



UCEA REVIEW

University Council for Educational Administration

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The Carnegie Project on the Education Doctorate: Phase II—A Quest for Change

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Duquesne University

The Historical Challenges of the Education Doctorate (EdD)

The EdD is a degree fraught with misconceptions that date back to its inception in 1921 and extend well into the 21st century. The degree has been identified as a research degree at some schools of education and a professional degree at others. In many cases, it is simply referred to as the “PhD lite” (Shulman, Golde, Bueshel, & Garabedian, 2006) or a degree that is caught between the “demands of theory and those of practice” (Clifford & Guthrie, 1988, p. 49) in preparing professional educators. The reality is the EdD has never been given a clear set of goals and purposes. Its murky beginnings ensured a long history of struggle to gain legitimacy as a professional degree as outlined by nearly 80 years of studies (Anderson, 1983; Brown, 1966, 1991; Clifford & Guthrie, 1988; Deering, 1998; Dill & Morrison, 1985; Eells, 1963; Freeman, 1931; Levine, 2007; Ludlow, 1964; Osguthorpe & Wong, 1993; Shulman et al., 2006) that have been unable to distinguish the EdD from the PhD. Many of these academic investigations have focused on the type of students who enter each degree, their career ambitions, the number and type of courses taken during their preparation, and the subjects of their dissertations. They have come to many conclusions—that the EdD is equal to the PhD, less rigorous than the PhD, in need of elimination, and fine as it is (Perry, 2010). Yet, none has given concise indication of the purpose and goals of the EdD degree.

The truth is that the EdD alone is not solely to blame for these misconceptions. Rather, from the beginning, schools of education have utilized this degree for many intentions, making consensus about its meaning across institutions nearly impossible. At its creation in 1921, Henry Holmes, dean of the newly established Graduate School of Education at Harvard College, created the degree to “mark [the school’s] separation from the faculty of Arts and Sciences” (Powell, 1980, p. 137) and to “train the [school] leaders” (Powell, 1980, p. 144). The focus of the faculty was to offer administrative services and practical instruction (Powell, 1980). Yet, debates with Harvard’s then president, Lawrence Lowell, who wanted to make the school a research institution, left Holmes with the need to “placate the president” (Powell, 1980, p. 146) with the inclusion statistical and research courses and dissertations similar to those that prepared university researchers.

In 1934, Teachers College Dean William Fletcher Russell realized that the PhD established in 1893 by his father, James Earl Russell, did not serve the continued education of teachers (Cremin, 1978) who would remain in practice. He established the EdD in reaction to the Harvard degree and offered course work “covering issues common to workers in the educational field,” such as “educational administration, guidance, and

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curriculum and instruction” (Cremin, 1978, pp. 15–16). The final project reports were to cover topics beyond those of the PhD dissertation and often included investigations of curriculum development and administrative and institutional reform issues (Cremin, 1978, p. 16).

Between 1925 and 1940 many institutions, including the University of California–Berkeley and Stanford University, followed Holmes and Russell in establishing schools of education and in offering graduate study for the preparation of practitioners in the forms of both the EdD and the PhD. Stanford adopted the EdD as a means to gain independence from the graduate faculty of Arts and Sciences and utilized the degree for preparing university researchers. Berkeley sought to do the same with its EdD but could not gain freedom from the Arts and Sciences. In these cases, the purpose of the EdD was confounded, as the degree was in direct competition with research doctorates in schools of Arts and Science that focused on education in areas as diverse as philosophy and economics and that challenged the knowledge base of the doctorate in education (Perry, 2010). At the University of Michigan, the Graduate School of Education sought to train practitioners as a direct response to the proliferation of “city, state, and federal officials in education [looking] increasingly to the university for manpower” (Clifford & Guthrie, 1988, p. 72). The result was an influx of young men looking for credentials to increase their administrative powers in schools.

By the mid 1900s, the EdD had been assigned many roles—liberator from constraining Arts and Sciences requirements, professional preparation credential, entrance into the ivy halls of academia—by schools and colleges of education trying to establish themselves within the university as professional schools. As a result, the EdD has faced many challenges to becoming the terminal degree that prepares professional practitioners in education.

The Call for Change

Shulman et al. (2006) stated that the “highest professional degree in education deserves to be a doctorate,” one that comes “without any of the assumptions that characterize the status quo” (p. 28).

What needs to happen for the EdD to move beyond an 80-year history of confusion to attain this lofty aspiration? It’s simple. Before the EdD can change, schools and colleges of education and their constituents need to change.

The notion that schools of education need to change organizational structures and faculty roles before they can redesign the EdD is an underpinning of Phase II of the Carnegie Project on the Education Doctorate (CPED), a consortium of two dozen schools and colleges of education working to restructure the EdD to make it a more relevant degree for the advanced preparation of school practitioners and professional staff (Perry & Imig, 2008). CPED contends that education schools could (a) better differentiate between the outcomes and expectations for doctoral candidates—those who choose to become professional practitioners (EdD) and those who want to do research and teach in academic institutions (PhD)—and (b) better develop preparation programs for those who wish to become leading scholarly practitioners and those who want to become scholars. These changes would lead to better alignment between the needs of P–20 schools and the scholarship and practices of university education schools (Perry & Imig, 2010). Embedded in this argument is the contention that the redesign of doctoral education first must come with the rethinking of the school of education as an organization.

In October 2010, CPED was awarded a \$700,000 grant from the Fund for the Improvement of Secondary Education (FIPSE) to further document the success of 4 years of effort to redesign the EdD. This funding will support research and development of innovative program designs that have been created by consortium members and are grounded in CPED design concepts—including signature pedagogies, laboratories of practice, capstones, and inquiry. In this process CPED seeks to glean an understanding of the processes and steps for creating change at the institutional, programmatic, and individual levels. The CPED FIPSE research agenda has four goals:

1. Document and evaluate change in the organizational structures schools of education to accommodate new professional practice degrees for school and college leaders.
2. Document and evaluate change in the signature learning processes, learning environments, and patterns of engagement

Contributing to the *Review*

The content of the *UCEA Review* is not peer reviewed, and any opinions printed in the *Review* should not be viewed as a statement by UCEA, UCEA Executive Board members, UCEA member institutions, or UCEA faculty. The opinions expressed are those of the authors alone. The *UCEA Review* serves as a source of information and news and a place where program innovations are shared and critical questions are raised. Members use the review for debate, to share opinions, and to engage the educational administration community in conversation and debate. If you have ideas concerning substantive feature articles, interviews, point/counterpoints, or innovative programs, *UCEA Review* editors would be happy to hear from you. 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.

of faculty and candidates in EdD programs that participate in CPED.

3. Document and evaluate fidelity to the set of guiding principles for programs developed in Phase I.
4. Disseminate lessons learned and best practices for the design and implementation of professional practice degrees to a new cohort of schools of education.

Admittedly, change is not an easy task, especially in institutions grounded in long traditions and understandings around structures, roles, and purposes for doctoral preparation. Still, the CPED consortium believes it has something to offer about understanding the ways in which change can take place for the improvement of EdD and the preparation of professional practitioners.

During Phase I of the initiative, consortium members contributed to many CPED successes, including the establishment of a set of working principles to guide program development; a definition of the Professional Practice Doctorate, or EdD; a list of intended outcomes for EdD candidates; and strong examples of capstones, signature teaching and learning pedagogies, and laboratories of practice (see CPED, n.d. a; Perry & Imig, 2008). All of these successes will be tested and evaluated during the Phase II research agenda with the intent of providing examples of promising practices for EdD programs; tools for program design; and steps for creating change at the institutional, programmatic, and individual levels. Over the next 3 years, CPED consortium members will collect data from 23 of the continuing CPED institutions (see CPED, n.d. b, for a list of consortium members), utilizing a mixed-methods, multicase-study research design. Consortium members will travel to other institutions to conduct interviews, participate in new courses, and gather data that further the understanding of the change processes at each institution. A cross-case analysis at the end of the project will seek to generate results that can be disseminated to other schools of education interested in seeking such change. Seven CPED Research Fellows, current students or graduates from several of the member institutions, will support the research process. Updates and results can be found throughout the project on the CPED website as well as on the FIPSE (n.d.) database website.

In addition to this ambitious research agenda, Phase II will bring an expansion of the CPED membership to include an additional 25 schools of education committed to refashioning their EdD. This second wave of membership will offer the project the input from new members who will not only learn from the CPED discussions and findings but also engage in a Critical Friends forum (Storey & Hartwick, 2010) to ensure the validity of the research and continuation of the design process.

The FIPSE grant will offer the CPED consortium 3 years (2010–2013) to reach its research goals. This timeframe is not enough, however, to undo nearly a century of confusion that surrounds the EdD. CPED leadership and consortium members recognize that change is a constant both in the design process as well as in the research agenda. With a commitment to ongoing improvement, the CPED initiative possesses clear and specific learning goals for candidates enrolled in programs, promotes the use of promising practices, and offers a solution to a seemingly intractable problem: improving the quality of doctoral education in graduate education schools on the nation's campuses. We believe that the CPED initiative is of national importance, has "game-changing" implications, and should impact the entire system of education. Under this vi-

sion, CPED will seek additional grant monies over the coming years to expand its research agenda to topics such as testing the efficacy of graduates in the field and understanding the impact of innovative capstone research on practice.

In the history of the debate over the purpose and goals of the EdD, never has any scholar or academic group attempted to take action to reclaim the EdD with the goal of making it the degree of choice for professional practice preparation in education. CPED and its consortium members are committed to working together to undertake a critical examination of the work done to date, as well as future efforts, and intend to be the leaders in the effort to the redesign of the doctorate in education.

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Greetings, UCEA Members!

The **Curry School of Education at the University of Virginia** is honored to serve as host to the University Council of Educational Administration headquarters. Perhaps at no other time has leadership been such an important need in public education, and the UCEA mission to promote excellence in leadership preparation and evidence-based practice plays a critical role in advancing effective educational leadership in the United States and beyond.

Curry has had a long history of preparing leaders for education and we are excited about the prospects of learning from, and contributing to, UCEA and becoming involved in UCEA's fostering of quality leadership preparation nationwide. Curry's commitment to the work of educational leadership is evident in a variety of ways across the school—our research on best practices for classrooms, assessment of leadership, and efforts related to educational policy.

The scholarly work of the Curry faculty fosters an excellent milieu for the promotion, sponsorship, and dissemination of research across a broad range of topics germane to effective leadership. The Darden/Curry Partnership for Leaders in Education (PLE), one of the most successful school turnaround programs in the country, provides a laboratory in which to study leadership in schools serving high-need students. Our faculty have also been closely involved in assessment of school leaders and in new standards for leader performance.

And recently, Curry's new EdD degree in Administration & Supervision was completely redesigned to reflect the most relevant and innovative doctoral-level preparation for school leaders. The first cohort for this doctoral degree—the Executive Studies in Educational Leadership (ExSEL) program—kicked off their studies in an intensive summer residency. The enthusiasm and commitment among faculty and students suggests this new, job-embedded, rigorous preparation program is responsive to the needs of school leaders who are committed to enhancing their skills.

We are particularly pleased to have Michelle Young, UCEA Executive Director, join our faculty and lend her expertise to the shaping of the ExSEL program. Our students will greatly benefit from her depth of knowledge in the field.

The upcoming convention is a great opportunity for engagement among the community of leadership preparation programs. Exchanging ideas and new models, forming partnerships, and realizing a commitment to evaluation and impact are outcomes that can benefit us all. A gathering like this can make a real contribution to students and the people who serve them.

Sincerely yours,

Bob Pianta

Novartis Professor of Education and Professor of Psychology
Dean, Curry School of Education



Grad Student Column Online

We are pleased to announce the creation of two new elements within the UCEA website focused on issues and information relevant to the graduate students of UCEA. The Graduate Student Column will contain features about the graduate student experience, news from the world of educational administration that is of particular relevance to graduate students, profiles of graduate students involved with UCEA, interviews with researchers in the field, and much more. The Graduate Student Blog will contain similar information, but in a more discussion-oriented format encouraging conversation between graduate students via posts and comments. Additional topics we hope to cover in the blog include information about the Clark Seminar and Jackson Scholars, job opportunities, research tips, and more. Please submit any topics or ideas you have for either the Graduate Student Column or the Graduate Student Blog by e-mailing ucea@austin.utexas.edu.

www.ucea.org/graduate-student-column/

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From the Director: Building on What We Have Learned

Michelle D. Young



UCEA institutions are unique in that they are research institutions that build knowledge for preparation and practice and also use that knowledge to prepare future leaders and researchers. In this way, UCEA institutions are truly engines of innovation. Some of the most interesting and important research on leadership practice, preparation, and evaluation has been undertaken by

UCEA member faculty. Moreover, most impactful innovations in leadership preparation have developed in UCEA institutions. It is an important combination of responsibilities, and to do both well requires not just expertise but also high levels of commitment and both fiscal and human resources.

It has been a pleasure for me, as UCEA Executive Director, to have had the opportunity to work with three educational leadership faculties (the University of Missouri, 2000–2006; The University of Texas–Austin, 2006–2011; and now the University of Virginia), who are deeply invested in both researching critical problems of leadership practice and providing excellent leadership development for the field of education. I have been fortunate to work with these faculties to think through research, preparation, and evaluation questions and to design preparation experiences and research projects. UCEA's recent move to the University of Virginia opens up new opportunities for the organization, while building on the foundation that the consortium has laid over more than 50 years.

Those who are new to UCEA may be familiar with our current initiatives around leadership preparation research, program development and program evaluation, our publications, and our graduate student development initiatives. They may not be as familiar with the UCEA's legacy in theory development, case study development, and preparation simulations. UCEA has been and continues to be a consortium that values research and the application of research in ways that support effective leadership and student learning.

Significant developments have occurred throughout UCEA's history, but over the past decade, UCEA faculty have focused keenly on understanding what counts as effective preparation for entry-level leaders. We have learned a great deal about the features that make preparation experiences more meaningful and impactful for school-level leaders. Importantly, this includes how faculty plan, teach, and work together; how universities and districts work together to select candidates, define and deliver classroom and practical experiences, and together support graduates in their initial leadership positions; how learning experiences can be made more powerful; how performance assessments can inform candidate and program growth; and how program evaluation can become a transformative process for educational leadership programs and faculty.

We have applied this learning to UCEA's membership criteria, and we have used it as a basis for supporting and encouraging pro-

gram improvement. We have published what we have learned in the first handbook to focus on leadership preparation research in order to share it broadly. We have built on this work to develop program evaluation tools. In sum, this decade of effort has been and will continue to be incredibly important.

The field of practice, however, continues to change, leadership demands shift, and our research and development initiatives must continue to keep pace with the field. Thus, the gains we have made thus far must be continually renewed. While we work to ensure the continued rigor and relevancy of our research and practice in the area of principal leadership practice and development, it is also important that we take stock of complementary research questions, areas of knowledge generation, and recent findings. For example, two important and complementary lines of research and development are (a) the district conditions that make or break the work of an effective leader and (b) the kinds of leadership development needed to enable experienced leaders to support significant improvements (sometimes referred to as *turnaround*) in schools that have records of low performance. These research areas are natural extensions of the work around the preparation and practice of entry-level leaders, and they have significant implications for the development of both district leaders and experienced building leaders.

This issue of the *UCEA Review* is focused on the educational doctorate, or the EdD. We are fortunate that Jill Perry, David Imig, Chris Golde, Lee Shulman, Ellen Goldring, Greg Garn (all contributors to this issue), and many other faculty and scholars from UCEA institutions and the Carnegie Foundation for the Advancement of Teaching have been thinking about and engaging in redesign efforts around the EdD in Educational Leadership. Several UCEA institutions, including Vanderbilt and the University of Connecticut, have been held up as examples of effective EdD program redesign. The scholars involved in such redesign efforts, particularly those involved in the Carnegie Project on the Education Doctorate (CPED) initiative, have asserted that the design process must begin with agreement on program purpose. Clarity and intentionality around program purpose is essential in the design of any program to prepare individuals to serve as an educational leader, and although it may seem obvious, it is all too often overlooked or neglected through the process of program design and delivery. As more UCEA members begin engaging in conversations around the purpose, design, content, and critical learning experiences of the EdD, we must be sure to keep in mind the positions, contexts, and responsibilities that the individuals who will earn EdDs will experience in the field of practice. We must keep in mind recent research findings concerning effective leadership practice, district conditions, and powerful adult learning.

As members of the UCEA consortium, faculty from different institutions have a wealth of resources that they can draw from—it is a significant benefit of engagement in a consortium of institutions that value and engage in both research and leadership

preparation efforts. To facilitate the sharing of ideas and information and to support collaboration, UCEA is sponsoring a number of sessions at its annual convention in Pittsburgh that focus on the practice, preparation and evaluation of building and district-level leaders and the district conditions that support effective leadership practice. Moreover, UCEA will continue to support the efforts through CPED and member institutions engaged in program redesign through its convention, publications, and knowledge development efforts.

