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UCEA Presidential Address:

Democracy and Educational Work in an Age of Complexity

Gary M. Crow
University of Utah



My address to you this evening will focus on work—our work, the work of our graduate students in schools, and the work of families served by our students.¹ Why talk about work? Work or its absence affects the daily lives of these groups. We work to pay our bills (or try to), support our families, strive to reach our goals, make a difference, at least in part define our identities, and prepare others to do their work. For most people, including us, work has changed in terms of complexity, intensity, and, in some cases, the nature of the work itself. These changes are my theme this evening. But the other reason for emphasizing work is that I believe the changing nature of work has major implications for democracy and the unfinished journey of democracy on which this conference is focused.

I want to do three things in this address. First, I want to document a few major changes that have occurred in the nature of work, both inside and outside of education. Second, I want to examine the relationship between democracy and these changing features of work. In particular, this will involve exploring, inquiring, and perhaps even provoking some conversation on how changes in the nature of work affect democracy for the families served by our graduate students, for students preparing to be school leaders, and for professors. Finally, I want to identify a few implications for the role of UCEA in this changing and complex world of educational work.

Complexity and the World of Educational Work

Sociologists of work maintain that we now live and work in a post-industrial age. Daniel Bell's (1976) concept of a post-industrial society emphasizes the transition from a focus on producing things to a post-industrial focus on service, communication, and ideas (Hargreaves, 2003). This transition is obvious in the projected changes in employment in different occupational sectors (Bureau of Labor Statistics, 2004).

The changing nature of work that I will describe takes place in this post-industrial society, which has at least three contextual features that are especially relevant to educators' work. The first feature of this post-industrial context is the important role that knowledge plays in the economy and productivity of our society. Those jobs projected to increase clearly require additional education beyond secondary school in contrast to those jobs projected to decrease, which require predominately learning on the job. In fact, jobs requiring post-secondary vocational or academic degrees are projected to grow from 29% in 2000 to 42% in 2010 (Hecker, 2001).

A second feature of this post-industrial society is the contested idea of globalization, which asserts that in many respects we no longer live solely in a local, regional, or even national environment. What happens in China and India, in Sudan and Peru, directly affects us all (Friedman, 2005). One of the major features of globalization—and one of its potential benefits—is the evolving disintegration of borders that attempt to block or control the flow of information. Some trends in globalization, specifically growing urbanization, communication, and transportation, illustrate the increasing openness in the flow of information and knowledge (Holt, 1999). However, because globalization is occurring so fast, affecting so many people, and encountering nationalistic biases, there is the potential for and existence of disruption, confusion, and inequalities.

The third feature of this societal transition is demographic changes, which can be illustrated in terms of age, race, and immigration. The age structure of the U.S. population over the next 45 years is expected to reflect an aging population, which has consequences for schools in terms of retraining and human capital investments (Bills, 2004). Increasingly the racial and ethnic composition of the country—at least major parts of it—is changing. In addition, contemporary immigration, admittedly a complex phenomenon, is more “heterogeneous in national origins, types of admission, spatial distribution, and socioeconomic characteristics” (Zhou, 2001, p. 204).

Complex Work in a Complex Society

The processes of work in the global, diverse, and knowledge-based context of post-industrial society are ori-

ented around complexity rather than the rationality emphasized in the work of industrial society. The literature suggests several features of this complexity.

First, complex work focuses on the need for individualized responses. Work in a diverse setting and in the globalized, knowledge society cannot be accomplished with the standard operating procedures or one-size-fits all processes of the past (Hage & Powers, 1992). Rather than relying exclusively on a policy manual and “teaching to the middle” curriculum, educators encounter individual student needs and assets that relate to learning, cultural, and socio-emotional differences and this occurs in a context of accountability for the learning of all students.

Second, instead of attempts to reduce ambiguity and uncertainty by de-emphasizing human agency, characteristic of industrial modes of work, post-industrial, complex work highlights the role of individuals, especially as they search for information to respond to the individualized demands of their environment. Although there are attempts to diminish human agency in some aspects of educational practice, ample research validates the importance of the roles of teacher and leader for student achievement (Sanders & Rivers, 1998; Witziers, Bosker, & Kruger, 2003; Rorrer & Skrla, 2004).

Third, work in post-industrial society is more substantively complex, i.e., “the degree to which the work, in its very substance, requires thought and independent judgment... and requires making many

decisions that must take into account ill-defined or apparently conflicting contingencies” (Kohn, 1980, p.197). The demographic changes, knowledge explosion, and public scrutiny faced by educators will demand more discretion and judgment, i.e., more substantive complexity, than in prior generations of educators. For example, as more subtle learning and cultural differences among students become known, teachers and administrators will need to have the discretion and the judgment to meet these complex and unique learning needs in the classroom.

Fourth, complex work also involves increased social interaction in work (Szafran, 1996; Hage & Powers, 1992). Instead of the narrower range of roles in a hierarchical system, more complex work requires more sustained and sophisticated interaction with a broader and varied range of roles and people. The need to collaborate and share leadership with a greater number and diversity of roles (Crowson, 2001) is evidence of this complexity in educational work.

This description of post-industrial work, however, does not completely match with the reality of educators’ work. For example, although the importance of human agency, including judgment and discretion in a variety of student learning outcomes, has been documented, there are attempts to standardize the role of teachers and administrators. As a result, educators still confront teacher-proof curricular and zero-tolerance drug and violence policies, both of which reduce the discretion of teachers and principals.

