important work of advancing equity in educational research and practice.

Bio

Angela Allie is in her 3rd year as a predoctoral K. LeRoy Irvis Fellow in the Educational Leadership program at the University of Pittsburgh and her 2nd year as a UCEA Barbara L. Jackson Scholar. After receiving a Master's in Teaching at Hampton University, Angela taught high school English, chaired the English department, and cowrote the core English curriculum for Pittsburgh Public Schools. Her research agenda focuses on systemic racial equity leadership and achieving critical race praxis in educational settings. She is working as a student researcher with the Educational Justice Project in the Department of Africana Studies at the University of Pittsburgh, conducting antiracism seminars for the InterCultural House of Pittsburgh, and writing a mentorship curriculum for developing critical race consciousness with middle school students at Pittsburgh Montessori K-8.

We Should Not Tolerate You, Instead Respect, Love, Understand, and Celebrate You

Amna Latif

The University of North Carolina at Greensboro

The news of receiving the first-ever UCEA graduate student fellowship for the summer of 2010 at UCEA's CELSJ, Duquesne University, Pittsburgh, was exciting and challenging. I left my husband and daughters (ages 2 and 4) at home, and my mother-in-law and my 6-month-old son accompanied me on the long but picturesque drive into Pennsylvania, still very vivid and pleasant in my mind.

I opted to take the public bus to and from the CELSJ every day to truly understand the city, community, and people. I conversed with people, saw the slums, sat with the homeless and poor, and witnessed the racial and ethnic divide. Often I observed White men and women leave their seats when a person who did not look like them dared to sit next to them. Will this divide ever end? When will we practice what we preach about social justice? I had appre-

hensions and an uneasy feeling as I came out from the elevator on the fifth floor and took the academic walk. As I (a Muslim female wearing a veil) walked towards Canevin Hall, I saw a diverse student population and heard many languages spoken as many smiled and greeted me. It felt home to me. I attended a Catholic school in Pakistan, where a church stood inside our school. I was taught by nuns, had friends from different religions, and am trilingual.

Program Director James Henderson; his assistant, Darlene Miller; and a Ph.D. student in school psychology, Danielle Rubinic, greeted me. Dr. Henderson's flexibility, openness, appreciation, and encouragement flowed unboundedly, and much of what I accomplished at CELSJ is due to him. He let me explore and meet the diverse faculty from different departments across campus to understand their multiple layers and frames of social justice from both a theoretical and a practical perspective. I can never forget his words: "This fellowship is reciprocal; please let us know how we can assist you through this transition from a student to a professor and scholar." Danielle was kind to give me a tour and acquaint me with all the necessary things at Duquesne.

My first meeting was with Dr. Olga Welch, dean of the School of Education. She provided me a framework of meaning for social justice that will always resonate with me. She personally met all new research associates (faculty or students) to ensure their stay at Duquesne was comfortable, fulfilling, energizing, and exceeded their expectations. I was honored by her personable attention and appreciation of my research and scholarship. She insisted that CELSJ and Duquesne should not tolerate me; they should respect, love, understand, and celebrate me as a fellow student, researcher, and scholar. Her perspective on change, one that is always sustained if it comes from bottom up, was well founded in the School of Education's identity adopted by the faculty 4 years ago.

CELSJ hosted its first symposium in May 2010, where its critical network of friends and other faculty members provided ideas and suggestions for its role in academia, community, and schools. My aim during the fellowship was to understand the faculty's perspectives on social justice, how their research and teaching addressed those issues, and what role they perceived CELSJ would play in the future. Online access and visibility of CELSJ were other vital concerns of mine as well as providing an international and global lens to social justice.