Importantly, the focus of the convention on forecasting the future of our field is essential to and supported by the efforts I have described above. Obviously, engaging in research and development initiatives are costly investments for which we anticipate helpful returns. Making such investments requires that we have a strong understanding of the challenges that face our field and how to prioritize our efforts. Given our current, volatile, and shifting policy environment, forecasting will be an incredibly important activity.

A future orientation in our field is certainly not new. UCEA, like many educational organizations, continually engages in futures and strategic planning. While we manage and try to improve upon the present, we often have our eyes on the horizon. What is next? What will change and how quickly? What does that mean for my practice and those whom I impact? The meetings we attend attempt to unpack what the future holds for policy and funding as well as what educational issues will be favored and which may be demonized. The UCEA convention too will offer opportunities to consider what the future holds. The UCEA plenum members raised a number of significant questions last year that we invite convention attendees engage and develop. In particular, I would like to point out a session on Sunday morning, which will initiate the UCEA Legislative Action and Advocacy Committee. This committee will be led by a new UCEA Associate Director for Policy and Advocacy and its work will include forecasting, policy analysis, and policy advocacy on issues related to educational leadership preparation, practice, and evaluation. All are welcome.

There are many ways to engage in the work of UCEA. I encourage you to pursue the new committee on policy and advocacy, research taskforces that are beginning to form around the gaps identified in the literature on preparing building-level leaders, and research taskforces that are beginning to form around questions of district-level leadership practice and preparation. UCEA is also seeking volunteers for its Jackson Scholars Mentoring program, the David L. Clark Seminar, award selection committees, and the UCEA publication committee. If you have an interest in any of these or other UCEA activities, please do not hesitate to contact us.



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UCEA Announces Search for Associate Director for Policy & Advocacy

UCEA is seeking an Associate Director for Policy and Advocacy to work with UCEA Headquarters. Working as an UCEA Associate Director provides an exciting opportunity for service at a national level. As an Associate Director, you would work with the UCEA Executive Director and Executive Committee to support UCEA's program efforts.

The Associate Director for Policy and Advocacy would work to promote the mission, vision, and goals of UCEA through policy advocacy work. Specifically, the Associate Director for Policy and Advocacy would lead and/or facilitate the following UCEA efforts:

1. Provide thoughtful, pragmatic analyses of the implications and opportunities federal education policies have for educational leadership preparation, practice, evaluation, and development.
2. Develop relevant and impactful policy agendas.
3. Prepare policy briefs and, when appropriate, testimony for congressional committees and analyze proposed federal regulations.
4. Develop coalitions with other national education organizations and of educational leadership policy faculty.
5. Educate federal policy makers on the education policy levers that would support quality leadership preparation, practice, evaluation, and development.
6. Engage UCEA leadership faculty in the policy process through the development of policy-relevant research briefs, policy reviews, policy briefs, and legislative visits.

UCEA Associate Directors serve for 3-year terms, which can be renewed twice. UCEA provides an annual travel allowance for all UCEA Associate Directors. Associate Directors attend up to two annual governance meetings and engage in telephone and web conferences as needed. It is anticipated that the Associate Director for Policy and Advocacy would occasionally travel on behalf of UCEA to Washington, DC.

How to Apply: January 30 Deadline

To apply for a UCEA Associate Director position, please send a letter of interest describing your qualifications for this role, your CV, and a letter of support from your department chair and/or dean. It is preferred that institutions provide UCEA Associate Directors at least one course release annually during their term as Associate Director as well as travel support. The application deadline for the Associate Director for Policy and Advocacy is **January 30, 2012**. Please contact UCEA headquarters (434-243-1041) if you have questions about this position.

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UCEA Program Centers Graduate Student Fellowship

Amanda Taggart
Mississippi State University

As the recipient of the UCEA Program Centers Graduate Student Fellowship for the summer of 2011, I was fortunate to be provided with research, mentoring, and career development opportunities at the National Center for the Evaluation of Educational Leadership Preparation and Practice at the University of Utah, where I was mentored by Drs. Andrea Rorrer and Cori Groth. Two of the goals of the center are to determine educational leadership preparation program effectiveness on a national scale, as well as to ascertain the impact of leadership preparation programs on the graduates of these programs who serve in school leadership positions. To this end, I was able to search out the over 500 educational preparation programs across the United States in order to compile a database from which the center can administer survey evaluations for collecting and analyzing state data on degree and certification programs by institution, as well as data on career advancement and school progress by graduates of these institutions. This information will provide the field with a comprehensive view of how educational leaders in this nation are being prepared, deeper insight into whether this preparation is adequate for the job at hand, and what changes should be made in our programs in order to more fully prepare our school leaders for the challenges that they face.

In addition to the work I was able to perform with the UCEA center, I was especially privileged to have been welcomed to the University of Utah by the members of the Utah Education Policy Center, also under the direction of Drs. Rorrer and Groth. This is an extremely collaborative and productive research environment where rigorous, high-quality research is taking place in cooperation with and for the benefit of real public schools and educational agencies. Along with Drs. Rorrer and Groth, the other researchers at the Utah Education Policy Center, including Randy Raphael, Dr. Wynn Shooter, Dr. Kristin Swenson, and Jennifer Lambert, were very helpful to me through their mentoring on research methods and skills, writing and defending the dissertation, and preparing for a faculty position in a higher education institution. Their friendship and support, as well as the opportunity to be immersed in such a

research-rich environment focused on issues that deeply matter to public education, was a highly valuable component of my summer fellowship. I was able to participate in conversations, debates, and the sharing of ideas as to what constitutes good research as well as what is needed to improve school climate, teaching, leadership, and student academic outcomes.

The UCEA Program Centers Graduate Student Fellowship allowed me to advance my career aspirations by allowing me to work at a center headed by premiere scholars such as Dr. Rorrer, Dr. Margaret Terry Orr of Bank Street College, and Dr. Michelle Young of UCEA and the University of Virginia. My association with them has improved my ability to conduct educational research and embark on the path to the professoriate. Moreover, the opportunity to be immersed in the research of others at the University of Utah and their work in and with schools locally, nationally, and globally reaffirmed my commitment to a career that not only advances educational research but also improves the public schools and communities in which I live and work.

* * *

Amanda Taggart recently defended her dissertation, *The Role of Cultural Discontinuity in the Academic Outcomes of Racially and Ethnically Diverse High School Students*, at The University of Texas at San Antonio and soon thereafter accepted a tenure-track faculty position as assistant professor in the Department of Educational Leadership and Foundations at Mississippi State University. Amanda was awarded a doctoral fellowship to complete her coursework at The University of Texas at San Antonio and was named a UCEA David L. Clark Scholar during her graduate program. She has been published in journals such as the *American Educational Research Journal* and the *Hispanic Journal of Behavioral Sciences*. Prior to beginning her doctoral program, she taught high school Spanish and English in the Clark County School District in Las Vegas, Nevada.

A new fellowship competition will begin Spring 2012.

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. Topics include preplanning, preparing an application, the interview, postinterview tactics, negotiations, and sample materials.

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 ucea@austin.utexas.edu. A link will be provided to the job announcement from the UCEA job posting page: www.ucea.org.

Innovative Programs: University of Virginia Executive Studies in Educational Leadership (ExCEL)

Hans W. Klar
Clemson University

In keeping with this issue's focus on the educational doctorate (EdD) and UCEA's new host institution, this Innovative Programs column is centered on the University of Virginia's new EdD, the Executive Studies in Educational Leadership (ExSEL). This innovative program is being highlighted for its emphasis on developing the capabilities of practitioner-scholars to impact schools through focused, disciplined inquiry and action in accordance with their local contexts.

Background

A cohort of 10 students, the first to enroll in the ExSEL program, commenced their studies by taking two courses at the University of Virginia in Charlottesville this summer. Prior to enrolling this first cohort, faculty from the Curry School of Education's Department of Leadership, Foundation and Policy met regularly for a full year to develop a theory of action, a curricular framework, and assessments for the new program. In an interview conducted for this column, the program coordinator, Professor Pamela Tucker, described the ExSEL program as being completely "redesigned from the ground up."

Professor Tucker cited a number of reasons she and her colleagues decided to redesign the EdD in Administration and Supervision they previously had been offering. These influences included criticisms of educational leadership programs in general and the EdD in particular. Tucker noted that the work of Lee Shulman and the Carnegie Foundation's Carnegie Project on the Education Doctorate (n.d.) and UCEA's efforts to encourage discussions about the role of the EdD (Young, 2006) especially encouraged the program-area faculty to reflect on whether the University of Virginia EdD was "really serving students in the program in ways that promoted better school leadership." Tucker said that in addition to the national debates on the EdD, the impetus for the development of the ExSEL program came from the new dean of the Curry School of Education, Professor Robert Pianta. According to Tucker, Dean Pianta encouraged faculty throughout the school to examine the existing EdD and PhD programs to more clearly distinguish their purposes and to better align their respective curriculum. Tucker said she and other faculty members saw this as an opportunity to "take stock and recommit to an EdD which was more focused on highly effective practice."

Tucker and her colleagues agreed to close admissions to the previous EdD program and then began the process of redesigning the new version in 3- to 4-hour, off-campus retreats over a period of many months. During these sessions, the faculty identified the goals of the program in terms of the knowledge and skills they hoped graduates would obtain and the best way to realize these goals. The Administration and Supervision program area took the lead on the redefinition of the EdD in the Curry School. As a result of this pro-

cess, there is now much more clarity about the differences between the EdD and the PhD programs and what experiences would best prepare students for their roles as either practitioners or researchers.

Program Content

Tucker and her colleagues developed the ExSEL program to provide advanced leadership education for "midlevel leaders who want to reflect on their professional work and take it to the next level." Participants in the cohort are educators who currently hold midlevel leadership positions, such as grade-level chairs, department chairs, teacher leaders, assistant principals, heads of school, and principals. Given the needs of these experienced educators, the program does not include the types of courses typically included in initial leadership preparation programs, such as master's, Education Specialist, or certification programs.

The ExSEL program is a 72-credit, 3-year course of study. The credits are earned through the completion of six cohort courses on leadership, four research courses, 10 elective courses, and a 12-credit capstone project. Tucker said, rather than adhering to "the old paradigm of Introduction to Educational Research, Qualitative Research I, Qualitative Research II, Statistics I, and Statistics II," the program was designed around what "high-level school leaders need in terms of research skills and knowledge." As a result of their efforts to achieve this goal, Tucker and her colleagues came up with a model akin to action research with a heavy emphasis on program evaluation.

Students complete the six core leadership courses (Fundamentals of Leadership Theory; Cognitive Dimensions of Leadership; Visioning, Planning, and Strategizing for Success; Designing Learning Environments; Optimizing Human Capital in Organizations; and Developing Organizational Capacity) and four applied research courses in sequence. The first two leadership courses are taught in an intensive summer session to jumpstart the cohort members and immerse them in graduate studies.

The remaining four leadership courses are taught in tandem with the four research courses, one pair per semester for the first 2 years of the program. The major assignment for each yoked leadership and research course is a practicum project that involves students' redesigning an aspect of the school in which they are working or identifying a problem of practice they want to improve. The projects, Tucker reported, are designed to "give students a set of competencies that they would actually use in their schools to continuously evaluate the kinds of programs they are implementing and their impact on students." Tucker and her colleagues expect to see students undertake projects that will improve the learning environment in their own schools through activities such as implementing or redesigning literacy programs, mentoring programs, after-school programs, special education services, and programs for students at risk of not graduating. Students also complete 30 credits of electives to broaden their knowledge and skill base.

Capstone Project

The final piece of the ExSEL program is the practice-based capstone dissertation. Compared to the traditional, research-based dissertation format, Tucker said she and her colleagues felt the problem-based capstone project was a much better "outcome measure" for demonstrating the acquisition of skills and knowledge while encouraging students to "make a contribution to the field." The

faculty felt that the focus on socializing junior scholars as researchers in the traditional dissertation was a “total mismatch for what practitioners need help doing.” Rather, Tucker reported that their graduates will “mostly be writing white papers and summaries of research for a school board or other advisory board.” As such, she and her colleagues wanted to give them experience implementing change and writing about the changes in an evidence-based manner so they could communicate with their constituents and communities on the type of impact they were having on children.

Tucker and her colleagues intended for the practicum projects completed each semester to provide an opportunity to develop the kind of leadership actions and thinking they hope to see in the final capstone dissertation but on a larger scale. Thus, for the capstone, the faculty members expect students to expand upon one of their practicum projects and present a completely resourced action plan for the implementation or redesign of a program that will improve the learning environment in their schools.

In addition to the knowledge and skills students will obtain from their participation in the coursework and capstone dissertation, students in the ExSEL program are also expected to learn from one another. Tucker stated,

Our students are incredibly capable practitioners, and we hope to encourage dialogue and reflection about their own practice and form a community of critical friends that can help them evaluate and analyze what they are doing in their

respective schools and how they might improve upon it.

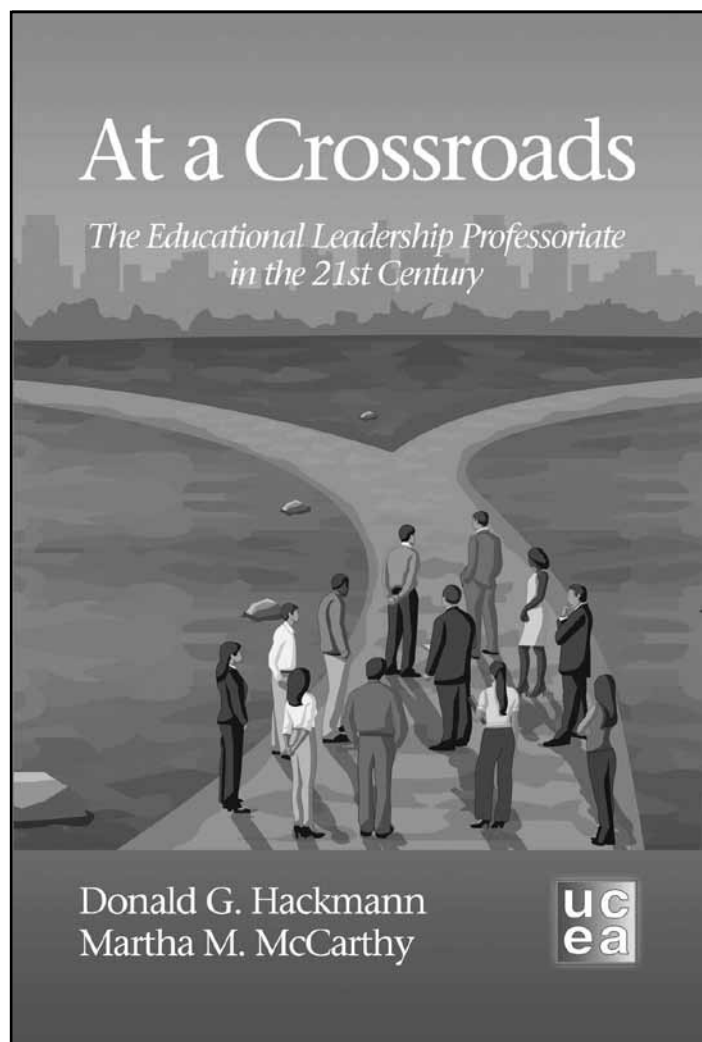
For more information about the ExSEL program, please contact Professor Pamela Tucker or visit the program website.

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At a Crossroads: The Educational Leadership Professoriate in the 21st Century

by Donald G. Hackmann & Martha M. McCarthy

This volume represents the results of a comprehensive study of educational leadership faculty and the departments and programs in which they work. It reports the characteristics, activities, and attitudes of educational leadership faculty involved in university-based educational leadership preparation programs in 2008 and provides longitudinal comparisons with data from studies conducted since 1972. Findings are compared by type of institution and with respondents grouped by sex, race, administrative experience, type of appointment (tenure-line or clinical), length of time in the professoriate, and affiliation with UCEA and the National Council of Professors of Educational Administration. While the number of university-based leadership preparation programs continues to grow, the average faculty size has declined. Among major trends are an increase in female faculty (from 2% in 1972 to 45% in 2008) and the reduction in gender differences in attitudes and activities since the mid-1980s. Also, over the past few decades, there has been a significant increase in faculty occupying non-tenure-line positions, having administrative experience, and focusing on leadership in general, in contrast to a content specialization. These and other developments have significant implications for leadership preparation programs and for knowledge production in our field.