Although post-industrial society has its positive consequences, there are negative consequences that we as educators should recognize. Not everyone is a winner in postindustrial society. This society is bifurcated, which involves three consequences: urban joblessness, poverty, and civic disengagement. William Julius Wilson (1997), in his study of joblessness in the south side communities of Chicago, found increasing joblessness and declining wages among young black male workers. In the highly integrated global marketplace of today, economies can grow, stock markets can rise, corporate profits can soar, and yet many workers may remain unemployed or underemployed. Why? Because capital and technology are now so mobile that they do not always create jobs in their own backyards. Corporate cutbacks, made in an effort to streamline operations for the global economy, have added to the jobless woes of many workers. In short, economic growth today does not necessarily produce good jobs (p. 153).

Wilson’s findings are reflected in a more recent study by Berube and Katz (2005) at the Brookings Institution. They too noted the consequences of urban joblessness for producing “extreme or concentrated poverty” in most major U.S. cities.

Another feature of contemporary poverty is the widening inequalities among the population in income. Robert Reich (2000), former Secretary of Labor, describes this in stark comparisons. “By the end of the century, the richest 1 percent of American families (average after tax income=\$862,700), comprising 2.7million people, had as many dollars to spend, after they had paid all taxes, as the bottom 100 million” (p. 102) (parenthesis added).

In addition to widening inequalities, these changes in the nature of work have other consequences. Richard Sennett (1998) argues that some characteristics of the new work have negative consequences, such as a loss of self-understanding, a decline in loyalty, a disengagement from work, and a loss of community. Robert Putnam (2000) found that the loss of community commitment and engagement is increasing, especially for younger individuals.

Although there is a paucity of research on the consequences for educators’ work of these changes, Hargreaves and Giles (Hargreaves,

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2003) describe the standardization of teaching as one response to the knowledge society. This standardization, according to these authors, can result in a loss of professional identity, a corrosion of caring within the professional learning community, and a loss of ingenuity—a consequence that is particularly damaging in a knowledge society. Another set of consequences relates to the theme of the 2005 UCEA convention and forms the next part of this address, namely the consequences for democracy.

Democracy and Complex Educational Work

Democracy is more than the freedom to elect leaders. Although voting is an important, and increasingly unused, feature of democracy, there are broader and more central meanings that are important to remember. Quantz, Cambron-McCabe and Dantley (1991) put it this way:

We argue... that democracy implies both a process and a goal, that the two, while often contradictory, cannot be separated. We believe that democratic processes cannot justify undemocratic ends. For example, we cannot justify racial and gender inequity on the basis that the majority voted for it. (p. 10)

Cornel West (2004), in his clarifying and perceptive book *Democracy Matters*, says

...democracy is more a verb than a noun—it is more a dynamic striving and collective movement than a static order or stationary status quo. Democracy is not just a system of governance, as we tend to think of it, but a cultural way of being. (p. 68)

An understanding of democracy, however, must move beyond the abstract to the practice of democracy. If, as West (2004) and others have argued, democracy is a dynamic, evolving experiment, then it is not only important but also necessary to acknowledge the unfinished journey of democracy. West asks the provocative question, “Do we now live in a post-democratic age?” (p. 8). He reminds us that it is critical to reconnect with our deep democratic tradition in the U.S., which involves acknowledging our own historical imperialistic tradition as well as our love of democracy.

Implications for Democracy of the Changes in Educational Work

The complex work that I described earlier has both undemocratic and democratic potential. Rather than see the consequences of this changing world of work as deterministic, we need to realize our own agency; it is up to us to create new ways of working that enhance rather than diminish democracy.

Work of families

The graduate students we prepare to be educational leaders work every day with parents, guardians, a variety of families, and children who suffer or benefit from the changing nature of work that I have described. For families that are currently marginalized by the knowledge society and globalization in particular, the changing nature of work limits the availability of work or creates jobs that do not adequately address social and economic needs. As Wilson (1997) and others have recognized, these individuals confront every day the disappearance of work—with its attending economic consequences and equally important social consequences that effect self-esteem and identity. Even for those families who find minimal employment, the widening inequalities that Reich (2000) and others identify limit their opportunities and those of their children.

For families who may currently benefit from the knowledge society, globalization and the resulting changing nature of work, there are also

consequences—the loss of steady work, loss of character and loss of community engagement (Reich, 2000; Sennett, 1998; Putnam, 2000). These consequences certainly highlight the importance of civic engagement, service learning, and care as critical aspects of the school’s curriculum to move forward on the journey to democracy for all students and their families.

Work of teachers and administrators

The changing nature of work in post-industrial society has consequences for democracy in the work of the teachers and administrators whom we prepare to be leaders in a diverse, global, and knowledge-based context. A negative consequence of the changing nature of work involves the loss of educators’ voices in terms of a de-emphasis on discretion and human agency. This loss of voice is reflected in the tension that exists between the increasing substantive complexity and importance of human agency necessary in knowledge work and some public policy attempts to limit the discretion of teachers and administrators through standardizing their work. If voice in a knowledge society is granted those who are knowledge workers, teachers and administrators must have the discretion, the human agency, the substantive complexity in their work to enact their roles as knowledge workers. Otherwise, their voices are silenced in the public discourse about the values and vision of a knowledge society.

A second negative consequence for democracy in educators’ work develops from the political claim that educators only have time to focus on test scores for raising achievement and must ignore educating students for democracy. Closing the achievement gap is fundamental to democracy. However, focusing the achievement gap only on increasing test scores at the exclusion of educating students to be engaged participants and beneficiaries in a democracy is short-sighted and ultimately dangerous to the future of democracy—and incidentally not an effective means of accountability. As Giroux (1992) says,

... educating for democracy begins not with test scores but with the questions: What kinds of citizens do we hope to produce through public education? What kind of society do we want to create? This involves educating students to live in a critical democracy. (p. 11)

The nature of work in a global, knowledge society involves a societal role for educators. Teachers and principals in the society I have described must acknowledge and act to address the structures of oppression and privilege that have existed and that are being reinforced by some of the components of the global and knowledge society (Marshall & Oliva, 2006). These educators should also acknowledge and establish “chains of care” (Hochschild, 2000). As Hargreaves and Fink (2006) put it, “in the age of globalization, we are all connected in chains of care not only to friends and family around us but also to people far across the world whom we cannot see—to exploited children who make our clothes or the impoverished communities who must live amid our exported waste” (p. 151). The work of teachers and principals in a global society should also value and incorporate diversity—racial, ethnic, gender, sexual, age, ability, national origin and intellectual—that helps support what Sylvia Hurtado (Hurtado, Engberg, & Ponjuan, 2003) calls, “diverse democracy.” Valuing and incorporating diversity in education is the moral, equitable, and effective thing to do in a knowledge and global society.