I met with many faculty and doctoral students who expressed their views on social justice and how some were applying it to their teaching (university and school), internships, and collaborations with the community. I also had the honor of spending time at the Salvation Army Homeless Shelter, where CELSJ's collaborator Homeless Children's Funds has set up a learning center for children. I am thankful to Dr. Jill Perry, a postdoctoral fellow at Duquesne and program director of the Carnegie Project on the Education Doctorate for arranging this visit. My continued meetings with Dr. Connie Moss, director of the Center for Advancing the Study of Teaching and Learning, resulted in the development of social justice strands that formed an umbrella or framework for the conceptual and practical implementation of social justice in academia, community, and schools. We were able to create a webliography and link resources to the social justice strands. Besides a critical network of friends, CELSJ needed support in defining a clear structure and organization that would strengthen its aims and objectives. I was able to help create a structure that was diverse and included students, scholars,

policymakers, and practitioners locally, nationally, and internationally who would help in growing, nurturing, and facilitating the goals of CELSJ.

Mentoring and career development were my next objectives. I connected with faculty members (junior and tenured) who were familiar with narrative inquiry and had used qualitative methodologies. I met with Associate Dean Dr. Jeffrey Miller, who shared insights on publishing, grant writing, and the research process. I also met Dr. Lisa Lopez Levers, a psychologist and Fulbright scholar, who has visited Africa several times to implement culturally relevant and gender-sensitive counseling and educational activities with Africans. Dr. Nishat Polat, director of the English as Second Language program, has research interests in diverse learners and immigrants. Dr. Terri Rodriguez uses narrative inquiry to understand sociocultural theories of language and literacy education. Most importantly, I was able to connect with Dr. Arnetha Ball, Barbara A. Sizemore Distinguished Professor in Urban Education and AERA's president elect. She mentored me with her valuable suggestions on publishing, seeking postdoctoral grants and fellowships, and being involved in research on women's issues across the globe. Dr. Dorothy Bassett, dean of the School of Leadership and Professional Advancement, was truly a pleasure and rewarding. My involvement and connection with women leaders across the globe and in Duquesne's graduate program on global leadership was initiated as a result.

Time flew by quickly. I felt that the fellowship should have been a little longer, perhaps 3–4 months or a semester, so much more could be achieved by the CELSJ and the student. Those students reading this, I would strongly encourage you to apply for the fellowship next year. The experience was enriching, satisfying, and fulfilling. It was worth that long drive and the sacrifice I made. It was one of my practical lessons of social justice in action. I will cherish all the moments spent at CELSJ and will continue my passion for advocating and practicing social justice by providing services to educational leaders globally through CELSJ and UCEA.

Bio

Amna Latif, EdD, recently defended her dissertation, *A Multi-Method Qualitative Inquiry of Women's Issues and Girls' Access to Education and Literacy Through the Implementation of a Critical Literacy Curriculum in Rural Pakistan*, at the University of North Carolina at Greensboro (UNCG). She has worked extensively on women's issues, literacy, immigration, and cultural and religious diversity in the United States and Pakistan. She has consulted public and private schools, where she has worked with African, Iraqi, and Afghani refugees over the last 5 years bridging the cultural gap and creating resources. In addition, she has provided interfaith sessions and has been part of several organizations that provide religious dialogues across the United States. She has been published in *Educational Studies* and has presented her research at AERA, UCEA, American Educational Studies Association, Research on Women and Education, and Society for Educating Women. She is the founding graduate student of the Access and Equity Committee at the University of North Carolina. She has taught courses and sessions on diverse learners, curriculum theory, feminism, and Islam. Her research interests are in critical literacy pedagogy, cultural and religious diversity in education, narrative inquiry, feminist epistemology, social and cultural context of education, feminism in Southeast Asia, and technologies in education.

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I am indeed looking forward to welcoming each and every one of you so that we can continue our exchanges in the field of educational administration, management, leadership, and governance which is becoming increasingly more important in countries and educational systems around the world. November 3-7, 2012, all roads lead to Cyprus, and we will be ready to welcome you in our island, which is the crossroads of civilizations and cultures not just from around the Commonwealth but indeed the world.