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Point/Counterpoint: The Dissertation “Debate” or “Wars”

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As a professor in a leadership Ed.D. program, I often struggle as I advise my dissertation students. One question that continually plagues me is how to balance the professional and intellectual interests of the student while ensuring that they attain the research standards and expectations of our field. The other question that generally follows is how to ensure that the student’s work meets the standards and expectations of *other* fields. It is important to recognize that the first question is about my student, the second about me. This second question may be in response to the growing criticism of schools and leadership by many who are not in the field of leadership, or even education for that matter. This is a topic for another day. The important point, however, is the nature of the dissertation—process and product—and the role it plays in students’ professional trajectories, as well as in *our* (faculty) academic lives. The debate around the first two issues has raged for more than half a century. The last question, I believe, has largely been skirted.

As we all know, advising dissertation research requires enormous time, energy, thought, and patience. For those of us in doctoral programs it consumes a not insignificant portion of our academic lives. And for many, the fact that students and faculty devote so much to a product that may well never be read again is grating. Add to that the reality that students may not easily connect their research to their professional practice, and you have fertile ground for the “dissertation wars” in the field and within programs. It is this relationship to our own work—and effort—as well as our underlying assumptions and values about the ultimate purpose of the dissertation that, in my mind, make this a battle of competing interests and agendas.

To help us clarify, frame, and provide context for this issue, we asked Drs. Golde and Imig to offer insights from their experiences and explorations into the role and nature of the dissertation. Dr. Golde, Associate Vice Provost for Graduate Education at Stanford, traces the development of current thinking about the dissertation, how faculty and university have reacted, and innovations in the field. Dr. Imig, Professor of Practice at the University of Maryland, College Park, focuses more closely on the Carnegie Project on the Education Doctorate (CPED) and questions that have arisen from that work. Both of these have obvious implications for our roles as dissertation advisers, specifically, and faculty, more generally. As we continue to pursue some general agreement on the dissertation, its form and purpose, what it reflects about our programs, and how it reflects our programs, the need to share practices and perspectives is clear. It is our skills in teaching and research that will shape the “debate” or the “war.” The capacity for the field and faculty to question, analyze, negotiate, and evolve in our thinking about the dissertation is at the heart of leadership and program improvement. Whether or not that happens is completely up to us.

* * *

Thoughts on the Research Doctorate Dissertation

Chris M. Golde
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When I conduct workshops for doctoral students on communicating with their advisor, I note that one of the things that is not negotiable is whether they will write a dissertation. The dissertation is, regardless of one’s discipline, a required part of the research doctoral process.

Although we recognize the dissertation as an unchanging part of the doctoral process, the dissertation itself, its purpose and form, have changed quite a bit in recent decades. Current debates and innovations related to the purpose and form of the dissertation might provide some interesting fodder for similar discussions about the EdD.

One criticism leveled at the dissertation is that students are uncertain of what is expected of them. As Barbara Lovitts, a researcher who has looked carefully at the dissertation, noted, for many students “the dissertation is a bit of a mystery and a source of great anxiety” (Lovitts & Wert, 2009, p. iv). One happy development in recent years is some efforts to provide more information to students, in order to raise the overall level of quality, and, at the same time, help students move to degree completion more quickly.

One strategy is for faculty to make expectations clear and explain what constitutes a high-quality dissertation. For example, when social science faculty were queried, as part of Lovitts’ research, they listed 10 things that a dissertation demonstrated that a student could do (Lovitts & Wert, 2009). Nothing on this list will come as a surprise to faculty, but students are unlikely to have considered the many tasks expected to be done at a high level of competence in the dissertation:

- Identify and define problems.
- Generate questions and hypotheses.
- Review and summarize the literature.
- Apply appropriate methods.
- Collect data properly.
- Analyze and judge evidence.
- Discuss findings.
- Produce publishable results.
- Engage in a sustained piece of research or argument.
- Think and write critically and coherently.

This list is also applicable to education research. Working from this list, faculty can talk with students about what will demonstrate mastery of each of these aspects.

A second strategy employed by some doctoral programs, most commonly those in the education fields, is to develop rubrics that articulate the different levels of quality for each of the various components of the dissertation. Rubrics are often greeted with skepticism in other quarters of the university, but education faculty have become familiar with their use and usefulness in the K-12 setting. Like all tools, they can be misused or used appropriately and with good effect.

Lovitts’s research (Lovitts & Wert, 2009) led her to write and publish booklets that provided some detailed rubrics describing the

quality of various parts of a dissertation (introduction, literature review, theory, methods, results/data analysis, and discussion and conclusion). Of great value is that separate charts are provided for a variety of disciplines, recognizing that what economists value and look for is different from the criteria applied by mathematicians or chemists. Often these standards and features are deeply internalized by the evaluators, who “know it when they see it” but may be hard pressed to explain to a student why a particular section of a dissertation “is great” and another section is “unacceptable.” Lovitts’s booklets and rubrics help make expectations for excellence more explicit and thus more attainable.

Another approach to demystifying the dissertation is to provide scaffolding to allow students to take appropriate baby steps as novice researchers. For example, how do students learn to ask research questions? This is not an innate talent. Instead, students need to be given opportunities to practice and to receive feedback about how to frame questions of appropriate scope and scale (not too big, not too small) and sufficient importance.

It should go without saying that the quality of the research project is the most important part of the dissertation work. But the presentation of the research in written form is equally important. Indeed, separating the content from the form is very difficult. Unless it is cogently written and argued, it is nearly impossible to judge the quality of ideas or of a research project.

Many doctoral students struggle with writing well and with writing in the idiosyncratic genre that is the dissertation. I am particularly sympathetic, I think, because I struggled a great deal myself. It is generally presumed that students who enter doctoral programs are already accomplished students, and therefore they do not need help with their writing. The fallacy of this assumption is demonstrated by the dozens of guides to dissertation writing (e.g., Bolker, 1998; Single, 2010).

Faculty members are not professional writing instructors and should direct students to resources that help them grow as writers—books about writing and campus writing centers. Most graduate students need to work hard at their writing. They need to be encouraged to get away from the stilted prose and overuse of big words that students believe make them sound “academic.” All of us grow as writers throughout our careers, a reality that students may not recognize. Students need to recognize that writing well is hard work.

It isn’t just international students, for whom English is not the first language, who can benefit from help. At Stanford we now find that over a third of the users of the campus Writing Center are graduate students. A number of universities now offer “Dissertation Boot Camps,” providing structure time and space to help students accelerate their writing progress. These practices are all readily adoptable at other schools.

A second critique leveled at the dissertation is that the traditional form of the dissertation is an anachronistic genre. Moreover, it is one that a student will write exactly once. As a result, we forego some pedagogical utility.

Many education dissertations still use the traditional, five-chapter monograph form of the dissertation: introduction, literature review, methods, results, and discussion and conclusion. The result is a lengthy tome that may only have utility as a doorstop. Significant reworking is required before it can be published, either as a book or a series of articles. Usually this happens without the guidance of faculty advisors, because the student has graduated.

Other fields have moved in the direction of a dissertation that is a compilation of scientific papers in press or in process. This has several advantages. First, the research enters into the scientific conversation and makes a contribution to knowledge. It avoids the fate that one commentator sardonically noted befalls most dissertations, which “like John Brown, lie mouldering in their library graves” (Ironsgard, 1963, p. 493). Second, it teaches students to write in the prevailing scientific genre, the publishable research paper, that they will be using throughout their careers. Third, it broadens the audience from the dissertation reading committee to the larger scientific community.

For a multipaper dissertation, the student submits the results of several projects, each of which is written as a research article. In 1978, this was described as an innovation (Reid, 1978). Today, it is nearly universally used in the biological and natural sciences and is spreading to the more quantitative or experimental social sciences, like psychology and economics. These articles might have been published, might be in the publication pipeline, or might be a draft still in preparation. In addition, it is not unusual for these articles to have multiple authors. These dissertations typically include introductory chapter that explains the overall research program and the relationship among the chapters. The role of the student in the research and authorship of the papers with multiple authors is also explained (Stanford University, 2010).

There are considerable advantages to the multipaper form of a dissertation, which probably accounts for its rise and spread across fields. It may be particularly suited to the laboratory sciences, because of the speed of science today (results dare not languish for fear of being scooped) and their collaborative nature (every project includes many researchers and authors). It may also be of value in education. Others have proposed a variety of formats that may be valuable to students and the field, such as policy papers (see for example, Duke & Beck, 1999; Krathwohl, 1994).

These advantages, however, are being balanced by another set of considerations. The rise of “E-Dissertations,” dissertations rendered as PDFs rather than paper and submitted and archived electronically, has opened new questions. How easily are dissertations available to scholars around the world? Does this mean the work is too susceptible to plagiarism or republication? Are results, especially those not yet published, now available to competitor labs? How much of a dissertation should be embargoed, and for how long? Will book publishers decline to publish a book based on an easily available dissertation? These questions have no easy answers. The terrain is shifting rapidly, and it is difficult for faculty members to advise students. Norms of openness are being reexamined.

This brief review of the changing landscape of research doctoral dissertations is intended to spark discussion about the possible purposes and forms of the dissertation for the practice doctorate in education. I am eager to listen to the debate.

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Dissertations or Capstones: The Conundrum Facing EdD Programs

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The capstone, or dissertation in practice, is the culminating experience in a professional practice degree program. It demonstrates that the scholar-practitioner has developed habits of the heart, mind, and hand to identify, research, and solve problems of practice. It is an exemplification of what the scholar-practitioner has been prepared to do and mastered during the doctoral program, and serves as a preview of what the person will do as a professional. (CPED Statement on the Capstone)

Among the biggest challenges facing faculty members entrusted with creating new professional practice degree programs is determining what should constitute the culminating project. On dozens of campuses, traditional dissertations are giving way to new media that offer candidates more opportunities to provide evidence they are ready to make the transition from doctoral student to scholarly practitioner. The age-old EdD debates continue—who should be admitted to programs, which courses and experiences are appropriate, what analytic and measurement skills are needed, who should teach in such programs, and what milestones should be used? But these pale in comparison to the debates regarding the “culminating project.” Adherents of the traditional dissertation argue that it is the only way for students to demonstrate their mastery of a particular topic and methodology. An increasing number of faculty members contend, however, that it is inadequate and inappropriate way for professional practitioners to showcase their capabilities and competence.

Within the CPED, there is consensus that professional practice programs should develop habits of the heart, mind, and hand (taking a page from Robert Bellah) and that any final project must offer candidates the opportunity to demonstrate such development. The argument is that “exemplification” matters and that graduates have to be able to show they are prepared to undertake professional work as a scholarly practitioner. The traditional dissertation—defined by a host of dictionaries as “a lengthy formal written treatment of a subject” or a “discourse” or “essay” or “treatise” or

“thesis”—is challenged by those who argue that there are other media to show one's competence or mastery. These media, coupled with new technologies, afford candidates novel ways to demonstrate such attainment. Exploring these media and envisioning new ways of demonstrating such mastery are part of the exciting work underway in the unique consortium of institutions building new professional practice programs on the 56 CPED member institution campuses. Exploring what these new culminating projects may be and setting standards to maintain the ideals of rigor and excellence is work being done within CPED. There is a commitment across member institutions to arrive at a unique culminating project that serves the interests of faculty members building new professional practice programs.

After more than 4 years of intense work on the education doctorate, we find that most CPED institutions have a common focus on candidate attainment of a set of skills, knowledge, and dispositions to perform at high levels. There is consensus that candidates should be able to address significant problems of practice. We have developed a set of guiding principles and reached agreement on a tentative set of outcomes. But, we are having a spirited disagreement on the best ways to measure those outcomes (portfolios or written comprehensives, standardized assessments, or other forms of presentation).

These are all precursors to arguments regarding the culminating or capstone project. Within CPED we have adherents to the traditional single-candidate, five-chapter dissertation (with spirited discussions of why there should be five chapters and not more or less) as well as institutions that have foregone the dissertation in lieu of unique alternatives. Some expect candidates to have produced two or three scholarly articles published in refereed journals prior to graduation, others substitute a substantial action-research presentation (sometime extended to include commitment to joining in postdoctorate collaborative work), and some institutions require a well-nuanced and carefully argued client-focused report (sometimes accompanied by a more traditional presentation to a university-based review committee.) Those who would dispense with the traditional dissertation hold up prestigious education schools that have found alternatives to the dissertation as justification. Others argue that the major professional practice degree programs (MD, JD) forego a dissertation. There is much work under way to resolve these differences and develop a universally recognized, high-quality alternative to the traditional dissertation. We invite the UCEA community to engage with us in this effort and believe it is a safe bet that collectively we have ample models to explore for the foreseeable future.

Within the CPED consortium there is agreement that candidates should focus their attention on problems of practice—real, compelling problems that beset schools and other learning institutions. Candidates must be well prepared to study those problems, understand what others are doing (or have done) to address the same or similar problems, and compile evidence and rigorously analyze such evidence to arrive at new understandings. In most cases, however, CPED institutions want more than understanding; institutions are seeking ways to show that new EdD recipients can do something directly related to their job or assignment better than they could absent their preparation program. They are seeking a capstone to showcase such efficacy and believe it is something different from the traditional dissertation. There are a set of guiding principles that all members subscribe to and a commitment to en-

sure that all CPED programs use such principles in the design and conduct of their programs. We make the assumption that the design of the capstone includes consideration of these guiding principles.

Within CPED, work has been undertaken to define the characteristics of such problems of practice and to challenge participants regarding the “sufficiency” of such problems (with debate about the “complexity,” “worthiness,” “relevance” and “significance” of a problem of practice to merit study by candidates and supervision by faculty). We periodically remind ourselves that we are preparing scholarly practitioners—professional practitioners to serve and lead school communities and other learning organizations. We currently are on a quest to better understand what other professional schools—particularly schools of medicine, law, architecture, and divinity—use for their culminating project and whether there are design principles to guide the further development of the capstone in EdD programs. What many of us believe is that the traditional dissertation is an anachronism for professional practice candidates and that we need to find new means for candidates to demonstrate their mastery of a problem or ability to confront a situation. We do know that this is a discussion not only within graduate schools of education but also in other professional school programs. What we do share in common across CPED is a determination to find the right medium to showcase the “mastery” or “attainment” of candidates and a willingness to take on the challenge of studying many different types and kinds of capstones. We do this while maintaining our commitment to high and rigorous standards for any culminating project.

Envisioning what those new “demonstrations” might be is both enormously challenging and greatly rewarding. Thematic or problem-based reports or client-focused studies are the norm when we talk about capstones, but we are also seeking new forms of capstones. What ways could a future scholarly practitioner demonstrate mastery beyond the lengthy written thesis? What could future school principals or teacher leaders or community college presidents use to demonstrate their mastery or attainment of the knowledge, skills, and commitments inherent in the program of study? What would show that the candidate can perform successfully in real-world situations? Most will choose to rely on a written product that demonstrates mastery, but could institutions use film or gaming or the creation of a new product to demonstrate mastery? Could documentation of successful performance in a school or other learning organization fulfill such a commitment? Could the mobilization of a community around matters of educational inequity demonstrate doctoral-level commitment? What are the boundaries, and who sets them? What constitutes “high quality”? What is rigor, and can it apply to capstones other than the dissertation?

An equally compelling problem is whether there can be multiple contributors to a single capstone. There is preliminary agreement within CPED that more than one candidate may work on a single capstone (with the argument being that in the real world there are few single-authored reports or products). There is, however, enormous variation in how programs are designing and undertaking such products. Some question whether there should be several problems for these multiple-author reports to address or one culminating problem of such magnitude that many authors can be recognized for their scholarly contributions. Some would have us espouse a single way to address such issues to create the CPED template for professional practice programs and to seek consensus for a model capstone to be used across the consortium. Others argue that this is

too ambitious and want a less directive approach.

Recently, a number of CPED participants traveled to Glasgow, Scotland, and the International Council for Education and Teaching World Assembly. We made the case for the professional practice degree, learned that our European colleagues are ahead of us on many fronts, and recognized that there is considerable variation between and among programs on both sides of the Atlantic. The traditional doctorate in many European universities is different from the American experience, inviting proprietary efforts to create new professional practice degrees. Exploring such efforts and how they intersect with developments in school leader preparation was compelling. This opened up a vigorous conversation about the culminating product of a doctoral program in both the United States and the United Kingdom and offered all of the participants better understanding of the difficulties associated with finding the “right” capstone. Some of the participants argued that we should be talking about “milestones” rather than “capstones” and argued for a scholarly exposition, while others insisted that the traditional dissertation was the wrong vehicle to demonstrate mastery or competence as a scholarly practitioner. What quickly became evident was that an array of contextual factors must be considered by each institution while designing a program of study (political and economic considerations, campus and collegial situations, client and community expectations) and that these factors have an enormous impact on the degree of freedom institutions have when designing new programs.