Work as professors

The changing nature of work has democratic consequences for the content and context of our work as professors. The needs of a global

society and of complex work demand creativity, flexibility, adaptability, and other skills and dispositions that preparation programs must address. Although there are several ways to accomplish this, both the sociology of work and educational literature document how working in diverse settings with diverse colleagues impacts student learning in terms of increased creativity and conceptual skills (Hurtado et al, 2003).

As we move to a knowledge and global society the content of our coursework needs to include a societal perspective. Many of the challenges our students face in closing the achievement gap involve the structures of oppression and privilege in our communities, nation, and world. Our work must include helping students recognize institutional racism and other features of oppression, how these affect student learning and growth, structures of privilege in classrooms, schools, communities and higher education institutions, and their own human agency in learning how to take action in light of these larger societal structures.

Social justice in a global and knowledge society is not only important in schools but in our educational leadership departments. Whose voices are being heard? Whose are being silenced? What structures of oppression and privilege exist within our own work environments? After all, if diversity is critical for the work of our students, is it any less important for our own work? Increasing racial, ethnic, gender, sexual, ability, and intellectual diversity is not only an ethical response, it is also an effective way to develop our own skills and dispositions to work in a changing, complex, and global environment.

Implications for UCEA

As I end this address, I want to draw some implications for UCEA based on my observations about the changing nature of work and its implications for democracy.

First, there is the potential for positive and negative consequences for democracy of the changing nature of work. Such potential requires that democratic education be part of leader preparation content and reform. UCEA's involvement in leadership standards revisions must include a strong and persuasive voice that reminds professional associations, state policymakers, educational leaders, and other professors that democracy and social justice must be fundamental expectations for leaders.

Second, UCEA's evolving initiative in international collaboration is well situated to help us learn and contribute to the global, knowledge society. Such international collaboration, involving shared conferences, faculty and student exchanges and joint publications, can provide another form of diversity to help us and our students develop the kinds of creativity, flexibility, adaptability, and above all social justice insights that will enrich our work and that of our students. We have for too long limited our perspectives and our educational reform strategies to a U.S. or Western orientation—making the arrogant assumption that the rest of the world has nothing to teach us.

Third, the work of Wilson (1997) and Berube (Berube & Katz, 2005) on concentrated pockets of urban poverty, the racism laid bare in the wake of Katrina's storm, the widening inequalities, and the failure of many schools in urban areas to make a difference for students all accentuate the need for UCEA to focus attention on urban leadership. The changing nature of work—resulting in the disappearance of work for vast numbers of the families served by our schools and the inequalities that the global, knowledge society has so far created—calls all of us to action in urban areas.

Finally, the research that UCEA is sponsoring on leadership preparation and the new JRLÉ, which Edie Rusch and her colleagues at

UNLV are editing and that is being launched in September 2006, are great opportunities for UCEA to encourage research that acknowledges the consequences for democracy of the changing nature of work in the global and knowledge society.

The changing and complex nature of work in our knowledge, global and diverse society confronts us as educational leaders, professors, and policymakers with choices. May we make those choices that affect our work and the work of our graduate students and the families they serve in ways that enhance the journey toward a critical and diverse democracy.

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¹The Presidential Address in its entirety can be accessed at <http://www.ucea.org>.

Interview with Dr. Michael Dantley



How did you get involved with UCEA? My department has always played an important role in this organization. My mentor at Miami University, Dr. Nelda Cambron-McCabe, made it clear to me that it was important to be active in UCEA. In fact, there was a kind of unwritten expectation in the department that we would present at the annual convention of UCEA and that we would have some voice in how the organization functioned. The department selected me to serve as the PSR and from there I ran for the Executive Committee. So, from the time I re-entered the Academy there was an expectation that I would be an active member of UCEA. I also got involved in UCEA through the invitation of a senior professor to serve on a symposium with him and several other senior scholars at a UCEA convention. Actually, it was Fen English who invited me to serve with him on several panels at UCEA and AERA. So, in many respects, Fen English has played a major role in getting me involved in this organization. Finally, I have other colleagues across the country who also expressed the expectation that we as faculty members were to be involved in UCEA but not just in the aspect of presenting research. Dr. Linda Tillman of the University of North Carolina has always impressed me with the idea that people of color must be intimately involved in how UCEA works. Our voices have to be heard and have an impact on how the organization will perform now and in the future. So for me, UCEA has been a venue to share my research but also a way to help shape the culture and the discourse of our field.