Professor Petros Pashiardis

Chair, CCEAM 2012 Conference Organising Committee

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September 2010 to
March 2011

The centrality of leadership to impact school improvement has been well documented. As a result, educational reformers have turned their attention to how leaders are prepared. Policy makers, funders, professional associations such as the University Council for Educational Administration (UCEA), National Commissions, higher education faculty members and other educational experts strive to identify, and attempt to replicate, programs that effectively prepare future leaders who are able to lead school improvement resulting in enhanced student achievement. In recent years many educational leadership preparation programs have redesigned their content and delivery to be more influential in graduates' leadership development and subsequent leadership practice focused on school improvement. Specifically, programs have incorporated features thought to be essential to successful leadership practice. Through this webinar series we will share recent research on the features of effective leadership preparation and the experiences of leadership faculty and college of education in implementing and sustaining such features in their programs.

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Developing Substantial and Sustainable University-District Partnerships for Leadership Preparation

Webinar 2 - November 2010

The Cost and Financing of Exemplary Leadership Preparation

Webinar 3 – January 2011

Purposeful Curriculum and Powerful Learning in Educational Leadership Preparation

Webinar 4 – March 2011

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Register by sending an email to Graham Schmidt at: gschmidt@austin.utexas.edu

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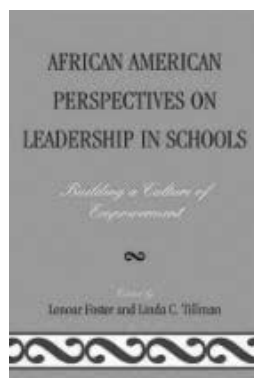
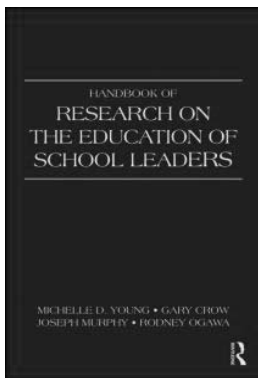


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JRLE is edited by Edith A. Rusch, University of Nevada, Las Vegas, and sponsored by the UCEA.

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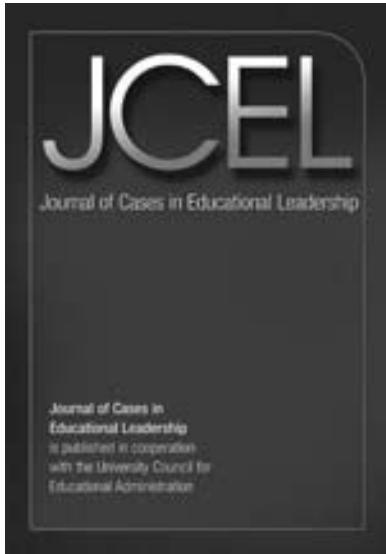
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Using Publications From *EAQ*, *JCEL*, or *JRLE* in Your Courses?

If you are a UCEA faculty member and you plan to use articles from one of UCEA's journals or any of the Sage Education journals in your courses, your students can download a pdf of each article for free through the UCEA members-only section of the website. Contact your Plenum Session Representative or UCEA headquarters for the members-only login information, then:

1. Go to www.ucea.org
2. On the left-hand side, click on "Members Only."
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www.ucea.org/publications



Call for
proposals
to host the

Journal of Cases in Educational Leadership

Deadline:
October 15, 2010



Guidelines for Submitting Proposals

When submitting a proposal to host *JCEL*, please address the key questions identified below. The UCEA Executive Committee must have a clear understanding of the resources available within your institution to support the editorial offices of *JCEL*.

Proposals for this editorship must include the following materials:

- A letter of interest
- A current curriculum vitae of each editorial team member
- A prospective editorial strategy
- A statement from an administrator of the applicant's institution or organization describing support for the appointment

Key Questions

- What is your vision for *JCEL* and how will you fulfill it?
- Who are the proposed editor and the associate editors? What is your proposed editorial strategy?
- What qualities make your institution a strong candidate to host *JCEL*?
- What type(s) of institutional support will be provided?

Contributions Requested of Host Institution

- Editor who will manage the flow and review of manuscripts, edit all copy (Sage does copy editing), and oversee the management and well-being of the publication
- Support of editing function by providing necessary equipment and materials (e.g., computer, printer, fax, photocopying, postage, and other pertinent materials)
- Support to send the Editor to the annual meetings of the *JCEL* Editorial Board, traditionally held at the UCEA convention.