It seems certain that we will continue to have multiple forms of the capstone or culminating project for the foreseeable future, but through studying these variations, a collective understanding of effective outcomes will emerge. The conundrum, of course, is that as long as we are engaged in this searching we will be seen as uncertain in our intent, weak in our design, and less rigorous in our expectations. Absent such exploration, however, the EdD will forever lack the integrity and substance we seek—and fail to become the degree of choice for all professional practitioners.

The author wishes to acknowledge the careful review of this commentary by Scott R. Imig and Jill A. Perry and to express his appreciation for their assistance.

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Interviews With Ellen Goldring and Curt Adams

Lisa Bass

The University of Oklahoma

The interviews for this issue of the *UCEA Review* were conducted with Ellen Goldring and Curt Adams. The primary participant was Ellen Goldring; however, Curt Adams provided a secondary supplementary interview to round out the data provided by Professor Goldring. Professor Goldring is a senior faculty member from Vanderbilt University. Vanderbilt provided models for the PhD and the EdD, which were used to inform the initial conversations that served as the foundation for the Carnegie Project on the Education Doctorate (CPED). Curt Adams is a junior faculty member from the University of Oklahoma and has actively represented his university as a participant in the CPED initiative.



Ellen Goldring is Patricia and Rhodes Hart Chair and Professor of Education Policy and Leadership. She is chair of the Department of Leadership, Policy, and Organizations at Peabody College. She received her PhD from the University of Chicago. Prior to coming to Vanderbilt, Professor Goldring was chair of the Department of Education Administration, Tel Aviv University, Israel.

At Vanderbilt, she won the Alexander Heard Distinguished Professor award. She is a fellow at the Vanderbilt University Learning Sciences Institute and a researcher with the National Center on School Choice. Professor Goldring's areas of expertise include improving schools, with particular attention to educational leadership, school choice, and parental involvement.

Professor Goldring's research on school leadership examines the implementation and effects of professional development, coaching, and performance feedback. Professor Goldring and her colleagues are developing innovative tools that measure leadership practice and expertise. She is also co-investigator of a study funded by the Institute of Education Sciences to examine the validity of the Vanderbilt Assessment of Leadership Education (www.valed.com).

Professor Goldring serves on numerous editorial boards, technical panels, and policy forums. Her books include *Principals of Dynamic Schools*, *School Choice in Urban America*, *Successful Schools and the Community Relationship*, *Leading with Data: A Path to School Improvement*, *From the Courtroom to the Classroom*, and *Leading With Inquiry and Action*. She has designed and implemented a principal leadership academy that is now in its 7th year of partnership with the Metropolitan Nashville Public Schools. She has developed a state-wide leadership training initiative for the state of Tennessee as part of the Gates Foundation Leadership Challenge. She has worked with school systems, universities, and governments in the United States and internationally in the United Kingdom, Israel, China, and Hong Kong, among others.

Professor Goldring was asked to participate in this discussion on the distinctions between the PhD and the EdD because of her knowledge gained from participation in Vanderbilt's refinement of

There is nothing in the title of an EdD that says it's a watered down PhD, and it behooves the institution not to have a set of criteria such that one is "good" and the other is "weak." That's not how we think about it all and I think that's dangerous.
– Ellen Goldring

Rather than arguing about the practical utility of research knowledge and competencies, I think we should focus on re-engineering program structures so that all graduates leave our programs with the ability to evaluate, critique, and conduct research that generates knowledge on regularities of social systems. Personally, I believe inquiry lies at the core of effective leadership. Let's focus more on providing essential support to develop critical habits of mind and habits of hand rather than continuing to debate the relevance of a dissertation.
– Curt Adams

their PhD and EdD programs in Educational Leadership several years ago. Their PhD and EdD programs have served as models for CPED and were used to spearhead the initial discussions in this initiative. As such, professor Goldring served as a keynote speaker at one of the foundational meetings.

Curt Adams is Assistant Professor of Educational Leadership and Policy Studies at the University of Oklahoma. He is also cofounder of the Oklahoma Policy Research Institute. Prior to coming to the University of Oklahoma, he founded and directed the Sam Miguel School of Tulsa, Oklahoma. He has served as



principal researcher for numerous research projects and evaluations, including the Trust Research Project in Tulsa Public Schools and the Tulsa Community Schools Project. Professor Adams has established himself in the area of role and impact of trust in schools and has produced numerous related publications and conference presentations in this area. He also recently coauthored *Foundations of Collective Trust in Schools* (2011).

Professor Adams is the reviewer for academic journals and serves as an advisor and consultant to Tulsa Public Schools and participates on numerous education-focused boards as an educational expert and advisor. Professor Adams has been honored as a Clark Scholar, teacher of the month, and by receiving the De La Salle Award. Additionally, he received the Educational Leadership and Policy Studies Faculty of the Year Award for excellence in teaching, research, and service. This service included his participation in the CPED initiative. His participation in CPED has informed modifications to the administration of the EdD and the PhD at the University of Oklahoma.

CPED began in 2007 and has engaged two dozen colleges and universities that have committed resources to undertake a critical examination of the education doctorate. The goal is to redesign the EdD to make it a stronger degree for the preparation of school practitioners and clinical faculty, academic leaders, and professional staff for the nation's schools and colleges and the learning organizations that support them.

LB: Please tell me a little bit about your work and background and some of the areas you're interested in.

EG: I'm chair of the Department of Leadership, Policy, and Organizations at Peabody College, Vanderbilt University. We have a PhD program in Educational Leadership and what we call K-12 Leadership and Policy and Higher Education Leadership and Policy. We similarly have EdDs in each of those areas of specialization. Our EdD program and PhD programs are totally separate at Vanderbilt. I'm mentioning that obviously because it's relevant to the conversation we're having here. My own work is in the K-12 area. I focus on school improvement with interest in the role of school leaders and educational policies that promote school improvement.

LB: Ok. Thank you. I'm interested in knowing if you've worked in K-12 as an educational leader before coming into the professoriate.

EG: I was a middle school teacher before I started my doctoral studies.

LB: Did you pursue a PhD or an EdD?

EG: I have a PhD from the University of Chicago.

LB: So your knowledge-base is based upon your own PhD and then being chair of the department, or would you like to add to that.

EG: I've been a professor in the department for close to 30 years. So I would say my knowledge base is from working in the field of educational leadership and policy for the past 30 years. My perspectives are influenced by my own research and my own outreach to the field and experiences that I personally have engaged in, as well as my interactions in the field and with colleagues and the changing needs that we observe in schools and in universities and in policy.

LB: So you noted that you have two distinctly different programs for the PhD and the EdD?

EG: Correct.

LB: Why is this distinction important to you in your role as chair and also for the university?

EG: I reframe the question. I wouldn't say it's important to my role as chair. I think the question is, "Why did we as a collective faculty here come to the decision that we should have two distinct programs? Why did we think that we needed to meet the needs of each of the constituencies better?" So I'm going to answer that question.

LB: Ok, thank you.

EG: We arrived at the decision because we feel that the knowledge base and the expertise developed in each of those degree programs and the career paths of what each program is trying to achieve are distinctly different. So let me give you some examples. The goal of our PhD program is to train and to develop the next generation of high-level, rigorous researchers. Whether that be in university settings, in think tanks, in government agencies—but it's clearly a research path. So if one backward maps from the knowledge base and the expertise that one needs to be a top-level, rigorous researcher in policy, the foundational knowledge is very different from what one would need if one wanted to be an principal, an expert central-office leader, or part of a management organization or child-services organization. Case in point: the level and need of implementing and understanding rigorous research methods if one is going to be a

rigorous researcher in a university in policy arenas. You could think of a number of courses and areas of expertise, such as hierarchical linear modeling, for example, or econometrics that someone training to be a leader of a complex institution wouldn't need. That's just an example. So our PhD students are required to take many more methods classes than our EdD students.

What one needs to know to be able to do with the methods courses is also very different, depending on the career path one is choosing. So we came to the conclusion that the knowledge base, the expertise, and the mentoring and the development of students do vary, depending on the career aspirations of the students entering the program. Now that works for us because we have a very clearly focused mission in our PhD program and in our EdD program. So if someone says, "Well, I've been considering getting a doctorate, but I've been considering being a principal for a few years or central office superintendent, and then I might eventually want to teach at a university." That's not the mission of our PhD program. Our PhD program is very much tailored to training the next generation of academics. Period.

So, because our programs have clear missions, I think it's easier for students to choose which program best meets their needs. That's one difference. A second is the ways students are mentored and the way we teach our classes. Our EdD classes are cohort based. They're only on weekends. And a tenet of them is the link in creating opportunities for developing practice. In our PhD program we also are developing opportunities for practice, but the practice that we're developing is the practice of being a researcher. So all our PhD students are full time, and they are mentored by working with faculty on research projects. What I'm trying to do here is paint a picture of how the programs are different in their mission and goals, their curricula, and in the way in which we're trying to develop the outcome for students that aligns with their career interests.

LB: Ok. How long have the programs been distinctly differently?

EG: I want to say it's about 6 years.

LB: Well, you actually addressed another question I have as to whether some students change paths or change their minds before or after they receive their degrees, and if so what do they do with, or how they might "repurpose" their degree.

EG: No students change paths during the program. In other words, we don't have students that go from the EdD to the PhD track. As I said, they're so distinctly different. As I said, the EdD is all on weekends, the PhD is full time during the week. So we have no crossover during the course of a program. And again I think that has to do with clarity of mission and the way in which we encourage students to come and visit and talk with us during the admissions process and observe classes so they have a good sense of which program is a better fit for them. It is the case that we have EdD students who years later may become a professor at a university. So, if your question is do they cross career tracks upon graduation, I think the answer to that is yes, later on in their careers. So certainly our EdD students could teach in principal preparation programs at universities, as could our PhD students. But most students are making that career switch later on after they have years of experience in the field in higher level leadership positions.

LB: After having observed this distinction for a number of years—at least 6 you said—can you think of any elements that should be

added either to the EdD or the PhD programs that could strengthen them?

EG: Elements from our programs or in general?

LB: Well I'm sure you've probably observed some other ones as you were putting yours together—so in general and yours as well.

EG: From my experience, the distinction is very healthy. One, it goes back to the Levine report or other critiques of the university programs at the doctoral level. I think by and large the distinction requires a group of faculty asking really important questions about what are our goals? How are we going to backward map to our goals to ensure that our programs are robust, quality, and rigorous to meet those goals? So I guess my first point is the importance of having a distinction. I think my second point is allowing students to be mentored in their career roles. So obviously practitioners are writing and using data in a very different ways than researchers, but data and analysis are important in both programs. So it's a matter of, in some cases the content will be different; in some cases, the content may be in one program and not in another program. So I don't, I can't put my finger on this should be in a program or out of a program. I think that depends so much on the mission and the vision of what you're trying to achieve.

As I said, in our PhD program we're really focused on rigorous research. Our students take many hours and mentor in complex research projects with professors. I think that's going to vary per the type of institution, what your mission is, the level of resources to a certain extent, and who you're trying to recruit into your program. So I think the most important thing is to have clarity of mission and vision and allow the program to develop from there, not the other way around. And this requires change and flexibility on the part of professors and institutions to meet the needs of students and the needs of the program, rather than to be faculty centered by doing what faculty have always done in terms of teaching. And as we know that's challenging!

LB: Do you believe the choice of program for students should be driven by their own aptitude or by their choice for a future career?

EG: It should be driven by the choice of a future career—first. Then, of course, programs have admission criteria. But it is not the case that one program's watered-down criteria are the answer to the other program. That's not how we think about it at all. Both of our programs have rigorous curricula, and what differentiates them are the goals, the perspectives of teaching, the mentoring, and the experiences that the students have. We could have students who initially thought they were going to apply to a PhD program, and they come and they see that the PhD program is not their interest, but that the EdD program would better serve their interest. So I think that is something that the field really needs to wrestle with: the EdD being a watered-down PhD. There is nothing in the title of an EdD that says it's a watered-down PhD, but it behooves the institution not to have a set of criteria such that one is "good" and the other is "weak." That's not how we think about it all, and I think that's dangerous.

LB: Do you have the same professors teaching in both of the programs there?

EG: Yes. So for example, I teach a required course in the PhD, and I teach a required course in the EdD, and I'm not the only one. They're all the same professors, give or take. We have a program in my department that is undergraduate and a master's program in public policy, so I have to juggle resources. But by and large it is not the case that the PhD program is taught by the tenure-line faculty and the EdD program is taught by someone else.

LB: So what are the implications of having an EdD or a PhD in the field or study of educational leadership?

EG: As long as they're both of high quality and rigor, I don't see that there's any negative implications, and it's no different than MD/PhD. You have people who are MD/PhD, and they're getting PhDs in biological sciences or chemistry, and you have MDs who are MD—practicing physicians. So as long as there's rigor and purpose, I can't really see any negative implications. As I say, it requires institutions to make some hard decisions about what they're trying to accomplish and why.

LB: Do you believe that all institutions should offer both the EdD and the PhD?

EG: No, and I can't begin to speak for all institutions. I don't think that's the issue. I think the issue is, "Do institutions know what they are trying to achieve?" and "Will students know what they will not learn and be able to do, and what expertise they will develop in their program?" I think that if you try to meet everyone's needs in a stew or a soup or however we want to think about it, often we're not meeting anyone's needs and not developing a critical mass of learning communities. I do think that the PhD arena in our field in educational leadership does need to be given some thought about what is rigor and where the next generation of quality researchers are coming from, and what it means to prepare researchers and policy analysts for the field given both the complexity of questions and issues and the incredible developments of research methodologies and statistics. I question whether or not that can happen in a part-time manner without full-time assistantships, the same way we think practitioners in the field should be mentored and have opportunities for internships and field-based studies. If you think about the practice of research and what that means, that also needs to be developed in a PhD program. That's along the lines of the Institute of Education Sciences predoctoral fellowships. I don't think students can learn how to be a quality researcher part time while they're doing lots of other things.

LB: Ok, so that speaks to the importance of intensity and focus being stressed in any program. Have you been actively involved in the Carnegie discussions?

EG: We were one of the founding members because we had started this work long before, or right when the Carnegie group was up and running, and I had met with them a number of times and worked with them trying to get that agenda started with Lee Shulman and others.

LB: I will discuss this further with Curt Adams, one of our faculty members, who has been an active participant in CPED. It will be interesting to gain the perspective of someone from an institution that is at a different place in its program development.

LB: Describe your participation in the Carnegie PhD/EdD initiative, and that of your university.

CA: My participation in CPED extends back to the initial Stanford meeting in June of 2007. I have missed two convenings since then. Our university has also been an active participant.

LB: How has your participation impacted the way you think about the PhD and the EdD?

CA: It has served to reinforce my belief in the importance of research knowledge and competencies for practitioners, as well as to help me think about program structures and processes that fit the needs of practitioners. It has also led to a belief that the PhD/EdD debate is a red herring to the larger performance problems we should be discussing in our programs.

LB: How has your personal participation as well as your university's participation in the Carnegie discussions impacted the manner in which your university administers the PhD and EdD programs in educational leadership? Have you had a major restructuring in course offerings as a result? Describe the changes that have occurred since your participation in the discussions.

CA: Participation in CPED has contributed to the continuous improvement of our PhD and EdD programs. For the EdD, we created an aligned and sequenced curriculum based on building conceptual understanding and application of social systems, teaching and learning, change and reform, and disciplined inquiry. We also increased research requirements and developed an inquiry sequence that progressively builds knowledge and competencies surrounding discipline inquiry. Currently, we are experimenting with structures and processes that make the dissertation a progressive experience that begins as students enter the program. For our PhD, we are looking for full-time students and connecting them with existing research and evaluation projects of faculty. We are socializing them to be productive faculty members, policy analysts, and scholars of the field.

LB: Do you believe the degree type matters as much as where a scholar received the degree from? Explain your answer.

EG: I think that where a person gets a degree from matters. Not just in education, but also in other disciplines. There's a reason that institutions have the reputations that they do. I think the type only matters to the extent that there's clarity of focus and that the student has learned what the program was trying to help them learn. And so our students who finish a PhD here, when they're on the job market it is clear, and they can articulate the experiences that they have had that have prepared them for research careers.

LB: Do you believe that school leaders can learn the necessary personnel management skills, such as managing teachers and promoting parent involvement in a PhD program? Same for researchers—do you believe they can learn the necessary research skills in a traditional EdD program?