What has been the most gratifying aspect of your involvement with UCEA? I have really enjoyed and been professionally as well as personally broadened by my experiences with UCEA. Several aspects of UCEA really strike me as being significant. First, I have been intrigued by the shifting in perspectives and voice that UCEA has undergone. From all accounts, the diversity that is now present in our organization was not the case just a short time ago and so this is one of the most gratifying aspects of my work with UCEA. The organization is richer because of the diverse perspectives and voices that are now really speaking loudly about how we prepare prospective leaders for our schools. I also find the level of research and the ways in which UCEA is actively involved in the current discussion and in fact is helping to define what that discussion should be where our field is concerned another significant aspect of my involvement

in our organization. UCEA has, what seems to me, an uncanny ability to bring together some of the most productive scholars in our field in order to deal with some of the more significant and pressing issues in educational leadership. Second, for me, the initiation of the Barbara Jackson Scholars is another outstanding contribution our organization has made to the field. Having the ability to mentor prospective scholars and academics of color is one of the surest ways to continue the kinds of diverse and culturally sensitive discussions and scholarship going in our field. It was a courageous move on the part of the UCEA leadership and membership to institute the Barbara Jackson Scholars. Third, I am really excited about UCEA's role in helping to revise the ISLLC Standards. I suppose for me, it is critical that an organization like ours be not only satisfied to write about issues of social justice and to discuss new and innovative ways to prepare prospective school leaders, but it is also especially important that we become activists who operationalize the very thoughts and ideologies we espouse through our scholarship. So, having the opportunity to bring to the ISLLC table our concerns about the apparent lack of attention paid to notions of social justice through the original standards is one of the ways that UCEA can take an activist stance to hopefully bring about much needed change in the ways prospective leaders are prepared to work in our schools. Finally, I'd be remiss if I did not mention the great opportunity I have been given to work closely with members of the Executive Committee, the PSRs and especially, executive director, Michelle Young. There is such a commitment to the ideals and values of UCEA demonstrated through these very conscientious leaders. I am gratified to be able to work with people whose actions and not just popular rhetoric are committed to continue excellent research and teaching grounded in a dedication to democracy and social justice.

Discuss your current goals for UCEA. I firmly believe that it is important that the UCEA voice become even more clearly articulated with state and federal policy makers who are intimately involved in how educational leadership preparation programs are shaped. I understand that many people feel that it is not the role of the professoriate to become political activists but I do believe in the role of the public or organic intellectual where those of us who are in the academy realize that our purpose is not only to teach and write but to also actively work with grassroots and other organizations, political and social, to bring about marked changes in our communities. So I suppose that one of my goals for UCEA is to become a more politically

active organization. I also want to continue the growth of the Barbara Jackson Scholars. I don't want us to miss the opportunity to mentor prospective scholars and teachers in a significant way. It is also important to me that we develop a really practical way to involve the universities in UCEA in reflecting and reassessing their strengths and weaknesses especially as they relate to the criteria for UCEA membership renewal. It is also important that we take the time to evaluate the effectiveness of the David Clark Scholars program. There is no doubt in my mind that this has served as a most effective way to assist graduate students with their research. It is probably time to examine that whole process and how we can become even more effectual in this work. Certainly, UCEA's commitment to a global perspective must continue and be enhanced. We are truly moving in a direction that celebrates diversity and difference. I hope that my presidency will perpetuate that perspective and that there will be no question that not only are we committed to outstanding teaching and scholarship in the field of educational leadership but that the labor that we engage is continually grounded in social justice and a dedication to the democratization of schools and our society.

What are some professional goals and research interests? I am currently writing a book with Dr. Colleen Capper on leadership, spirituality, and social justice. I have several pieces under review, and one chapter in a monograph edited by Drs. Linda Tillman and Len Foster under review. I am also writing a chapter on a radical approach to social justice and leadership in a book edited by Drs. Dennis Carlson and C. P. Gause and am finishing a manuscript on the linkage between critical spirituality and democratic education. My research, while really focused on spirituality and leadership, is beginning to examine the whole notion of moral leadership and to deconstruct some of the ideas around leadership, academic performance, and social responsibility. I am really concerned with the idea that academic performance has no political or social relevance. What I mean by this is that it is possible for students to meet academic challenges and to pass all kinds of literacy and numeracy examinations and gain entrance into the middle class of our society without ever being challenged to bring about any radical change in the way democracy is operationalized in our society. I suppose I am looking to radicalize the whole process of academic performance and believe that school leaders can be pivotal players in giving the acquisition of intellectual skills more political and social power. I am also concerned with the overuse of the words social justice. Unfortunately, I fear that they have come to mean so many things that they have lost their significance and impact. So I have been working with some young, progressive African-American scholars to construct some thinking around re-radicalizing notions of social justice. We'll be presenting papers on this issue at AERA in San Francisco. It has been really fun working with these scholars as they challenge my thinking and hopefully all of us sharpen the perspectives we bring to this whole issue of social justice. Two other writing projects have been on my research agenda as well. Drs. Richard Quantz and Nelda Cambron-McCabe and I are revisiting notions of transformative educational leadership and including more substance where the issues of social justice and spirituality are concerned. I am also engaged in a writing project with about eight other people focusing on preparation programs that are particularly grounded in the tenets of social justice. All of these projects are helping me to come to grips with how our field is changing, I think, for the better and in what ways we can bring about significant changes to the broader society in which all schools exist.



Fenwick English Voted UCEA President Elect

Fenwick W. English, the R. Wendell Eaves Distinguished Professor of Educational Leadership at the University of North Carolina at Chapel Hill, was selected as UCEA's President Elect. Fen will take on the UCEA Presidency in November 2006. Fen has been a member of the UCEA Executive Committee for the past four years and has served as co-Chair of the UCEA Publications Committee for two years.

Fen is a frequent symposium speaker at both UCEA and Division A of AERA. He is the general editor of the *SAGE Handbook of Educational Leadership* and *The Encyclopedia of Educational Leadership and Administration*. His most recent book was *The Postmodern Challenge to the Theory and Practice of Educational Administration* released by Charles Thomas Publishers of Springfield, Illinois in 2003.