Estimated Annual Costs for Hosting *JCEL*

- Release time for Editor
- Support personnel to fulfill Managing Editor responsibilities (approximately 20 hours per week)
- Travel support to *JCEL* Editorial Board meeting at the UCEA annual convention
- Limited expenses associated with copying and other supplies.

The *Journal of Cases in Educational Leadership* publishes, in electronic format, peer-reviewed cases appropriate for use in programs that prepare educational leaders. Building on a long tradition, the University Council for Education Administration sponsors this journal in an ongoing effort to improve administrative preparation. The journal's editorial staff seeks a wide range of cases that embody relevant and timely presentations of issues germane to the preparation of educational leaders

Nine States and the District of Columbia Win Second Round Race to the Top Grants

U.S. Secretary of Education Arne Duncan announced August 24, 2010, that 10 applicants have won grants in the second phase of the Race to the Top competition. Along with Phase 1 winners Delaware and Tennessee, 11 states and the District of Columbia have now been awarded money in the Obama Administration's groundbreaking education reform program that will directly impact 13.6 million students and 980,000 teachers in 25,000 schools.

The 10 winning Phase 2 applications in alphabetical order are the District of Columbia, Florida, Georgia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, and Rhode Island. "These states show what is possible when adults come together to do the right thing for children," said Secretary Arne Duncan. "Every state that applied showed a tremendous amount of leadership and a bold commitment to education reform. The creativity and innovation in each of these applications is breathtaking," Duncan continued. "We set a high bar and these states met the challenge." While peer reviewers rated these 10 as having the highest scoring plans, very few points separated them from the remaining applications. The deciding factor on the number of winners selected hinged on both the quality of the applications and the funds available. Duncan stated,

We had many more competitive applications than money to fund them in this round. We're very hopeful there will be a Phase 3 of Race to the Top and have requested \$1.35 billion dollars in next year's budget. In the meantime, we will partner with each and every state that applied to help them find ways to carry out the bold reforms they've proposed in their applications.

A total of 46 states and the District of Columbia put together comprehensive education reform plans to apply for Race to the Top in Phases 1 and 2. Over the course of the Race to the Top competition, 35 states and the District of Columbia have adopted rigorous common, college- and career-ready standards in reading and math, and 34 states have changed laws or policies to improve education. Every state that applied has already done the hard work of collaboratively creating a comprehensive education reform agenda. In the coming months, the U.S. Department of Education plans

to bring all states together to help ensure the success of their work implementing reforms around college- and career-ready standards, data systems, great teachers and leaders, and school turnarounds.

In addition to the reforms supported by Race to the Top, the U.S. Department of Education has made unprecedented resources available through reform programs like the Investing in Innovation Fund, the Teacher Incentive Fund, and the School Improvement Grants under Title I. Through all of these programs, the department will be distributing almost \$10 billion to support reform in states and local communities.

"As we look at the last 18 months, it is absolutely stunning to see how much change has happened at the state and local levels, unleashed in part by these incentive programs," Duncan said. As with any federal grant program, budgets will be finalized after discussions between the grantees and the department, and the money will be distributed over time as the grantees meet established benchmarks.

The \$4.35 billion Race to the Top Fund is an unprecedented federal investment in reform. The program includes \$4 billion for statewide reform grants and \$350 million to support states working together to improve the quality of their assessments, which the U.S. Department of Education plans to award in September. The Race to the Top state competition is designed to reward states that are leading the way in comprehensive, coherent, statewide education reform across four key areas:

- adopting standards and assessments that prepare students to succeed in college and the workplace;
- building data systems that measure student growth and success, and inform teachers and principals how to improve instruction;
- recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- turning around their lowest-performing schools.