EG: It's not the program that supports or not supports. I mean, either program can teach those things. I think what one would want to know about them is different depending on one's career path. What one needs to want to learn to do with them I think are different. If I'm going to run a central office, that's pretty different than if I'm going to teach a class on critiquing research articles that

can or cannot claim causality around a topic. I mean, the emphasis would be different. And there's some overlap. Certainly there's some overlap. I don't think the distinction is only at the course level. So it's really part of the milieu—the training, the mentorship, what the course requirements are, how the courses are put together, what the other requirements are besides the coursework. I mean, our PhD students are writing grants, they're going to conferences and making presentations. Our EdD students don't do a dissertation. They do a capstone project—they're in the field doing field-based capstone inquiry. They're also doing smaller projects as they go through their program. We have comprehensive examinations in both programs, yet they're very, very different in the knowledge and application in the comprehensive exams. You can put the two curricula side by side, but I don't think that's the only thing. Again, it's the milieu, it's the culture. It's not that one's bad, it's that they're different.

LB: Right, for two different purposes.

EG: Exactly, yes, and what it means to be an expert in each. How you define that highest level of achievement in each.

LB: So this next question involves technology and the move toward online and hybrid classes or programs. How do you believe that they are impacting PhD and EdD programs? Do you believe that either one is more suited for online classes?

EG: We don't have any online classes and we don't have any hybrid classes, so I can't really address it. In our EdD program we have our weekend format and we really, both the faculty and the students gain so much from learning communities that develop as students come to campus from all over the United States. Students fly in for our programs as well as drive in. So I know how valuable that is. They do work electronically between classes, but we don't have any distance or hybrid classes so I can't comment, and I've never taught one myself, so again maybe that's something to ask someone who has experience in that area.

LB: The possibility of online and hybrid course offerings is currently being discussed in our department. Therefore, I will discuss this with Curt Adams to gain his perspective on the use of online and hybrid courses in educational leadership classes.

LB: How has the use of technology (specifically, online, hybrid, and distance learning) changed the administration of PhD and EdD programs? Do you feel that one program is more suited to online learning than the other? How? Why?

CA: I do not believe technology improves the delivery of programs. In fact, I think technology provides the appearance of innovation but in reality lowers standards and dilutes general knowledge. Often, blended courses are an easy way to fulfill seat time requirements and to meet the needs of working professionals, but I find that it does so at the expense of general knowledge. So much of learning is social, and technology limits the type of repeated social interactions that can increase understanding of complex ideas.

LB: What is your weekend schedule like?

EG: A class is three weekends, not in a row. But three weekends per semester, usually once every 3 weeks. Classes start at 4:00 on Friday and go until 9:00. And again on Saturday from 8:30 until 5:00. Students take 6 hours per semester, so they take two classes

each semester, including a summer. So the program takes 3 years to complete. Since it's a cohort class, no one has the option of stepping in and out of classes to disrupt the sequence, and the cohort studies together.

LB: We have a similar weekend cohort format.

EG: That's why we have the strong professional community aspect to it.

LB: Where do you see the future of EdD and PhD programs in educational leadership? [to both Ellen Goldring and Curt Adams]

EG: I see more differentiation and more specialization. I do. I think the complexity of everyone's learning at the doctoral level requires specialization and differentiation, and I think developing what it takes to understand the expertise needed for each of the different career paths is central. Well, I predict more differentiation.

CA: I believe we should eventually go the way of engineering, business, and nursing and just have a PhD that develops technical knowledge and skills that are widely transferable to different contexts and socializes individuals to be effective in their chosen career paths.

LB: Do you think this also applies to context in terms of urban, rural, or suburban and people who do international work? For instance, would research and the study of leadership differ for each of these areas, and should programs address that?

EG: I think that programs should address how context matters, that's first of all. I think all programs should address context, how it matters, and how we come to understand context. I don't think that precludes an institution's gaining expertise in any one area such as urban or rural, but I think in general people should study context and apply their ideas to various given contexts. But I think we shouldn't also lose the learning that happens when you are comparing contexts. Sometimes you come to understand a context better by comparing it.

LB: Ok. Those are my questions. Do you have anything to add? Do you think I have I left out any important questions?

EG: I do think that it's a question that we didn't talk about and I don't have the answer, but I do think that resources come into play with this and whether departments can continue to be all things and offer multiple programs given the limited resources that are usually available. I mean, it's like anything—do you focus and put more resources into one program, or do you spread the resources between more than one? And here again, online and distance learning may come in. I don't know what you lose and what you gain if you begin

to incorporate online and hybrid classes into the mix. But I think part of the economics of this is an important question to think about for institutions.

LB: Definitely in a time when programs are being cut altogether, this is definitely true!

EG: And what makes sense for departments to do and why, and how does this capitalize on their expertise?

Coming Soon: Grounding Leadership Preparation in Empirical Research: The Research Base Supporting the Educational Leadership Constituent Council (ELCC) Standards

Editors: Michelle D. Young & Hanne Mawhinney

Authors:

- Dianne Taylor, Louisiana State University
- Pam Tucker, University of Virginia
- Diana Pounder, University of Central Arkansas
- Gary Crow, Indiana University
- Terry Orr, Bankstreet College
- Hanne Mawhinney, University of Maryland
- Michelle Young, UCEA

The research base supporting the ELCC Standards for Advanced Programs in Educational Leadership at both district and building levels.

A UCEA Publication

UCEA CONVENTION 2011

*Forecasting the Future of Leadership Preparation and Practice:
Reclaiming Ground Through Research, Policy, and Politics*

see p. 33

November 17-20, 2011
Pittsburgh, Pennsylvania

Wallace Foundation Launches Major New Initiative: Helping School Districts Build Corps of Qualified School Principals

The Wallace Foundation is launching a \$70-million initiative to help six urban school districts and partner principal training programs develop a much larger corps of effective school principals and to determine whether this improves student achievement in schools with the greatest needs. The new initiative will create strong local “pipelines” to cultivate more than 1,000 aspiring principals. Based on 10 years of research, Wallace has identified four key parts of this pipeline: rigorous job requirements, high-quality training, selective hiring, and on-the-job evaluation and support.

The six districts, which serve thousands of low-income students, are Charlotte-Mecklenburg in North Carolina, Denver, Gwinnett County (outside of Atlanta) in Georgia, Hillsborough County (the Tampa area) in Florida, New York City, and Prince George’s County in Maryland. The foundation selected these districts from 90 candidates because they already have efforts under way to groom qualified principals and thus are best able to put strong, complete pipelines in place.

Over the next 6 years, Wallace will give each district \$7.5 to \$12.5 million to develop, hire and support new school principals. A condition of the grants is that the six districts contribute funding or in-kind support of their own. Wallace’s \$70 million accounts for two thirds of the total investment; each district must contribute the remaining third. Wallace is launching the first phase of the initiative with \$21.35 million, of which

- up to \$17 million will go toward strengthening efforts to build the pipeline in the six districts;
- up to \$3.5 million will support independent research that will try to answer a number of important questions, including whether a strong pipeline results in student achievement gains; and
- \$850,000 will fund needed expertise and learning opportunities to the six districts.

“For the past decade, Wallace’s work has helped to establish what it takes to shape a principal who can improve teaching and learning, especially in troubled city schools,” said Wallace Foundation President Will Miller. “This new project will build on our past work by trying to answer two crucial questions: Are urban school districts capable of putting in place sufficient training and support to create a large corps of high-quality principals for all of their schools? And if so, will this improve teaching quality and student achievement district-wide?” Answers to those questions would provide education decision makers a key missing piece of the school reform puzzle. Evidence shows that leadership is second only to teacher quality among school influences on student learning. But more needs to be known about whether efforts to improve leadership pay off for student achievement. If the results are positive, policymakers may be more likely to invest in such improvements.

Over the next 5 years of the initiative, the six districts will be able to replace all their retiring principals and assistant principals with graduates of high-quality training programs. As important, the initiative will allow the districts to evaluate the performance of these novice school leaders once they are on the job—and then provide them with mentoring and other forms of professional development that address needs determined by the evaluations. The districts project that by the end of the initiative they will have filled at least two thirds of their principal slots with highly qualified school leaders.

“Wallace’s research and experience shows that a world-class public education system requires an effective principal in every school,” said J. Alvin Willbanks, CEO and superintendent, Gwinnett County Public Schools, and the nation’s longest serving urban superintendent. “Gwinnett has already made improving leadership a priority in closing the achievement gap. We are excited to be part of an ambitious initiative that will provide hard evidence about whether and how building a complete pipeline of effective principals can boost student achievement.” Gwinnett plans to work with the University of Georgia, the University of West Georgia, and the Georgia Leadership Institute for School Improvement.

School leadership often has been overlooked as an education improvement strategy, despite the evidence that leadership influences student achievement. Indeed, there are virtually no documented instances of troubled schools being turned around without effective principals. And, the principal is the single most important factor in determining whether a school can attract and keep the high-quality teachers necessary to turn around struggling schools.

The new “principal pipeline” initiative takes previous Wallace work an important step further. The foundation is seeking to find out whether districts can create pipelines that produce a large number of highly qualified principals and whether student achievement rises as a result. A strong pipeline would have four interlocked parts:

- 1. Defining the job of the principal and assistant principal.** Districts create clear, rigorous job requirements detailing what principals and assistant principals must know and do. These research-based standards underpin training, hiring, and on-the-job evaluation and support.
- 2. High-quality training for aspiring school leaders.** Preservice principal training programs, run by universities, nonprofits, or districts, recruit and select only the people with the potential and desire to become effective principals and provide them with high-quality training.
- 3. Selective hiring.** Districts hire only well-trained candidates to be school leaders.
- 4. Leader evaluation and on-the-job support.** Districts regularly evaluate principals and provide professional development, including mentoring, that aims to help novice principals overcome weaknesses pinpointed in evaluations.

The Wallace Foundation will also make additional grants to support the districts in their efforts to strengthen and complete their principal pipelines. These include \$600,000 for the Education Development Center (EDC), a global nonprofit organization, to work with each district to assess the quality of its leader training programs using a tool previously developed by EDC with Wallace support. Based on that assessment, EDC will recommend ways to improve principal training to each district and its training programs. Wallace also gave a 2-year grant of \$250,000 to the New York City Leadership Academy to manage creating a “learning community” among the six districts so they can exchange ideas, discuss common problems and engage with the evaluators and other experts.

For more information contact Jessica Schwartz, The Wallace Foundation, 212-251-9711, or Angie Cannon, The Hatcher Group, 301-656-0348.

New Wallace Foundation President

In March, The Wallace Foundation's Board of Directors announced the appointment of William I. Miller, a business leader and philanthropist, as president, effective July 1. He succeeds M. Christine DeVita, retired in June. "We are pleased that Will Miller will join Wallace. He has extensive corporate and philanthropic experience and is a proven leader and strategist. He has a keen appreciation of and an enthusiasm for Wallace's mission," said Kevin W. Kennedy, chairman of Wallace's board. "We thank Christine DeVita for her extraordinary and selfless leadership for the past 24 years. She has successfully transformed a collection of small family foundations that were the philanthropic legacy of DeWitt and Lila Wallace into one of the country's largest national foundations."

Miller is chairman of Irwin Management Co., a privately owned investment firm in Columbus, Indiana. From 1990–2009, he was chairman and CEO of Irwin Financial Corp., a financial services company, and from 1983–1990 he was president and CEO of Irwin Management Co., where he was general partner in a venture capital fund and chaired a real estate development firm. He began his business career by spending a year as a section manager in an engine assembly plant of Cummins, Inc., and 2 years as an associate at Warburg Pincus LLC of New York City.

"At a time of heightened uncertainty and increasing globalization, it is crucial for the future of our society that all children have access to a sound education and a variety of informal learning opportunities, including the arts. Education lays the foundation for an individual's ability to improve his or her life, participate in civil society and innovate, while the arts play a vital role in our search for meaning," said Miller. "I am delighted to have the opportunity, working with the excellent board and staff of The Wallace Foundation, to build on its legacy of an inquiry-based philanthropic approach to developing, testing and sharing innovative ideas that can

help us make progress toward this goal."

Miller also brings significant civic and philanthropic experience. He is on the boards of both the John D. & Catherine T. MacArthur Foundation and Yale University. He is a past board chair of Public Radio International. He is a founding member of the Community Education Coalition of Columbus, a regional partnership of school superintendents, community college leaders, the business community and others that received \$38 million from The Lilly Endowment to implement EcO15, an innovative initiative focusing on education and careers in advanced manufacturing, healthcare, and hospitality/tourism for 10 counties in southeastern Indiana. He has served as a cochair of the Central Indiana Partnership, a coalition of regional CEOs and university presidents, and with Columbus's mayor cochaired Vision 20-20, a major civic investment initiative focused on rebuilding the city's center. In the 1980s, he chaired the Columbus Indiana Economic Development Board, which successfully recruited a number of Japanese manufacturing companies to Indiana. He also is on the board of Cummins, Inc. and three mutual funds managed by Capital Research & Management. He earned a BA in English from Yale University in 1978 and an MBA from Stanford University in 1981.

The Wallace Foundation is an independent, national foundation dedicated to supporting and sharing effective ideas and practices that expand learning and enrichment opportunities for children. The foundation maintains an online library of lessons at www.wallacefoundation.org about what it has learned, including knowledge from its current efforts aimed at: strengthening educational leadership to improve student achievement, helping disadvantaged students gain more time for learning through summer learning and an extended school day and year, enhancing out-of-school time opportunities, and building appreciation and demand for the arts.



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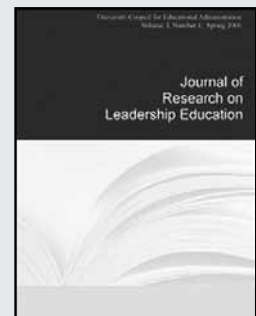


Journal of Research on Leadership Education

UCEA wishes to thank the following outgoing members of the JRLE Editorial Board for their service to JRLE and the UCEA consortium:

- Adrianna Kezar – University of Southern California
- Donald Hackmann – University of Illinois at Urbana-Champaign
- Bradley Portin – University of Washington
- James Earl Davis – Temple University
- Elizabeth Murakami-Ramahlo – University of Texas at San Antonio
- Diana Riccardi – Clemson University

JRLE is a electronic peer-reviewed journal that focuses on articles from multiple epistemological perspectives. JRLE serves as an international venue for discourse on the teaching and learning of leadership across the many disciplines informing educational leadership. JRLE is edited by Gail Furman and Michele Acker-Hocevar, Washington State University, and sponsored by the UCEA and Sage Publications.



Wallace Foundation Sessions at UCEA Convention 2011

The Wallace Foundation has once again partnered with UCEA to provide the following interactive sessions at the convention in November.

Session 1: District Conditions That Support Effective Leadership Practice: Lessons from the Wallace Foundation

In this presentation at the UCEA Plenum meeting, participants will share their research findings and develop efforts concerning the district level conditions that impact the practice and effectiveness of school principals. In particular, participants will focus on implications of their work for the development of such district conditions, for the development of effective university-district preparation partnerships and for the preparation of district level leaders. Chair: Mike Knapp, University of Washington

Session 2: Assessing Leadership Effectiveness for Preparation Program Improvement

This workshop Thursday at 3:00 p.m. will focus on assessing leadership effectiveness for the purpose of improving professional preparation. Presenters will discuss new direction in principal evaluation and its applicability to leadership preparation programs. Presenters will introduce the following evaluation instruments and their utility for educational leadership preparation: the Vanderbilt Assessment of Leadership in Education, Quality Measures, the School Leadership Preparation and Practice Survey (SLPPS) suite, and the CALL. Chair: Margaret T. Orr

Session 3: Building a Leadership Pipeline: A Wallace Foundation Town Hall

This town hall session, Friday at 2:30 p.m., will focus on the Wallace Foundation's new initiative to help six urban school districts and partner principal training programs develop a much larger corps of effective school principals and to determine whether and how such partnerships improve student achievement in schools with the greatest needs. The new "principal pipeline" initiative takes previous Wallace research and development efforts an important step further.

Session 4: Leveraging Program Change With Data

In this session, Sunday at 10:00 a.m., a representative of the Education Development Center will share a tool entitled Quality Measures (QM), which can be used to assess whether programs reflect the features and practices associated with quality leadership preparation. Susan Korach, from the National Evaluation Center for Educational Leadership Preparation and Practice, will discuss how the QM tool can be used in conjunction with the SLPPS suite of program evaluation surveys. The QM tool is being provided to the educational leadership field free due to the generous support of the Wallace Foundation. Chairs/Facilitators: Ann O'Doherty and Mark Gooden, The University of Texas-Austin

For more information, see www.ucea.org

July 18, 2011

Dear Colleagues,

As the new president of The Wallace Foundation, I want to introduce myself and let you know how much I look forward to working together with all of you. Knowledge-focused foundations like Wallace have the potential to play an important role in society. They can provide seed capital for social innovations that might not otherwise be tested. They can generate credible, useful ideas and lessons that advance the fields in which they work. And, through their ability to communicate and convene, they can help encourage the spread of good ideas. These are challenges The Wallace Foundation set for itself more than a decade ago. This approach and the Foundation's track record of substantive progress are a large part of the many reasons I am excited about becoming its president. As you would know better than most, these challenges can only be met when a foundation joins with skilled partners like yourselves. Wallace's many partners represent school districts, city and state governments, nonprofits, community groups, communication allies, research organizations, and technical advisers. We're grateful to be working with each of you.