Fen has also been a contributor to the *UCEA Review*, his most recent article (June, 2004) was titled "Undoing the Done Deal: Ahistoricity, Reductionism and Pseudo-science In The Standards for Educational Administration". His critical rebuttal of the Fordham and Broad Foundations' *Manifesto for Better Leaders for America's Schools* was included in a recent UCEA monograph. He has also published in *Educational Administration Quarterly*, *Journal of School Leadership* and *Educational Researcher*.

Fen's P-12 practitioner experience includes terms as a middle school principal in California; assistant superintendent of schools in Florida; and superintendent of schools in New York. His higher education administrative experience includes serving as a Dean of the School of Education at a regional campus of Purdue University in Fort Wayne, Indiana; interim dean of the School of Education at UNC-Chapel Hill; and Vice Chancellor of Academic Affairs at IPFW in Fort Wayne. He also served as Associate Executive Director of AASA in Arlington, Virginia in the mid-eighties, and a principle/partner of Peat, Marwick, Mitchell & Co (now KPMG) in the Washington, D.C. office of the firm heading the national P-12 elementary/secondary education consulting practice for three years.

UCEA seeks Bilingual Spanish Reviewers

The UCEA convention call for proposals will be available in both Spanish and English and with the help of colleagues in Texas and New Mexico, a concerted effort is being made to connect with educational leadership scholars South of the border. As a result, UCEA anticipates receiving some proposals that are written in Spanish. In preparation for this, we are seeking a cadre of reviewers who can read, write, and review in Spanish. If that description fits you and/or a colleague of yours, and you are willing to help out, then we want to hear from you. Please contact UCEA headquarters by phone (573-884-8300) or email ucea@missouri.edu.

UCEA Welcomes New Members

At the end of November 2005, the UCEA Plenum approved the membership of The University of Texas-San Antonio and The University of Arizona. Members of these two institutions' leadership, faculty and graduate students are pictured here along with members of the UCEA Executive Committee. Please help us welcome these new UCEA members. If you would like to learn more about these programs, please visit the UCEA website's membership directory www.ucea.org. If you would like information about full, provisional or associate membership in UCEA, please contact the UCEA headquarters at UCEA@missour.edu or 205 Hill Hall, Columbia, MO 65211-2185 or (573) 884-8300.



New Members at 2005 UCEA Conference

Ohio Professors Prepare to Respond to the Critics

Theodore J. Kowalski

*Kuntz Family Chair in Educational Administration,
University of Dayton*

Three universities in southwestern Ohio—the University of Cincinnati, the University of Dayton, and Wright State University—and the Ohio Council of Professors of Educational Administration co-sponsored a workshop addressing the future preparation of district and school administrators. Approximately 100 professors, policymakers, and professional association executives and officers from across Ohio attended the two-day meeting which was held on September 27 and 28 in Dayton. Premised on the belief that members of our profession have a responsibility to collaboratively evaluate and respond to suggested reforms, the workshop's primary purposes were to evaluate recent criticisms of leadership preparation and to discuss how Ohio stakeholders should respond to them.

The opening speaker, Roderick G. W. Chu, Chancellor of the Ohio Board of Regents, defined a need to reform Ohio's preparation programs. Then, Alvin Sanoff, affiliated with the Education Schools Project in Washington, DC, provided a synthesis of *Educating School Leaders* (commonly known as the "Levine Report"). Following his address, Michelle Young, UCEA executive director, shared her perspectives on the Levine Report and other critiques of educational leadership programs. Excerpts of Dr. Chu's comments are available at <http://soeap.udayton.edu/chu-windows.htm>; excerpts of Mr. Sanoff's comments are available at <http://soeap.udayton.edu/sanoff-windows.htm>; and excerpts of Dr. Young's comments are available at <http://soeap.udayton.edu/young-windows.htm>

UCEA Call for Convention 2006 Volunteers

If you are interested in serving as a Proposal Reviewer, a Session Chair, or a Research Session Discussant for the UCEA Convention 2006, please complete this form and return it to UCEA. The UCEA Convention Program Committee will use forms received to identify potential reviewers, chairs and discussants. **Return this form by March 30th to UCEA, Attn: Laarni Goma, 205 Hill Hall, Columbia, MO 65211; fax: 573-884-8302.**

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I am interested in serving as:

Proposal Reviewer for UCEA Convention 2006. Please note all proposals for the upcoming 2006 UCEA Convention in San Antonio, TX will be submitted and reviewed electronically during the month of May 2006.

Session Chair for UCEA Convention 2006

Research Session Discussant for UCEA Convention 2006

Have you served UCEA in one of the above capacities in previous years? yes no

The second day of the workshop included two other presentations and a panel discussion. Frederick Hess, Director of Education Policy Studies at the American Enterprise Institute, summarized his recent research suggesting that most preparation programs are deficient. Following his presentation, Terry Orr, professor at Bank Street College, analyzed the policy implications of preparation reforms. The panel discussion was moderated by Thomas Lasley, dean at the University of Dayton. Discussants included Susan Bodary, executive assistant to the governor for education, Jerry Klenke, executive director of Buckeye Association of School Administrators, Theodore Kowalski, professor at the University of Dayton, Deborah Morin, executive director of the First Ring Leadership Academy at Cleveland State University, Arlene Setzer, chair of the Education Committee in the Ohio House of Representatives, and Marilyn Troyer, associate superintendent with the Ohio Department of Education.