The 10 winning applicants have adopted rigorous common, college- and career-ready standards in reading and math, and created pipelines and incentives to put the most effective teachers in high-need schools. All have alternative pathways to teacher and principal certification. In the first round of competition supporting state-based reforms, Delaware and Tennessee won grants based on their comprehensive plans to reform their schools and the statewide support for those plans. The Department of Education has posted all Phase 2 applications, peer reviewers' comments, scores and videos of states' presentations online.

Table. Phase 2 Grantees for Race to the Top

Phase 2 grantee	Budget limit	Phase 2 score	Phase 1 score	Score change
Massachusetts	\$250 million	471.0	411.4	59.6
New York	\$750 million	464.8	408.6	56.2
Hawaii	\$75 million	462.4	364.6	97.8
Florida	\$700 million	452.4	431.4	21.0
Rhode Island	\$75 million	451.2	419.0	32.2
District of Columbia	\$75 million	450.0	402.4	47.6
Maryland	\$250 million	450.0	NA	NA
Georgia	\$400 million	446.4	433.6	12.8
North Carolina	\$400 million	441.6	414.0	27.6
Ohio	\$400 million	440.8	418.6	22.2

Note. Reprinted from the U.S. Department of Education press release: www.ed.gov/news/press-releases/nine-states-and-district-columbia-win-second-round-race-top-grants

The Session Chair/ Discussant's Role

The duties of the Session Chair/Discussant include the following.

1. **You should receive copies of the papers to be presented in your session in advance of the session.** Please read these papers carefully and come prepared to comment on the papers, individually and as a whole. These comments should include, but need not be limited to, constructive criticism about the research questions addressed, the theoretical foundations established, the methodologies employed, the analyses and results presented, and the implications derived. You also may want to indicate where you believe the papers make contributions to the broader stream of literature or how the papers open up new perspectives. Feel free to send your comments to the authors prior to the conference.
2. **Show up to the session 5-10 minutes before the session begins.** Identify the paper presenters in advance and introduce yourself. Remind each presenter of the time limits that apply and describe the method you will use to alert them of time limits during the actual presentation.
3. **At the start of the session, introduce yourself to the audience, announce the session/title, and offer a brief overview indicating how the papers are related.**
4. **Next, introduce the speakers with brief comments regarding the affiliation and/or background of each presenter.**
5. **Prior to each presentation, announce the paper's title, authors' names, and their affiliations.** Identify the individual who will be speaking if someone other than the first author.
6. **During the presentations, enforce time limits strictly so that no author (or audience member) monopolizes someone else's time.** Times vary depending on the number of presentations in a given session.
7. **As discussant you have been allocated 10 minutes, total.** Please try to keep your remarks limited to this amount of time so that ample time is left for audience participation.
8. **Importantly, the bulk of your time as discussant should be spent stimulating audience interest in the subject and the papers.** Whenever possible, we encourage you to assume the role of devil's advocate, provoking discussion among the session's presenters and between the presenters and the audience. We encourage you to use as a measure of your effectiveness the extent to which you engaged others in an open discussion and/or stimulated audience interest in the subject. Thus, rather than using your allotted time to conduct a one-way presentation about the papers, we encourage you to use the bulk of your time to highlight controversial issues that will stimulate a dialogue among those in attendance. As this description suggests, preparation in advance and attentiveness during the session are two keys to serving successfully as a discussant. Please help us make the program sessions as meaningful by fulfilling this role effectively.

9. **Once presentations are complete (paper presentations and your discussant presentation), the remainder of the time can be used for informal discussion with the audience and session participants.** It is your job to field questions from the audience.
10. **Try to conduct the session as informally as possible (e.g., use first names when addressing participants and members of the audience) to encourage as much audience participation as possible.**



www.ucea.org

UCEA Employment Resource Center

UCEA Job Search Handbook

The *UCEA Job Search Handbook*, located on the UCEA website (www.ucea.org), is an online resource for aspiring educational leadership faculty members and the institutions that prepare them. The handbook was created by Scott McLeod (Iowa State University), Ken Brinson (North Carolina State University), Don Hackmann (University of Illinois–Urbana Champaign), Bonnie Fusarelli (North Carolina State University), and Lisa Collins (Lehigh University) based upon a set of materials they have developed about the job search process for educational administration academic positions.