I'm honored to have the opportunity to help build on the accomplishments of Wallace's founding president, M. Christine DeVita. With each of you, and our talented staff, we will continue to make progress on our current initiatives. These efforts—which include our ongoing work in school leadership and after-school systems, our new endeavor to create more time for learning for disadvantaged children, our investment in arts education, and our venture to help arts organizations expand their audiences—remain highly relevant in this period of fiscal austerity when policymakers and practitioners are looking to spend scarce dollars on tested solutions.

Our mission at Wallace is to expand learning and enrichment opportunities for the nation's disadvantaged children. As we explore new ways in the coming months to fulfill this mission, we'll keep you informed. I hope to meet many of you in person soon, and to hear your thoughts. In the meantime, feel free to drop me an e-mail. Once again, thanks for being part of this shared effort.



Sincerely,

Will Miller

President, The Wallace Foundation
212-251-9844
wmiller@wallacefoundation.org



UCEA Welcomes Four New Members to the Consortium

The University Council for Educational Administration (UCEA) is an international consortium of universities that a single standard of excellence for membership: superior institutional commitment and capacity to provide leadership for the advancement of educational leadership preparation, scholarship, and practice consistent with UCEA's established mission. UCEA is pleased to welcome the following new full and affiliate UCEA members.

The University of Texas at El Paso



The Department of Educational Leadership and Foundations at the University of Texas at El Paso (UTEP) offers the EdD in Educational Leadership and Administration, providing students opportunities to develop knowledge, skills, and experiences necessary for leadership roles in a variety of educational settings. Typically, graduates of the doctoral program prepare for positions in three general career areas: (a) central office and school site leadership, (b) leadership in higher education and other educational settings, and (c) leadership in educational policy and evaluation. Uniquely, the program emphasizes educational leadership issues in the U.S.–Mexican border and opportunities for research in this cultural and linguistically diverse region. The Department of Educational Leadership and Foundations offers as well two master's degrees in educational leadership: a Master's in Educational Administration, which is designed to meet the needs of students seeking to develop the knowledge, skills, and dispositions essential to become effective K-12 educational leaders, and a Master of Arts in Education with a focus on educational administration for students specializing in K-12 educational leadership. The latter program includes writing a thesis. In addition to these degrees, the department offers coursework leading to Texas certification in the areas of school principal and school superintendent.

The UTEP faculty include Arturo Pacheco, Rodolfo Rincones (Department Chair and PSR), Bill Johnston, Don Schulte, Eduardo C. Arellano, John Daresh, Penelope Espinoza, Richard Sorenson, Susana Navarro, Teresa Cortez, and Zulma Mendez. The faculty is led by Dean and Professor Josefina Tinajero.

<http://academics.utep.edu>



The University of Pennsylvania

The Mid-Career Doctoral Program in Educational Leadership is dedicated to the ongoing improvement of K-12 public and independent schools and educational organizations. The program utilizes the resources of the Graduate School of Education at the University of Pennsylvania to enhance the capacity of talented full time administrators. The program welcomed the Class of 2012, a

stellar majority-minority, majority-female cohort with an average of 18 years of experience in public, private, independent, Catholic, and charter schools, along with national association leadership, professional agency heads, and a state commissioner. The program explicitly teaches collaboration and reflective practice and models a collaborative learning community by forming cohorts of students and placing a high value on a student's ability to problem solve through the creation and implementation of new ideas and educational approaches. The Mid-Career Doctoral curriculum fosters a deep understanding of organizations, instruction, and learning and their implications for schooling. Taking a leadership perspective, the program addresses the ongoing transformation of public and private education, focusing on four core areas of educational leadership: instructional, organizational, public, and evidence based.

The University of Pennsylvania faculty include James "Torch" Lytle, Jon Supovitz, Peter Kuriloff, Henry May, Sharon Ravitch, Earl Ball, Blake Naughton, Michael Johaneck (PSR) and Stanton Wortham (Chair). The faculty is led by Dean and Professor Andrew Porter.

http://www.gse.upenn.edu/degrees_programs/midcareer

University of Massachusetts—Boston



Each year, the University of Massachusetts–Boston (UMass–Boston) doctoral program accepts a cohort of 10–15 students who remain together throughout their education at the university. Doctoral students continue working in their professional careers while completing their studies toward a degree; for this reason, a normal load is two courses each in the fall, spring, and summer. Students typically complete the degree requirements in 5 years. The doctoral program offers students the opportunity to complete the coursework and practicum required for licensure in the Commonwealth of Massachusetts. For the first 2 years of their program, students spend one Saturday morning each month in Integrative Seminar, which challenges them to find the connections between their exploration of research, theory, history, and methodology and their own work settings. In Year 3, students complete a one-semester internship, which also challenges them to connect their research interests to the contemporary world of education. In this way, the EdD program is practically grounded. At the same time, however, students take three courses in research methodologies and must quickly learn to think conceptually and theoretically in the classroom and in their written presentations.

The UMass–Boston faculty include Joseph Check, Jay Dee, Tricia Kress, Patricia Krueger-Henney, Jack Leonard, Felicia L. Wilczenski, and Wenfan Yan (Department Chair and PSR). The faculty is led by Dean and Professor Felicia L. Wilczenski.

<http://www.umb.edu/academics/cehd/leadership>



The first university in Australia to officially affiliate with UCEA, the Australian Catholic University has two entities whose primary functions are concerned with

educational leadership and that constitute the principal points of synergy with UCEA. The first is the School of Educational Leadership, and the second is the Centre for Creative and Authentic Leadership, both part of the Faculty of Education. Beginning with the Graduate Diploma in Education Studies—Leadership Development in 1980, then progressing to the Master of Educational Administration and finally to the current Master of Educational Leadership, the program has been one of the signature postgraduate courses of this university. Members of the School of Educational Leadership are also involved in the supervision of over 40 doctoral students, most of whom are graduates of the Master of Educational Leadership course. Education authorities have appreciated the availability and ways in which the offering of course units to cohorts of teachers and administrators from their systems has strengthened the level and quality of leadership practice and skills in those areas and dioceses. The master's and doctoral programs of the School of Educational Leadership are undertaken by experienced, full-time educators. This allows tremendous opportunity for the application of learning in the workplace and removes the need for organized internships and structured placements. In the Year 2000, members of the School of Educational Leadership established what has become the Centre for Creative and Authentic Leadership. This has effectively become the vehicle for the research activities of the school.

The Australian Catholic University faculty include Anne Benjamin, Michael Bezzina (Department Chair), Chris Branson, Charles Burford, Dierdre Duncan, Leoni Degenhardt, Mike Gaffney, Denis McLaughlin, Helga Niedhart, Toni Noble, Judith Norris, and Deborah Robertson. The faculty is led by Dean and Professor Marie Emmitt.

http://www.acu.edu.au/courses/education/educational_leadership/

UCEA Interview Series

The UCEA Interview Series is a new online resource focused on recent research relevant to leadership practice and preparation. Visit 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.



Q&A: IES Program Officer Katrina Stapleton

1. What do you see as Institute of Education Sciences (IES) accomplishments in the area of research on leadership?

It has been a truism for many years that education leaders are an integral part of improving student academic outcomes. However, actual proof that education leadership practices positively affect student achievement is lacking. When IES began funding research on education leadership in 2004, we took the stand that the field needed to strengthen the bodies of evidence on (a) what constitutes effective education leadership practice and (b) how to enhance the capacity of school leaders to create an educational environment where students thrive. The key requirement for all of our research on education leadership is that researchers make explicit connections between leadership and student learning.

Through its five-goal research structure, IES supports a range of different types of projects, supporting hypothesis generation and testing as well as the development of interventions and measures. This enables researchers to seek funding that appropriately reflects where they are in their long-term program of research. Our exploration studies take the critical first step by identifying factors (such as leadership policies and practices or leaders' attributes and behaviors) that can be empirically linked to student academic outcomes. For example, one recent exploratory study funded through our National Center for Analysis of Longitudinal Data in Education Research found evidence of a negative relationship between principal turnover and student achievement gains, particularly in high-poverty and failing schools. Under the IES Development and Innovation research goal, researchers use an iterative process to fully develop interventions based on ideas that those in the field believe have promise. By the end of these development projects, IES expects researchers to pilot the interventions in order to produce preliminary evidence that the interventions can improve leadership practice in ways that also ultimately improve student academic outcomes. For example, one research team has developed and is piloting a coaching and feedback system for school principals, while another is developing an intervention that uses live simulations to help principals develop their communication and decision-making skills.

We also believe that the development (and validation) of education leadership measures that are predictive of student achievement is essential to measuring the effectiveness of leadership practice. A few years ago, we began funding research to develop and validate new measures as well as research that validates existing measures against leader outcomes, in some cases teacher outcomes and in all cases student academic outcomes. A great example is the current validation study of the Vanderbilt Assessment of Leadership in Education, a standards-based leadership assessment system that is now used by over 2,000 schools.

IES also has a funding mechanism for studies to determine whether specific education leadership policies and practices are actually beneficial to students' academic achievement. The level of evidence that we require for efficacy and scale-up studies is set purposefully high, because we want to be confident that any effects that are found are due to the implementation of the policy or practice. Currently, we are funding an evaluation of a learning-walk intervention as well as an evaluation of a balanced leadership model.

2. What would you consider some of the most important unanswered questions?

Evidence-based education leadership research is still frontier territory, and many critical unanswered questions remain. In general, we lack information on the specific leadership practices that cause improvements in teaching and the learning environment and subsequently increase student learning. I think, however, that the most time-sensitive questions revolve around leadership for consistently low-performing schools and districts. Are there specific leadership characteristics needed for district- and school-level leaders tasked with improving academic achievement at schools that have struggled for years to raise achievement? How do we train novice principals and provide additional professional development to existing leaders to address the specific, entrenched problems faced by these schools? How can we create a system in which the most effective principals are assigned to lead the most vulnerable student populations? What federal, state, and/or local policies need to be in place for leaders to make a difference for challenging schools and districts? A corresponding focus on holding leaders accountable for improvement of consistently low-performing schools raises additional questions. How do we measure the value-added of leaders assigned to turn around low-performing schools? How and to what extent should we hold leaders accountable for the academic outcomes of the students under their care?

3. Recently, IES folded leadership into the Organization and Management of Districts category; can you help UCEA readers understand the thinking behind this change? For leadership researchers, how will this affect the submission of research proposals?

Researchers familiar with IES funding priorities will note that there have been several shifts in our funding streams for education leadership since 2004. At that time, education leadership research was competed under our Education Finance, Leadership, and Management program alongside more policy-related grants. By 2006, we created a separate Education Leadership program after deciding to send a stronger signal to the field that research on education leadership is critical to improving student and school-level outcomes. From 2006 to 2011, the request for applications provided many examples of the questions that we felt were important for the field to answer as well as explicit guidelines on what types of research methods were appropriate for answering different types of questions. At the same time we also introduced several “systems-level” research programs, including Education Policy, Finance, and Systems; Middle and High School Reform; Organization and Management of Schools and Districts; and Analysis of Longitudinal Data to Support State and Local Education Reform. For the 2012 funding cycle, we determined that we had multiple programs addressing the same question: “How do we improve student learning through direct improvements in the organization and management of schools and education systems and through the establishment of policies intended to foster such improvement?” In response, we consolidated the Education Leadership topic and all other systems-level topics into the new research program, Improving Education Systems: Policies, Organization, Management, and Leadership. The new topic reflects our belief that research on education leadership is part of the same endeavor as research on organizations and management and that education leadership research must consider the

policy environment in which leaders actually function. In practical terms, the new topic makes it easier for researchers to submit proposals on how leaders actually manage schools and implement policies. Otherwise, the requirements for Fiscal Year (FY) 2012 are the same. We primarily fund research on in-service K–12 leaders but do allow for research on training programs for potential school leaders that can be completed in 24 months or less. We continue to require research on leadership to be linked to student academic outcomes. If you have an idea for research on education leadership, make sure you sign up for the IES Newsflash at <http://ies.ed.gov/newsflash/> so that you can be notified of the new FY 2013 RFA when it is released in Spring 2012. The current competition (FY 2012 84.305A) closes on September 22, 2011. Information on how to apply can be found at <http://ies.ed.gov/funding/>.

4. It has been implied that IES has opened up opportunities for researchers using a variety of research methods. Could you say more about this?

IES-funded projects can and do utilize a wide variety of methods, depending on the research questions they pose. Researchers should consider whether their research teams have the capacity to use the most appropriate methods available to answer important research questions affecting student outcomes. Studies to determine causality require expertise in experimental or quasi-experimental research designs. Studies at the exploratory level require the use of methods that can show whether or how relationships exist between malleable factors and a variety of student outcomes. Similarly, our development and measurement projects also have specific methodological guidelines. Where appropriate, we encourage applicants to combine quantitative research with qualitative research techniques in order to both identify the relationships that exist as well as understand their underlying processes.

5. What other changes have occurred or do you foresee for IES that may impact the leadership area?

We can't predict future requests for applications, but we certainly see a place for research on education leadership in upcoming years. In November 2010, the director's new priorities for IES were approved by the National Board for Education Sciences (they are available at <http://ies.ed.gov/director/board/priorities.asp>). While continuing a focus on the rigor of research, the priorities highlight research that includes greater collaboration among researchers, practitioners, and policymakers. This call for collaboration is especially germane in the evaluations of widely used leadership policies and practices. We would also like to see research in education leadership expand to include researchers from multiple disciplines, bringing new ideas and research methods to the table. Lastly, it is crucial that students and researchers working in the field of education leadership continue to improve their methodological expertise so that we have both a pipeline and critical mass of researchers with the skills to conduct rigorous studies necessary to move the field forward.

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Elbow Learning: A Redesigned School District Leaders' Internship

Jon Crawford
Teresa A. Wasonga
Charles Howell
Northern Illinois University

The term “elbow learning” is how the first president of Clark University, Dr. G. Stanley Hall, a noted psychologist, described students and faculty working side by side in research labs. Hall was revered among his students for his seminars, as well as creating a vibrant intellectual atmosphere in Clark’s early years (Ryan, 1939). (Golde, Bueschel, Jones, & Walker, 2006, p. 1)

“Elbow learning,” a pedagogy for learning about leadership, was the essential component of the internship in this school district–university partnership project. Indeed, “many graduates of educational administration programs report that the internship is the most valued experience in the educational administration process” (Wasonga & Murphy, 2005, p. 154). Concurrently, these graduates often report that the internship experience needs to be expanded and improved (Fry, Bottoms, & O’Neill, 2005; Morrison, 2005; Wasonga & Murphy, 2005). Based upon this confluence of expectations and research findings, the Northern Illinois University (NIU) educational leadership faculty, working in partnership with multiple school district superintendents, created a pilot internship. The goal of this internship was to provide an extended, embedded, and integrated internship experience for aspiring district-level leaders.

This article provides an overview of the pilot project with a focus on elbow learning during internship as a major pedagogy in preparing candidates for central office leadership and the accompanying superintendent licensure. The background and specifics of NIU’s extended, embedded, and integrated internship model are explained below.

Framework for Elbow Learning: Activity Theory

The purpose of elbow learning, as conceptualized in NIU’s pilot internship project, was to enhance practical knowledge through coaching and the actual practice of school leadership. This approach draws on activity theory, which Kuuti (1996) characterized as “a philosophical and cross-disciplinary framework for studying different forms of human practice as development processes, with both individual and social levels interlinked at the same time” (p. 25). According to Kaptelinin (1996), activity theory provides a framework for the integration of consciousness (the human mind as a whole) and activity (human interaction). Consciousness is grounded in everyday practice and can best be explicated in the context of human activity. In other words, people are organically connected both to entities and mediators in the environment through activity. Entities are individuals and groups of people, and mediators are artifacts used to facilitate learning during activity. The interactions between entities and mediators yield consciousness and new leanings. As Zinchenko (1996) explained,

Human personal development is mediated by special entities. Mediators are understood as twin entities that have both material and ideal properties simultaneously. Most scientists consider mediators to include such things as signs, words, symbols, myths, and deeds. Human beings open up the material side of a mediator through their activities. And while accomplishing one or another kind of activity, they assimilate the ideal plane of a mediator. Then, while comprehending newly learned (sometimes unconsciously learned) senses, realized through a mediator’s ideal plane, humans necessarily recognize new ways of manifesting their activity. (p. 284)

In effect, human beings are cocreators of their learning and environment (Roth, Tobin, & Zimmerman, 2002). Their interactions with entities and mediators connect and introduce new content and ideals needed for development of consciousness and continuation of activity. Research using activity theory (Roth, Tobin, Zimmerman, Bryant, & Davis, 2002) has demonstrated the cocreation of opportunities for learning how to teach. In this research, professors, teachers, and student teachers participated in coteaching and cogen-erative dialogue. In another study, Tobin, Zurbano, Ford, and Car-ambo (2003) found that coteaching with collective responsibilities for student learning created opportunities for learning both subject content and pedagogy among professors and student teachers in an urban high school biology class.