Workshop participants had the opportunity to engage in small group discussions before the meeting ended. The discourse centered on two queries: What key ideas addressed at the workshop need to be implemented to improve practice and policy for administrator preparation in Ohio? What steps should be taken by personnel in Ohio preparation programs to pursue these key ideas? Sixteen ideas were identified in relation to the first question including the following suggestions:

- Reforms should be based on increasing the quality of graduates.
- Preparation should be grounded in a definition of competence.
- Criteria for preparation should be based on the realities of practice and institutions either meet these criteria or discontinue preparation programs.
- Standards for superintendent licensure should be more specific.
- Reform should stem from dialogue conducted among all stakeholders, including professional associations (e.g., for principals and superintendents).
- Strengthen and lengthen internship experiences.
- Set higher admission, retention, and graduation standards.
- Address the problem of admitting students who have no intention of practicing administration, possibly by establishing separate programs for teacher-leaders.
- Ensure that all programs are properly staffed, quantitatively and qualitatively.
- Reject efforts to either discontinue Ed.D. programs or to remove the study of research from them.
- Promote partnerships (e.g., with public schools or business schools) to expand research on practitioners.

With respect to the second question, the participants suggested that there is a need to conduct regional discussions among all relevant stakeholders on reform and then to convene another statewide meeting to integrate the results. In addition to discussing competence, licensing criteria, and preparation curricula, participants need to address evaluation and to develop a master plan for ensuring that members of the profession will remain deeply involved in major policy decisions affecting the profession.

More recently, the workshop and future initiatives growing out of it were discussed in a session at the UCEA conference in Nashville. Ted Ziegler from the University of Cincinnati, Scott Sweetland from The Ohio State University, and Ted Kowalski from the University of Dayton shared their thoughts about pursuing a statewide effort for re-

forming administrator preparation. Though many perspectives on the need for reform and on appropriate reform strategies were articulated at the session, all attendees agreed that getting academics, practitioners, association executives, and political figures to agree on a reform agenda for Ohio is a daunting task. Recent changes in licensing policy and requirements to develop alternative paths to licensure have made it clear that changes will occur even if members of the profession elect to remain silent. Hopefully, the momentum established by the workshop will build ensuring that administrator preparation in the state will become increasingly stronger.



Innovative University Programs

Kanya Mahitivanichcha- *Innovative programs editor*

University at Buffalo – State University of New York (SUNY): Leadership Initiative for Tomorrow’s Schools (LIFTS)

By:

Stephen Jacobson, Robert Stevenson, Lauri Johnson, Corrie Giles, and Rose Ylimaki

The impetus for the Leadership Initiative For Tomorrow’s Schools (LIFTS) began in 1991, out of concern by school officials in Western New York that the quality of administrative applicants in the area did not match the demands of the job—especially for the principalship. When positions opened, districts had no problem recruiting an adequate supply of candidates, because the seven preparation programs in Western New York were graduating a surplus of certified administrators. The problem schools were experiencing was a lack of “quality” candidates.

A task force composed of superintendents, district representatives and University of Buffalo faculty members began meeting regularly for over two years. These meetings produced a new approach to preparation that focused more on developing leadership and leadership skills than on training managerial techniques. The terms “leader” and “administrator” would not be used interchangeably in this new program. The task force intended to treat leadership as a collective rather than individual construct, so that the ‘leaders’ the program prepared, whether administrators or teachers, would

- focus on the teaching-learning process;
- encourage and demonstrate risk-taking and flexibility;
- encourage and demonstrate an appreciation for diversity and a commitment to equity;
- employ reflection and inquiry as constant components of practice; and,
- act in ways that are informed by the outcomes of systematic inquiry and moral deliberation.

Over the two years that followed, the task force developed an alternative program built around the following innovative design features:

- a cohort model that would enable candidates to build a sense of community and foster an understanding of collective leadership;
- an integrated curriculum organized around real problems of practice;

- district participation in candidate recruitment and selection;
- an intensive field-based component involving clinical internships of no less than 600 hours;
- the assignment of an experienced school leader as a mentor for each LIFTS cohort member.

The central tenet of the LIFTS approach to leadership preparation is that the selection, recruitment and preparation of future school leaders are responsibilities that are shared jointly by the university and local school districts. Consequently, in addition to self-nominated candidates, a number of local school districts identify and nominate experienced teachers (or counselors, social workers or other certified professionals) who have demonstrated leadership potential. Hence, LIFTS participants are often sponsored by their school districts as possible candidates for specific administrative posts. One of the primary goals of LIFTS is to promote greater diversity in school and district leadership through the identification and active recruitment of outstanding women and minorities. Therefore, an effort is made to ensure that the cohort accepted into the program is as diverse as the available candidate pool will allow.

Upon admission, LIFTS cohorts work together for two years including summers. During the school year, students meet one night a week for six hours. In the first summer, the courses are more compressed (5 days a week for three weeks from 9 AM – 4 PM), as group facilitation and team-building are emphasized. Cohort members are encouraged to seek out their mentors for advice and to explore alternatives should questions or problems arise. Because LIFTS students work as a cohort, their mentors have opportunities to meet and interact with other cohort members, thus creating a network of experienced practitioners available to all. This network is especially useful during the internships, when cohort members face the challenge of new roles and responsibilities. Although it is not prohibited, cohort members and their mentors generally do not come from the same district. LIFTS faculty members believe that a freer flow of ideas can take place when the parties have no fear of retribution for things said about their own districts. They also see this inter-district exchange as a broadening experience for both parties.

During their initial summer, the cohort members are introduced to theories and research on leadership, change and school improvement. They are also engage in the development of their personal leadership platform. The first academic year begins with two fall courses addressing authentic teaching and learning and the social and cultural context in which such learning must be developed. The spring and summer semesters address inclusive teaching and learning for students with disabilities; building personal, interpersonal and organizational capacity; developing external relationships with the community, the district and the state, as well as planning, budgeting and data analysis. The second year involves a full-time or part-time internship supported by a reflective seminar in which students share their vision of schools and school districts, drawing upon the skills and experiences acquired. Hence, the student learning experience consists of:

- A cohort-based learning environment supported throughout the program by a network of local administrators with many years of school and district leadership experience.
- A focus on teaching and learning and current issues and problems of school and district practice.
- An integration of academic and experiential learning.