The handbook includes a variety of tips, techniques, and other useful resources and is intended to enhance the quality of the job search process for educational leadership faculty candidates. Topics covered in the *Job Search Handbook* include preplanning, preparing an application, the interview, postinterview tactics, negotiations, and sample materials. These materials have been presented during the annual UCEA Graduate Student Symposium for the last few years and have received tremendous praise.

UCEA Job Posting Service

UCEA provides, free of charge on its website, links to job position announcements. To submit a posting for the website, please e-mail the URL for the position announcement (website address at your university where the position description has been posted) to Christopher Ruggeri (ucea@austin.utexas.edu). A link will be provided to the job announcement from the UCEA job posting page: www.ucea.org.

Building Bridges: Politics, Partnerships, and the Purpose of Schooling



UCEA Convention 2010
October 28-31, 2010
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	Early (before Aug. 1)	Regular (Aug. 1 - Oct. 8)	Late (Oct. 8 - 30)
UCEA University Faculty	\$125	\$150	\$165
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Non-UCEA Graduate Student	\$ 60	\$ 70	\$ 80

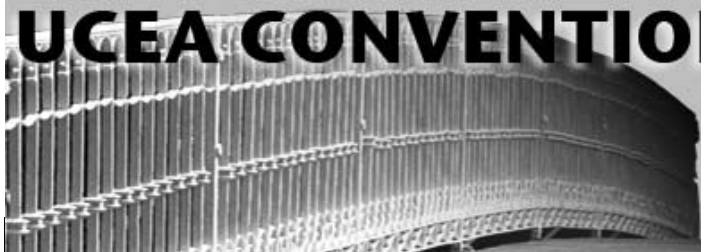
REGISTER STARTING JUNE 1 AT:
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• EVENTS INCLUDE •

- **Keynote Speakers Carol D. Lee, Joel Spring, Alan R. Shoho, and Mike Tidwell**
- **Annual Plenum Session, Wednesday, October 27, 11:00 a.m. - 6:00 p.m., and Thursday, October 28, 7:00 - 11:30 a.m.**
- **UCEA Awards Luncheon, Thursday, October 28, 12:30 - 2:00 p.m.**
- **Opening Convention Reception in honor of UCEA Past Presidents, Thursday, October 28, 7:15 - 9:15 p.m.**
- **UCEA Annual Banquet with Keynote Speaker Beverly Tatum, Friday, October 29, 6:30 - 10:00 p.m.**

For More Information, Visit www.ucea.org

UCEA CONVENTION 2010



Featured Speakers

Dr. Beverly Daniel Tatum, 9th President of Spelman College, will deliver the Brock Prize Lecture. Dr. Tatum is a clinical psychologist whose areas of research interest include Black families in White communities, racial identity in teens, and the role of race in the classroom. In her critically acclaimed 1997 book, *Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations About Race*, she applied her expertise on race to argue that straight talk about racial identity is essential to the nation. Going beyond the usual Black–White paradigm, the book uses real-life examples and the latest research not only to dispel race as taboo, but also to give readers a new lens for understanding the emergence of racial identity as a developmental process experienced by everyone. Dr. Tatum is also the author of *Assimilation Blues: Black Families in White Community* (1987).



Dr. Carol D. Lee is Professor of Education and Social Policy in the Learning Sciences Program at Northwestern University. She is the current president of the American Educational Research Association (AERA), a member of the National Academy of Education, and past president and fellow of the National Conference of Research on Language and Literacy. Dr. Lee is the author of three books, including *Culture, Literacy and Learning: Taking Bloom in the Midst of the Whirlwind*, and co-editor of *Vygotskian Perspectives on Literacy Research*, along with other publications. Her research focuses on ecological influences on learning and development, including the cultural modeling framework for the design of instruction that scaffolds knowledge from youth’s everyday experiences to support discipline-specific learning. She is a co-founder of four schools in Chicago spanning a 37-year history and serves as chairman of the board of directors of Betty Shabazz International Charter Schools.