In the NIU pilot internship project, cocreating opportunities through internship activities for learning content and pedagogy for leadership follows a pattern similar to the student-teaching example. In this case, interns, professors, and superintendents participated in cocreating leadership activities that provided opportunities for learning how to lead. Kuuti (1996) defined activity as “the minimal meaningful context for understanding individual actions” (p. 28). Each activity has a history, artifacts, and structure. History provides insights into the origins of activity and explains the current situation. Artifacts are the tools and instruments with which the course of an activity is transformed (Kuuti, 1996). And structure is the nexus among constructs that include subjects, tools, rules, community, division of labor, and objects (see Figure). The interactions among these constructs transform the objective of the activity into an outcome that subsequently perpetuates the activity or, as we found in this pilot, leadership.

The Extended, Embedded, Integrated Internship Model

The students described in this research were enrolled in a doctoral program sponsored by a consortium of seven public school districts and delivered on site in one of the school districts. The members of the cohort included district leaders in a variety of roles, including principals, assistant principals, directors of student services, curriculum leaders, and associate superintendents.

The pilot internship benefited from the work underway at both Arizona State University and Vanderbilt University’s Peabody College of Education. The major difference between this program and the traditional NIU doctoral program was the internship. The redesigned internship was extended over seven semesters; integrated with course work that had been adapted to the needs of participating districts; and designed to afford teams of interns and their mentors (both superintendents and professors) the opportunity to learn and work together on activities designed to respond to, or in

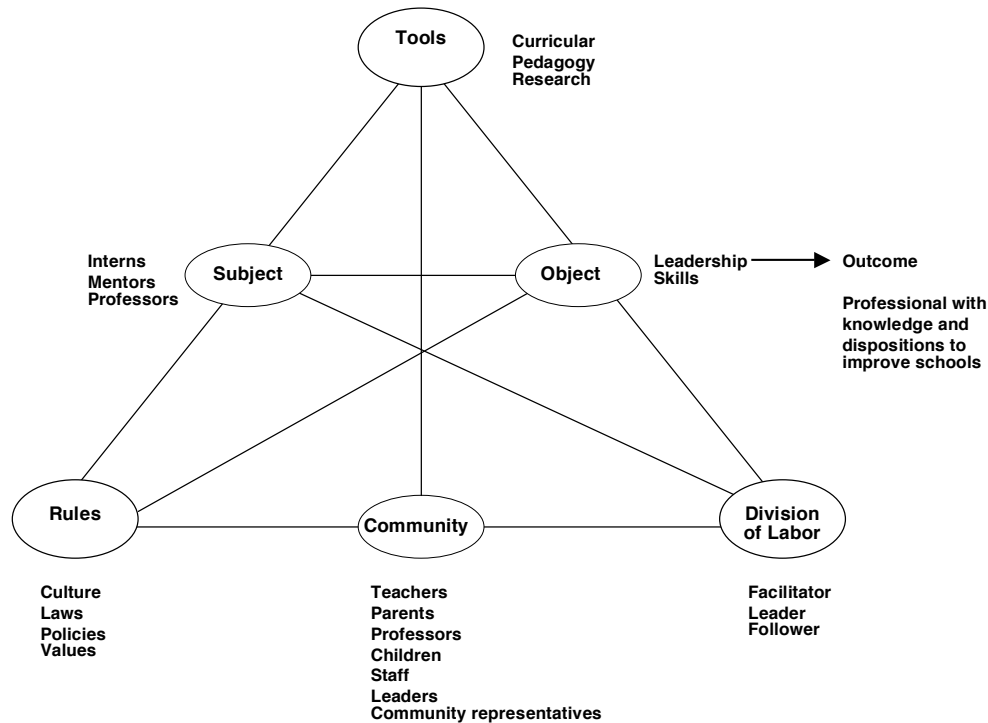


Figure. Elbow learning internship structure.

advance of, actual problems of practice within the school districts. With curriculum informing intern activities and vice versa, the school districts became “laboratories of practice” (Shulman, 2007, p. 562) in a way that drew upon histories, realities, and complexities of improving schools. As in activity theory, the interns researched the histories of programs in their districts, examined impacts of the programs, and worked side by side with practicing school leaders and professors to understand learning outcomes and design interventions. The extended, embedded, and integrated internship provided opportunities to learn through leading in the formulation, implementation, and evaluation of short- and long-term activities aligned with the goals of the district. The series of steps used in developing activities included orientation (gap analysis), proposal development (solution models, best practice), and implementation and evaluation.

Orientation (Gap Analysis)

The introductory courses in the program of study were an overview of research literature and school law. These courses provided basic knowledge that was used to frame activities throughout the internship. Subsequent courses in finance, supervision, policy, planning, and research informed actions of participants as they progressed through the program. To launch the internship, a professor met with the each of the superintendents and the cohort members within that school district. Participants in these meetings collaborated to set expectations for the internship and to identify district goals or programs to be targeted during the internship. The interns were afforded the option of either working on a team or individually on the identified internship projects. The superintendent’s input and support were crucial in legitimating the interns’ leadership roles with respect to the projects.

The interns collaborated with members of their school districts (Kuuti, 1996) in conducting a gap analysis. Gap analysis is the formal comparative study of (a) current practices at the school

or district with ideal or best practice, (b) the gap between theory/research and practice, or (c) the gap between current status and school/district vision. This analysis provided the basis for planning interventions. Working collaboratively with other district personnel, the interns engaged in formal analytical processes designed to model best practices in data informed planning.

1. The interns collected and analyzed district-wide assessment data and used the data to establish expected or required school district outcomes/standards/vision and desired levels of performance or capabilities.
2. They used deductive processes to identify organizational and contextual factors impacting school outcomes.
3. They studied available documentation on policies, procedures, and standards to determine their currency.
4. Interns conducted audits to identify resources, both human and financial, and how they are used.
5. They interviewed, surveyed, or observed personnel in the district and documented how processes are carried out to determine current impact on outcomes.
6. They compared the outcomes of the current practices and processes to the established outcomes (Number 1 above).
7. They prioritized identified gaps.

The gap analysis process was used to connect the academic study of school leadership to the problems and processes of school improvement. The process provided insights into programs, policies, or procedures requiring change, improvement, or replacement. The gaps identified by the interns included school-defined requirements that were not meeting expectations and needed to be

<http://twitter.com/UCEA>

reconsidered, gaps between actual performance and potential performance, suboptimal patterns of resource allocation, ineffective instructional strategies and interventions, gaps in data collection and other documentation, and reactive rather than proactive approaches to leading the learning process.

Proposal Development

The interns concluded their analysis by prioritizing issues identified for action based on (a) what could be accomplished within six semesters of the internship program; (b) what could be supported by the school district's skills, resources, and leadership; and (c) what was supported by research evidence. Working with colleagues in the school district, the interns developed concrete goals, plans for implementation, and evaluation procedures. These proposals were presented to an audience of superintendents, peers, and professors, who gave feedback on feasibility, research, grounding, and likely efficacy. Proposals developed by the interns included the following:

- A template was developed to be used at building level for implementing professional learning communities. The project also included a redesign of district leadership team to support implementation of a professional learning community.
- An assessment tool was designed for use with the school district's collaborative instructional team and activities to help teams transition to advanced stages based on the seven stages of professional learning teams (Graham & Ferriter, 2008). This project emerged in response to problems discovered in the developmental stages of the instructional teams.
- Interns proposed developing instructional interventions and family support strategies to address the needs of children of military personnel.
- They proposed examining the fidelity and effectiveness of the district's implementation of response to intervention (RtI). The state RtI district self-assessment template was used to evaluate the district's performance.
- The Positive Behavioral Interventions and Supports program was implemented in conjunction with RtI at the middle school to improve student behavior.

Implementation and Evaluation

All of the interventions proposed in the internship projects have been completed. At present, the interns are evaluating results, which will be shared with program faculty and the district's superintendent, who sponsored the program.

Implications

This university-school district partnership based on activity theory for leadership development has provided the participating school districts with "access to high quality and contextually relevant preparation, supportive learning structures, and in-service development" (Young, 2010, p. 10). Collaboration with university faculty and superintendents on internship activities enhanced leadership capacities in these districts, encouraging innovation and augmenting leaders' skills. As exemplified in activity theory, university faculty benefited by engaging with interns and superintendents (elbow learning) in experiencing the practice and politics of improving schools, changing programs, and implementing new programs and

policies.

Despite these successes, notable challenges were encountered. The challenges included expressed concerns about clarity and direction for the projects; keeping the balance between interns' jobs and the internship; time constraints for interns, superintendents, and professors; and the dilemma of being flexible while providing specific instructions for clarity in designing the internship. Implementing the pilot internship was often akin to building an airplane while attempting to fly the craft.

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**UCEA Search for
Associate Director for
Policy & Advocacy
See p. 6**

2011 William L. Boyd National Educational Politics Workshop: An Analysis of Participant Survey Responses and Looking Forward to 2012

W. Kyle Ingle
Bowling Green State University

UCEA has long recognized the importance of mentoring through programs such as the Barbara L. Jackson Scholars Network and the David L. Clark National Graduate Student Research Seminar. UCEA can now include the William L. Boyd National Educational Politics Workshop to its list of (co-)sponsored events. Research has indicated that mentoring is associated with a range of positive outcomes for mentors, mentees, and the organizations in which they serve (e.g., Bickmore & Bickmore, 2010; Ehrlich, Hansford, & Tennent, 2004). These include teacher retention (e.g., Smith & Ingersoll, 2004) and faculty tenure and promotion (e.g., Hackmann, 2003; Schrod, Cawyer, & Sanders, 2003). However, research also has suggested that mentoring without forethought or evaluation can potentially do more harm than good (Ehrlich et al., 2004). This brief article summarizes the results of a survey given to participants of the 2011 William L. Boyd National Educational Politics Workshop.

In April 2008, the Politics of Education Association hosted the National Educational Politics Workshop in New York City. The workshop, held in conjunction with AERA, provided an opportunity for emerging scholars to interact with leading politics of education scholars. The workshop would eventually become an annual event—renamed in honor of Dr. William Lowe Boyd of Pennsylvania State University, a luminary in the field of educational policy, politics and administration. Boyd passed away September 21, 2008 (for more on the life and accomplishments of William L. Boyd, see Politics of Education Association, 2008). The annual event also gained the valuable cosponsorship of UCEA as a means of promoting, sponsoring, and disseminating research; improving the preparation and professional development of educational leaders and professors; and positively influencing educational policy (UCEA, n.d.).

Most recently, New Orleans played host to the Boyd Workshop in April 2011. The schedule of events included keynote speeches by Linda Tillman and Paul Bredeson—winners of UCEA’s Jay D. Scribner Mentoring Award in 2009. They both shared their thoughts and experiences on the importance of mentoring in aca-

demia. The first of two breakout sessions matched mentors and emerging scholars on the basis of research interests. The second provided an opportunity for mentors and emerging scholars to discuss specific topics. These included developing a research focus, managing the work–life balance, transitioning from graduate student to junior professor, and incorporating issues of social justice in research on educational politics.

The Boyd Workshop in New Orleans was coordinated by Dr. Katrina Bulkley (Montclair State University) and Dr. Dana Mitra (Pennsylvania State University). In addition to soliciting participation and matching mentors with emerging scholars, coordination involved the creation of an evaluation survey. The instrument consisted of 12 items, including both open- and close-ended questions. The electronic survey was forwarded to all 2011 workshop participants. Of the 135 participants, a total of 33 responded (24% of all participants). Of the emerging scholars, 25 (26%) responded to the survey. Of mentors, only 8 of 40 responded, yielding a response rate of 20%.

Descriptive analysis suggested that respondents were generally positive about their experiences at the 2011 Boyd Workshop (see Table 1). A majority of participants (87%) reported Session 1 as being very productive or somewhat productive. However, respondents also indicated that the quality of the match between mentor and emerging scholar could be improved, with 24% of respondents marking neutral and 9% marking weak. Although a majority of respondents indicated that Session 2 was somewhat or very productive, 15% indicated that it was somewhat or very unproductive.

Regarding workshop length, 58% reported it was just right, 21% found it too short, and 18% reported the workshop was too long. When asked if they would participate next year, 82% of the respondents said yes.

Open-ended responses were analyzed and coded as positive, mixed, or critical (see Table 2 for examples). Critical comments made up a majority of the open-ended responses (66%). Suggestions ranged from requesting more time, decreasing the noise level,

Table 1
Descriptive Analysis of Closed-Ended Survey Items

Survey item	Response options: % (rounded)					
	Very productive	Somewhat productive	Neutral	Somewhat unproductive	Very unproductive	No response
Productivity						
Session 1	45	45	9	3	0	0
Session 2	36	39	6	6	9	3
Session 1: Strength of mentor–emerging scholar match	Very strong	Somewhat strong	Neutral	Weak	Very weak	Comments
	27	33	24	9	0	6
Importance of mentor–emerging scholar match	Very important	Important	Neutral	Mildly important	Not important at all	No response
	48	36	3	6	0	6

increasing time with mentors, decreasing the mentor-to-emerging-scholar ratio, and improving the match between mentors and emerging scholars.

In summary, the Boyd Workshop Feedback Survey yielded valuable results to improve upon the delivery of future events. Some critical comments already have been acted upon. Others (e.g., longer meeting times and the provision of meals) will be difficult to respond to, due to logistics and limited financial resources. Revisions for next year include the addition of two new breakout session topics: teaching educational policy/politics and employment options beyond the professoriate. Increasing the quality of the match between mentor and emerging scholar was also identified as an area in need of improvement. This is no easy task and takes time. In planning the 2012 Boyd Workshop, coordinators hope to make the matches and confirm attendance as early as possible so that participants can interact in advance of the workshop. Steps to improve this process include revisions to the online application form. In previous applications, research interests were open-ended responses. These descriptions were too lengthy and difficult for matching. The new online application forms have been revised to identify research interests and methodological approaches through a series of short-response items that narrow topics by methodology and keywords.

The matching process is further complicated by what is both a positive and negative aspect of the workshop: its cost to participants. Although the workshop is offered free of charge to emerging scholars, mentors and emerging scholars bear the costs of travel to and from the workshop and AERA. A potential mentor may be a good match but unable to attend the conference. Similarly, an emerging scholar may not have adequate resources for travel expenses, regardless of not paying a registration fee. Matching and confirming attendance is vitally important to ensure that mentors and emerging scholars actually have the opportunity to meet and develop these relationships.

UCEA and the Politics of Education Association have acknowledged the service of guest speakers, mentors, and workshop coordinators for their contributions to the professional development of emerging scholars, but their willingness to serve in these roles in the absence of honoraria or travel assistance is worthy of further public acknowledgment. One mentor's comments at the Boyd Workshop summed up the importance of mentoring and its cyclical nature: "Any success that I have achieved is due in no small part to mentors all along the way who took the time to offer me praise, encouragement, and honest critiques of the work I was doing. Now is my opportunity to pass that on to someone else."

Table 2
Sample Open-Ended Item Responses

Response type	n	%	Sample comment
Positive	6	16	"I benefited immensely from meeting with three mentors. All of them brought excitement and worthwhile discussion to the table."
Mixed	7	18	"I thought the workshop was a great experience—it was well-organized, supported by strong faculty and attended by strong students. The format worked well; the room was a bit crowded but that is a very minor matter. I still hear from people in our group so you may have forged some lasting connections"
Critical	25	38	"Encourage more interaction between mentors and assign emerging scholars prior to the Workshop"

Looking Ahead to 2012...

If you are interested in attending the 2012 William L. Boyd National Educational Politics Workshop in Vancouver, British Columbia, Canada, as either an emerging scholar or mentor, please complete the appropriate online application form at the following websites:

Registration—Emerging Scholars:

<https://docs.google.com/spreadsheet/viewform?formkey=dHlVtmtjWDdkTkpMaDRzWXdQM110Z3c6MQ>

Volunteering as a Mentor:

<https://docs.google.com/spreadsheet/viewform?formkey=dDBERUJDSWozcmtmLXNjZ0owaUNBNWc6MQ>

When/Where: The workshop will take place April 13, 2012, 2:30–5:00 p.m. at a location convenient to the AERA conference hotels.