- Working with an interdisciplinary faculty of university professors, clinical instructors, and an outstanding local principal or superintendent.
- Student input into the curriculum and involvement in facilitating classes.
- Six credit hour classes each semester for two years, including summers.
- One evening per week plus occasional full days for school visits and workshops.

The capstone assessment is an hour long oral defense of a case study presented before a four person examining board consisting of one education administration faculty member, one faculty member from another program in the graduate school of education, an area superintendent and a LIFTS alumnus who is currently in a formal leadership position.

The first cohort began in the summer of 1994, and seven completed the program in May 1996. Since then the program has graduated almost 100 students, about 90% of whom are practicing administrators. About half of the LIFTS alumni are principals, while the rest are assistant principals or central office administrators. This year, one LIFTS alumnus became the first to be promoted to the position of superintendent of schools.

Two of the program's five tenure track faculty members, Stephen Jacobson and Robert Stevenson, have been with the program since its design and inception. Both have published articles and book chapters about the program, as has Virginia Doolittle (Rowan University), whose dissertation was a study of the initial years of LIFTS. The other three faculty members, Lauri Johnson, Corrie Giles, and Rose Ylimaki, joined the program in part because of their comfort with the collaborative approach to preparation that LIFTS represent. Currently, LIFTS offers 3 strands, each leading to one of NY's three administrator certifications: School Building Leader (SBL), School District Leader (SDL), School District Business Leader (SDBL).

For more information on LIFTS see: <http://www.gse.buffalo.edu/dc/eaop/ea5.htm>

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Journal of Research on Leadership Education



Journal of Research on Leadership Education (JRLE) is a new electronic peer-reviewed journal which focuses on articles from multiple epistemological perspectives. JRLE will serve as an international venue for discourse on the teaching and learning of leadership across the many disciplines informing educational leadership.

Edited by Edith A. Rusch, University of Nevada, Las Vegas and is sponsored by the University Council for Educational Administration.

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Do You Have Back Issues of EAQ? If So, We Need Your Help.

SAGE Publications, the current publisher of EAQ, is working to complete the online collection of EAQ. However, SAGE does not have access to all issues of EAQ that were published prior to their contractual relationships with UCEA. Several faculty, including Cecil Miskel, Jeff Brooks and Robin Farquhar, as well as the EAQ editorial office at the University of Utah have donated a number of the missing issues, but we are still in need of four. If you would be willing to donate any of the following issues to UCEA for its online collection with SAGE, please contact Sheriece Sadberry at UCEA (slsd3b@mizzou.edu).

<u>Year</u>	<u>Volume</u>	<u>Issue</u>
1966	2	1
1966	2	2
1967	3	1
1967	3	2
1976	13	3
1977	14	1
1977	14	3
1978	15	5
1979	16	1
1979	16	2
1979	16	3
1980	17	1
1980	17	2
1980	17	3

ISLLC Part II: Updating Educational Leadership Professional Standards

Nearly a decade has passed since the ISLLC standards were published, disseminated and adopted (or adapted) by states, accreditation groups, and educational leadership preparation programs across the US. Without question, the ISLLC standards have had an impact on the profession. In February of 2005, the National Policy Board for Educational Leadership (NPBEA) named Dick Flanary of NASSP to chair a steering committee to begin planning the updating of ISLLC. The board also resolved that the ISLLC and the Educational Leadership Licensure Consortium (ELCC) standards would be revised at the same time and that, if possible, the ISLLC and ELCC standards would be one and the same. Shortly thereafter, Nona Prestine was selected as UCEA's representative on the steering committee.

In November of 2006, Nona Prestine provided UCEA Convention attendees with an update on the revision of the ISLLC standards. At that time, nominees were being forwarded to serve on an expert panel that would have the task of revisiting the ISLLC Standards and updating them based on advances in knowledge and experiences in the field since 1995. Members of this panel include: Nelda Cambron-McCabe (Miami U.), Mary Gunter (Arkansas Tech), Len Foster (Washington State), John Hoyle (TX A&M), Ken Leithwood (OISE), Robert Marzano (McREL), Joseph Murphy (Vanderbilt), David Monk (Penn State), Rosemary Papa (University of California-Davis), and Nancy Sanders (CCSSO). This group will examine the standards, review critiques of the standards, consider the advances in research on leadership, and propose revisions. Following this work the steering committee will bring input from member organizations together with the work of the panel to construct a new set of standards.

According to the calendar set up by CCSSO on behalf of the steering committee, there are two key periods during which input will be requested from organizations and their members. These include:

- § February and March 2006: NPBEA organizations seek input from members regarding thoughts on the current standards and the revision of those standards. This input will be forwarded to the expert panel and steering committee.
- § October 2006-February 2007: NPBEA organizations will seek input on draft of revised ISLLC/ELCC standards.



EXTENDED

Call for Papers Second Annual UCEA Conference Proceedings: Convention 2005

Democracy in Educational Leadership: The Unfinished Journey Toward Justice

The 2005 convention aims to advance the conversations of issues related to diversity, equity, social justice and ethics in educational leadership. Historically, many educational leaders find themselves in teaching, research and activism as the torchbearers of various interpretations of democratic ideals. These ideals are fundamentally rooted in the contexts of cultural understandings, belief systems, and the creation/enactment of governmental policy. Educational institutions, however, begin this journey and stop at the basic levels of understanding and interpreting democratic ideals and transforming these ideals into social behaviors. Those involved in the wide range of approaches to teaching and researching about educational leadership should continue to critique the definition and enactment of democracy in order to develop initiatives, action steps and purposeful civic engagement so that all of education's stakeholders can complete this unfinished journey toward, "justice for all." Teachers and researchers in all areas of educational leadership must face the challenges to expand instructional practices and include diverse theoretical constructs that support more than the status-quo in educational leadership. Schools as a microcosm of society must have social and political structures that help them maintain and build on existing foundations to create lasting social change. To this end, those in educational leadership on various levels play an integral role in helping to create, critique, and implement educational leadership that embodies the belief that "democracy matters." These issues raise a number of questions for research, practice, and the preparation of educational leaders which provide the contextual terrain for the wide range of papers presented at the convention.