Dr. Joel Spring, Professor at Queens College, City University of New York, has published over 20 books on American and global educational policy, including *Political Agendas for Education: From Change We Can Believe in to Putting America First* (2010); *Globalization of Education: An Introduction* (2009); *A New Paradigm for Global School Systems: Education for a Long and Happy Life* (2007); *Wheels in the Head: Educational Philosophies of Authority, Freedom, and Culture from Confucianism to Human Rights* (3rd. ed., 2008); *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States* (6th ed., 2010); and *American Education* (14th ed., 2010). Dr. Spring is an enrolled member of the Choctaw Nation. His great-great-grandfather was the first Principal Chief of the Choctaw Nation in Indian Territory, and his grandfather, Joel S. Spring, was a district chief at the time Indian Territory became Oklahoma.



Dr. Alan R. Shoho is Professor of Educational Leadership and Policy Studies at The University of Texas at San Antonio, where he has been for 16 years. His research focuses on aspiring principals and assistant principals, high school social processes, and organizational cultures. Dr. Shoho is currently leading a research team of doctoral students to examine social processes in high schools. Dr. Shoho has published in the *Educational Administration Quarterly*, *ERS Spectrum*, *Journal of School Leadership*, *Journal of Educational Administration*, *The High School Journal*, *Research in Schools*, *Theory and Research in Educational Administration*, *Journal of Special Education Leadership*, and the *International Journal of Educational Management*. Recently, Dr. Shoho co-authored with Bruce Barnett and Mike Copland a book chapter in the *Handbook of Research on Leadership Education* on the use of internship in preparing principals. Dr. Shoho co-authored another piece on admissions to university-based preparation programs in the *NCPEA Yearbook* and a chapter in the *Handbook of Educational Leadership* entitled, “Social Justice: Seeking a Common Language.” Dr. Shoho is a member of the editorial boards of *Leadership and Policy in Schools* and *Journal of Cases in Educational Leadership*.



Mike Tidwell predicted in vivid detail the Katrina hurricane disaster in his 2003 book, *Bayou Farewell: The Rich Life and Tragic Death of Louisiana’s Cajun Coast*. He has written five books centered on the themes of travel and nature. These include *Amazon Stranger* (detailing efforts to save the Ecuadorian rain forest) and *In the Mountains of Heaven* (travels to exotic lands across the globe). Tidwell has won four Lowell Thomas awards, the highest prize in American travel journalism, and is a former grantee of the National Endowment for the Arts. His articles have appeared in many national publications. Tidwell is also founder and director of the U.S. Climate Emergency Council, based in Takoma Park, Maryland.



UCEA CONVENTION 2010

October 28-31, 2010
New Orleans, Louisiana

The best reason to meet in New Orleans may be because it's, well, New Orleans. Unlike any other North American city, New Orleans inspires and intrigues. The birthplace of jazz, home to some of the greatest restaurants (and service) in the world, an oasis of history and charm on the Mississippi River, New Orleans is all that and more... and that is why more associations and corporations set attendance records here in the Crescent City than any other place.

This year, UCEA invites you to the Sheraton New Orleans, in the heart of the city, bordering the French



Quarter and steps away from the Mississippi River. Each Guest Room reflects a contemporary, warm style and classic New Orleans charm. Located on Floors 9-41 and richly appointed with a "residential" feel, many rooms offer views of the Mississippi River and French Quarter. While many of the world's finest restaurants are located just outside the doors, you are guaranteed an extraordinary meal without having to leave the hotel at the own Roux Bistro. You can unwind and embrace the ambience of New Orleans in the Pelican Bar or enjoy a Starbucks Coffee®.