Eligibility: All students with an interest in educational politics and currently enrolled in graduate schools in the U.S. or abroad are welcome to attend, as are educational researchers who earned their doctoral degrees after March 1, 2010. There is no fee to attend. If you have any questions, please contact Dr. Kyle Ingle at wingle@bgsu.edu or Dr. Tamara Young at tamara_young@ncsu.edu.

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Leadership in a Time of Adversity: A Story From the New Zealand Earthquake



Juliette Hayes

Editor, *Leading Lights*, and NZEALS National Executive

At 12:51 p.m. on Tuesday February 22, Christchurch and the Canterbury region were hit with a 6.4 magnitude earthquake. While not as strong as the 7.1 magnitude earthquake experienced in September, this one was much more violent in its intensity and also occurred in the middle of a busy working and school day. One hundred and eighty people died in this tragic event, with many more injured, buildings and homes destroyed, and some schools remaining closed. The New Zealand Educational Leadership and Administration Society (NZEALS) was grateful to receive messages of support from sister organisations around the world and is pleased to share this story of one educational leader's experience following the earthquake.

Barry Brooker is president of the Canterbury Branch of NZEALS and associate dean at the University of Canterbury College of Education. Thankfully, Barry and his family are safe, and his home is one piece, but the devastation to his community and the university campus is unimaginable. He spoke to Juliette Hayes about the experience.

JH: What were you doing at 12.51pm on February 22?

BB: I was in my office when the earthquake hit, having recently welcomed hundreds of students from throughout New Zealand to their teacher education programmes for 2011. I quickly sensed that this earthquake was different from the thousands of aftershocks we have endured since September, and I dived under my desk until the sharp jolts subsided.

JH: How is your family and your home?

BB: I'm lucky, as all my family are safe and our house has suffered no major damage, although immediately after the earthquake water and silt from liquefaction was lapping at our ranch-sliders, and virtually all glassware and crockery in the kitchen lay broken on the floor, mixed with the contents of the fridge and pantry. For a week we had no power or water, and for more than 2 weeks we had no land-line or Internet access (and Internet becomes an important means of communication with family, colleagues, and students at such times). Even now a number of my colleagues are still unable to live in their homes, and many are sharing their homes with displaced friends and family members.

JH: What were the physical effects on your campus buildings and grounds?

BB: At a glance the College of Education buildings look undamaged, but our two major, multistory lecture and office blocks suffered considerable damage and are still unusable. Still, months after the quake, most lecturing staff do not have their own office to work from, and many lecture blocks remain unusable.

JH: What was your first priority following the earthquake, when the extent of the devastation became increasingly clear?

BB: My first priority was to help ensure that all College Office staff safely left the building and to direct students to a safe area on the college fields. I then did what in hindsight was not that smart—I (and another staff member) went into the Tower lecture block to ensure there was no one trapped in the building. On arrival, I found a disoriented staff member as she emerged from the lift. She had been trapped in the lift since the quake hit but was luckily unharmed. As I checked the building for people, the physical damage became obvious, and water was cascading down the stairs and lift and through the ceiling panels. Looking into offices, I saw the contents of filing cabinets, bookshelves, and desktops strewn on the ground and in many cases soaked with water. When I was satisfied that there was nobody left in the building, I returned to support staff and students on the field, and as I arrived we were met by an all-too-familiar rumble as another large aftershock hit. We watched in wonder (for some it was terror) as the surface of the playing field buckled like waves on the sea.

JH: You were unable to access your office and other campus buildings for several weeks. What was this like, and what were you doing in that time?

BB: In the days immediately following the earthquake, we were not allowed access to the college site, so a group of senior staff worked from the only room declared safe at the university to make contact with staff and to begin to put in place a programme of study for our students, most of whom had been at the college for only 1 ½ days before the quake struck. For me and for lecturers, who were also dealing with damaged or destroyed homes and were without many of the facilities, at work and at home, that we normally take for granted, an early challenge was to provide teacher education programmes to our students, many of whom were distressed and displaced. Although staff have since had brief opportunities (now affectionately called "raids"), escorted by security, to retrieve essential lecture material from their offices, many of their possessions are still locked in their unusable offices.

JH: When you did gain access to the campus, what was your leadership role? What decisions were you part of, and who helped you with those decisions?

BB: The following week we were able to return to just one building at the College of Education, the College Office. While continuing to ensure staff and students were safe and supported, even if living in extremely difficult conditions, a major focus of the college management team was to get programmes of study under way for all of our students. At the same time, the management team was putting in place processes to check the safety of all buildings and to gradually make accommodations available for staff and students. During this period, the majority of staff worked from home, and any on-campus lectures were in tents. In teacher education we were lucky to have a strong, flexible learning programme, so by default, for most of Term 1, all of our students became distance students, with com-

munication, teaching, and learning mainly via the web, supported by on-campus lectures when possible.

JH: What do you see as your greatest challenges to come in the months ahead?

BB: It will still be several months before the majority of lecture spaces are available for teaching and learning, and many staff have the ongoing challenge of preparing lectures and continuing with their research without having an office to call their own and without access to all of their teaching and research materials. To help alleviate the accommodation shortage, there are currently 40 “temporary” buildings being constructed on the campus fields, to provide lecture space and offices for staff. Over the months ahead, the College and university leaders will need to keep supporting staff and students; continue to provide high-quality teaching and learning programmes; and show New Zealand, and the rest of the world, that Christchurch is still a great place to live and to study.

JH: In times of adversity, there are often stories of courage and strength. What has inspired or motivated you in your most challenging times over the past few months?

BB: One of the important things I have been reminded of during this difficult time is that while modern facilities make teaching and learning easier and more enjoyable, in the end it is the people who make the difference. Despite injury, or even death, of friends, damage to their homes, lack of an office, ongoing aftershocks, and uncertainty, staff have risen to the occasion to support their friends, family, and colleagues and have delivered the best possible programmes of study to their students.

Kia kaha (stay strong) has become the catch phrase of support and motivation in recent months. Educational leaders in Christchurch will need to continue to stay strong for many more months, probably years, as there is still much to be done to rebuild the homes, communities, and educational institutions of Christchurch. At the moment, just getting the necessities done is a challenge, but we now need to find the energy to also look to the future.

JH: What would you like educators across New Zealand and in NZEALS’s partnerships around the world to know about leading in a time of adversity?

BB: The leaders of our educational institutions in Christchurch, while coping with personal trauma, never lost sight of their ultimate goal: to provide the best possible teaching and learning for the children of New Zealand. They dug deep, supported each other, supported their staff, and cared for their students. They have continued to show incredible resilience in the face of adversity. As the months go by, I’m sure the Christchurch earthquakes will seldom be mentioned on the news or in national and international newspapers; however, for those living in Christchurch, there is still a long journey ahead. Above all, the earthquake has reminded me that leadership is not about budgets and buildings, it is about people.

He aba te mea nui o te ao?

He tangata, he tangata, he tangata.

What is the most important thing of all?

It is people, it is people, it is people.

To donate to the earthquake fund please go to
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www.christchurchearthquakeappeal.govt.nz

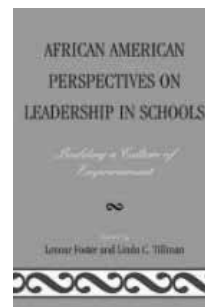
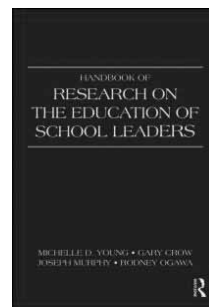


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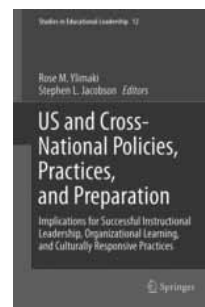
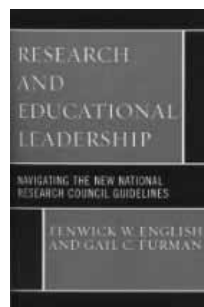
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Publication Report for Educational Administration Quarterly (EAQ)

UCEA is happy to share the following statistics on its premier research journal on educational leadership, EAQ. Our publisher, Sage Education, has provided statistics for EAQ from 2008 through 2010 on total submissions received, decision ratios, time from submission to decision and reviewer turnaround time. These statistics demonstrate the hard work and diligence of our editorial staff at Texas A&M and their board. Table 1 compares the averages of the journal's submission statistics across several years. Table 2 and Figure 1 compare the journal's overall workflow averages across several years.

Table 1
EAQ Submission Statistics

Submissions	2008	2009	2010
Originals	12	80	150
Revisions	2	27	26
Accepted	11	14	5
Rejected	0	49	105
Pending	0	2	15
Accept ratio (all)	92%	18%	3%
Accept ratio (final)	100%	22%	5%

Table 2
EAQ Workflow by Average Number of Days

Workflow	2008	2009	2010
First decision	538	148	56
Final decision	541	154	49
Reviewer turnaround	0	27	28

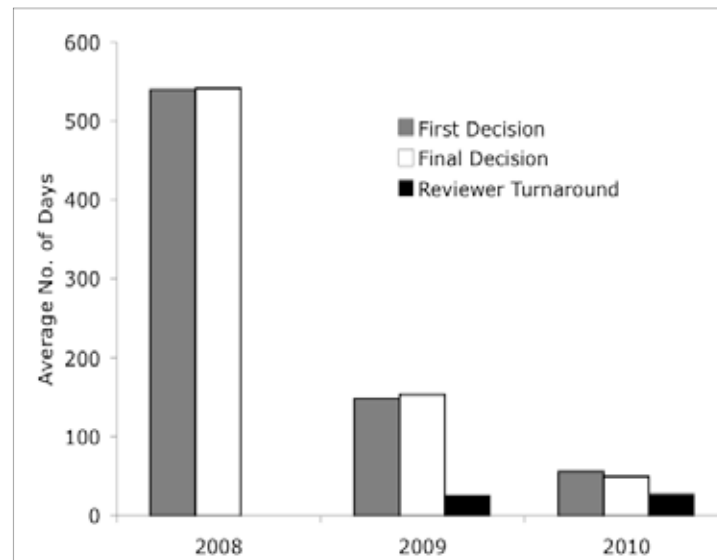


Figure 1. Graphic depiction of EAQ workflow by average number of days.

UCEA and the Editorial Board for EAQ thank the following the following outgoing members of the EAQ Editorial Board for their service to UCEA's premier research journal on educational leadership and administration, EAQ:

- William Black, University of South Florida
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- Sharon Conley, U. of Cal Santa Barbara
- Thomas Alsbury, North Carolina State
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*Forecasting the Future of Leadership Preparation and Practice:
Reclaiming Ground Through Research, Policy, and Politics*

November 17-20, 2011
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The 25th annual UCEA Convention will be held at the Westin Pittsburgh, Thursday November 17 through Sunday November 20, 2011. The purpose of the 2011 UCEA Convention is to engage participants in discussing research, policy, and practice in educational leadership and administration. This year's theme, "Forecasting the Future of Leadership Preparation and Practice: Reclaiming Ground Through Research, Policy, and Politics," recognizes that the field of university-based leadership preparation is contested, while the value of leadership preparation is under assault from multiple directions and by multiple stakeholders. For updated information, see <http://www.ucea.org/annual-meeting-and-exhibits11/>

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KEYNOTE SPEAKERS:

AUTUMN TOOMS, UCEA President and Professor and Director of the Center for Educational Leadership at the University of Tennessee, will deliver the keynote for this general session. She received her doctorate from Arizona State University. Prior to joining academe, Autumn served as a biology/chemistry teacher and school administrator at the elementary, middle, and high school levels in Phoenix, Arizona. She began her career in academe at Kent State University, where she served as program coordinator and built a collaborative partnership with the College of the Bahamas to provide the first graduate program in educational administration in that country's history. Her research has centered on the politics of school leadership and school reform with an area of emphasis on the principalship. Autumn's primary area of interest is centered on building bridges between schools, those who lead schools, and those who prepare aspiring leaders. In addition to her books, Autumn's work can be found in *EAQ*, *Kappan*, *Educational Leadership*, *Journal of Cases in Educational Leadership*, *Education Policy*, *School Leadership and Management*, and *The Journal of School Leadership*. She has been involved with UCEA for over 10 years and served as PSR for Kent State University.

JACKIE M. BLOUNT, Professor in the School of Educational Policy and Leadership, serves as Associate Dean of Academic Affairs in the College of Education and Human Ecology at The Ohio State University. Her scholarship includes the books *Fit to Teach: Same-Sex Desire, Gender, and Schoolwork in the Twentieth Century* (SUNY, 2005); *Destined to Rule the Schools: Women and the Superintendency, 1873-1995* (SUNY, 1998); and as co-author, *Radicalizing Educational Leadership: The Dimensions of Social Justice* (Sense, 2008). Her articles have appeared in journals such as *Review of Educational Research*, *EAQ*, and *Harvard Educational Review*. Currently, she is writing a biography of Ella Flagg Young, Superintendent of Chicago Schools 1909-1915.

MANUEL PASTOR is Professor of Geography and American Studies & Ethnicity at the University of Southern California (USC), where he also serves as Director of USC's Program for Environmental and Regional Equity and codirector of USC's Center for the Study of Immigrant Integration. Founding director of the Center for Justice, Tolerance, and Community at the University of California, Santa Cruz, in recent years, his research has focused on the economic, environmental and social conditions facing low-income, urban communities in the U.S.

LAWRENCE LEZOTTE has devoted his career to helping schools educate all students. He is the chief executive officer and national education consultant for Effective Schools Products, Ltd. Lezotte is known as the preeminent spokesperson for continuous school improvement based on effective schools research. Lezotte received the 2003 Council of Chief State School Officers' Distinguished Service Award, presented each year to outstanding Americans who have made a difference in education. "Lezotte's research on effective schools proves that we can do things much better than we used to," said Dr. Sue Cleveland, superintendent for the Rio Rancho Public School District, New Mexico, and member of the Brock Prize jury who nominated Lezotte. "He has helped educators at all levels to think differently about school reform and he has changed the entire landscape of what we mean by continuous school improvement." Lezotte earned bachelor's and master's degrees from Western Michigan University and a PhD from Michigan State University.

GEORGE YANCY, Associate Professor of Philosophy at Duquesne University, works primarily in the areas of critical race theory, critical Whiteness studies, and philosophy and the Black experience. He is particularly interested in the formation of African American philosophical thought as articulated within the social context and historical space of anti-Black racism, African American agency, and identity formation. His current philosophical project explores the theme of racial embodiment, particularly in terms of how White bodies live their Whiteness unreflectively vis-à-vis the interpellation and deformation not only of the Black body, but the White body, the philosophical identity formation of Whites, and questions of White privilege and power formation. As co-editor of the *American Philosophical Association Newsletter on Philosophy and the Black Experience*, he firmly believes in the significance of Black philosophical voices and Black knowledge production as sites of conceptual and existential transformative possibilities.

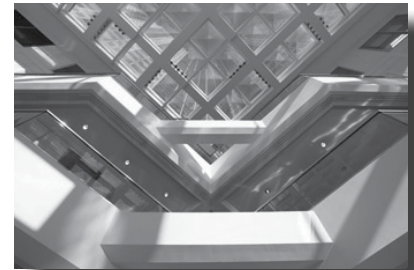
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The greater Pittsburgh area is full of Native American history in addition to U.S. history and historical sites. Located at the confluence of the Allegheny and Monongahela Rivers and, the head of the Ohio River,



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2011-2012 Calendar

- November 2011 Clark Scholar nominations due, UCEA HQ, Nov. 1
 NPBEA meeting, Washington, DC, Nov. 3
 Executive Committee meeting, Pittsburgh, Nov. 14-16
 Plenary Session, Pittsburgh, Nov. 16-17
 2011 UCEA Convention, Pittsburgh, PA, Nov. 17-20
- December 2011 UCEA HQ closed, Dec. 21-Jan. 2
- January 2012 Associate Director position application deadline, Jan. 30
- February 2012 Convention Planning meeting, Denver, CO, Feb. 29-Mar. 1
- March 2012 Executive Committee meeting, Denver, CO, Mar. 2-4
 Excellence in Educational Leadership nominations due,
 UCEA HQ, Mar. 12
- April 2012 David L. Clark Graduate Student Research Seminar,
 Vancouver, BC, Canada, Apr. 12-13
 Jackson Scholars Workshop, Vancouver, Apr. 13
 William L. Boyd National Educational Politics Workshop,
 Vancouver, Apr. 13

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