The entire city is easily accessible from the Sheraton New Orleans Hotel. Located on historic Canal Street, you are just steps from the Aquarium of Americas and the IMAX Theatre; the National D-Day Museum; Harrah's New Orleans Casino; and such popular shopping destinations as Canal Place, Riverwalk Marketplace and JAX Brewery. The convention center is minutes away, and the hotel is located on the New Orleans Streetcar line, so you can catch a breezy, relaxing ride up Canal Street to City Park and the New Orleans Museum of Art. Within walking distance you'll find enough to keep you busy and entertained for as long as you plan on staying. Exit the hotel's front doors, cross historic Canal Street, and you're in the French Quarter, home to famous restaurants and nightclubs, live music, fantastic shopping, museums and historic sites, unique architecture, and a one-of-a-kind, spirited atmosphere. Many visitors are content to spend their entire stay in the French Quarter. But if you do venture out, great things await you.



New Orleans Visitor Information: <http://www.neworleanscvb.com/>
Sheraton New Orleans: <http://www.sheratonneworleans.com>
UCEA: <http://www.ucea.org>

Top Photo: French Quarter Architecture, Photographer: Richard Nowitz/Top and Bottom Photos Courtesy of New Orleans Convention and Visitors Bureau/Middle Photo courtesy of the Sheraton New Orleans

UCEA CONVENTION 2010

October 28-31, 2010
New Orleans, Louisiana

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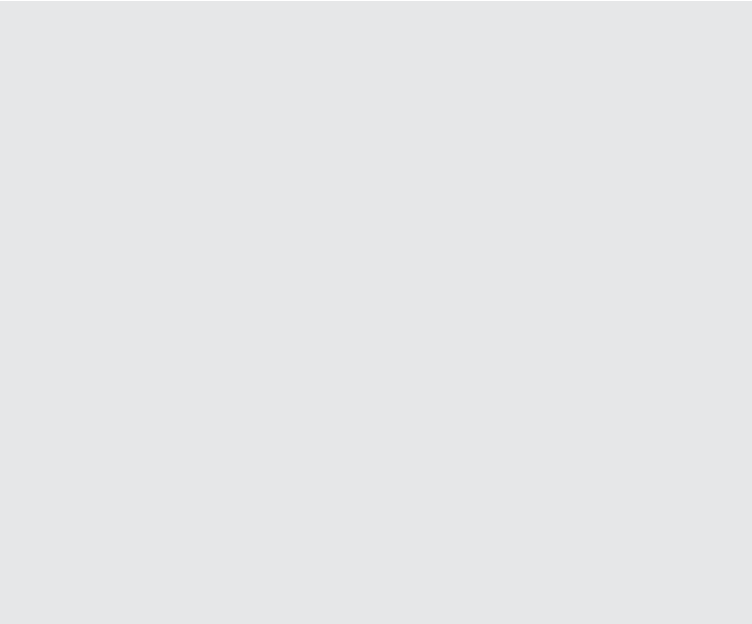
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UCEA Review

The *UCEA Review* is published three times a year (winter, summer, fall) and distributed as a membership benefit by the UCEA. Address changes and other corrections should be sent to UCEA at the above address.

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Contributing to the UCEA Review

If you have ideas concerning substantive feature articles, interviews, point-counterpoints, or innovative programs, *UCEA Review* section editors would be happy to hear from you.

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2010–2011 Calendar

October 2010	Deadline, Proposals to Host JCEL, Oct. 15 UCEA Executive Meeting, Oct. 25–26 UCEA Plenary Session, Oct. 28–31 UCEA Convention, New Orleans, Oct. 28–31
November 2010	David L Clark Nominations due Nov. 15 Education Law Association conference, Vancouver, BC, Canada, Nov. 10–13 AASA Women in School Leadership Forum, Arlington, VA, Nov. 12–13
December 2010	UCEA HQ offices closed for winter break, Dec. 20–Jan. 5
January 2011	NPBEA meeting, Washington, DC
February 2011	AASA National Conference, Denver, CO, Feb. 17–19 UCEA Convention planning meeting, Feb. 24–25 Excellence in Ed. Leadership Award nominations due, Feb. 28
March 2011	UCEA EC meeting
April 2011	David L. Clark Seminar, New Orleans, April 7–8 Jackson Scholars Workshop, New Orleans, April 8 AERA annual meeting, New Orleans, April 8–12 UCEA Joint Reception, April 10
May 2011	Jackson Scholars nominations due, May 20