UCEA invites presenters at the 2005 convention to submit their papers for publication in the second annual conference proceedings. The conference proceedings will be edited by David C. Thompson, Kansas State University, and Faith E. Crampton, University of Wisconsin-Milwaukee, and will be Web-based. Conference proceedings for the 2004 annual convention may be viewed at <http://coe.ksu.edu/ucea>.

Please submit your paper as an email attachment to Faith E. Crampton at fec@uwm.edu by **MARCH 15, 2006**. Any questions regarding submission may be directed to her as well.

Point/Counterpoint: Is the Time Right for Vouchers?

Julie F. Mead, Point-Counterpoint editor

While debated in policy circles since Milton Friedman introduced the idea in 1955, publicly funded vouchers as a tool of education reform have been used to date only in limited circumstances. At first, vouchers were debated both as a matter of public policy and as a matter of constitutional law. The latter issue was settled at the federal level when the Supreme Court, in the 2002 case entitled *Zelman v. Simmons-Harris*, found no barrier to voucher programs under the Establishment of Religion Clause of the First Amendment. That decision had two effects. First, much like the Court's earlier decision on educational funding in *San Antonio v. Rodriguez*, legal challenges have shifted to state courts to determine whether state constitutions allow the discretion to employ vouchers. Secondly, the policy debate concerning what, if any, role vouchers should play in school reform has increased at both state and national levels. Most recently, President Bush included voucher provisions in his plan for aiding the victims of hurricane Katrina re-establish educational homes for their children.

We are privileged to have two well-known scholars on the issue present the debate for us here. First, Richard Fossey, Professor of Educational Leadership and Cultural Studies at the University of Houston, argues that public education has nothing to fear from voucher programs and that the children and families served by them have everything to gain. Marcus Egan, Director of Federal Affairs and the Director of the Voucher Strategy Center for the National School Boards Association, counters that vouchers, without substantial evidence that they work, divert policy-makers' attention and taxpayers' support away from what should be their priority, ensuring the vitality and efficacy of America's public schools. We offer these two essays as a means to further conversation on this important topic.

Who's Afraid of the big bad vouchers?

by Richard Fossey

Three years ago, in *Zelman v. Harris-Simmons* (2002), the United States Supreme Court repudiated its old hostility to public aid for religious schools, hostility that Justice Clarence Thomas once denounced as being rooted in anti-Catholic nativism (*Mitchell v. Helms*, 2000). By a five to four vote, the Court upheld the constitutionality of a voucher program for Cleveland school children. The program allows students in Cleveland's crumbling school system to attend private schools at public expense—either secular or religious.

Zelman was universally condemned by public education's major constituency groups—the National School Board Association, the National Parent Teacher Association, the American Association of School Administrators, and the teacher unions. Almost with one voice, these groups denounced the Supreme Court's decision, and several groups vowed to continue fighting vouchers in state legislatures and the courts.

Voucher opponents articulate three major themes. First, vouchers for private schools undermine public education, draining resources away from public schools that are already starved for resources. Second, vouchers for private schools run counter to America's long tradition of democratic education—education that brings children together from all socioeconomic, racial and ethnic backgrounds. Third, private-school vouchers benefit privileged families to the detriment of the disadvantaged—poor children, minority children, and children with disabilities.

The purpose of this essay is to suggest that public education's major constituencies should reconsider their fierce opposition to vouchers. Based on the evidence so far, vouchers do not pose a serious threat to public education or to the democratic ideals it espouses. Moreover, properly-constructed voucher programs can provide two important public benefits: 1) they give children in the nation's collapsing inner-city school systems the opportunity to receive a decent education and 2) they allow families that want religious education for their children the opportunity to obtain it, even if they are too poor to pay private-school tuition.

Vouchers Do Not Significantly Undermine Support for Public Education

First of all, voucher opponents argue that vouchers undermine the public schools. As the National School Board Association succinctly (2003) put it, “[A] dollar spent on a tuition voucher is a dollar drained from a neighborhood public school” (p. 15).

This is true of course, but then shouldn't education dollars go to the institution that educates the child? Cleveland's public schools, for example, lost 75,000 children over a thirty-year period due to a massive outflow of families from the city (Fossey, 2004, p. 184). No one would argue that the money needed to educate those absent children should stay in Cleveland.

Of course, voucher programs should not be a windfall for private education. Nor should a public school be unduly penalized when a child leaves the public system for a private school. But the notion that education dollars should follow the child seems fair—even when the child leaves a public school for a private one.

More importantly, there is no indication that even a large-scale statewide voucher program—if one were ever enacted—would cripple public education. By and large, Americans are satisfied with their public schools, as the National School Board Association correctly points out. Even if families were given an unrestrained opportunity to participate in a voucher program, it seems doubtful that many would do so.

In fact, when we look at the voucher programs that have appeared so far, most are small initiatives specifically designed to provide better schooling for children in failing schools. The Florida voucher program, for example, adopted by the Florida legislature in 1999, involves only 700 children (Jones, 2004). The District of Columbia voucher program, established by Congress in 2004, offers private-school scholarships for only 1,700 low-income students (Haynes, 2005). Milwaukee's voucher program, with perhaps 15,000 participants (Borsuk, 2005), is the largest municipal voucher initiative; but even that program is small compared to Wisconsin's overall public school enrollment—almost 900,000 students.

If public education faces serious competition, it is from home schooling and charter schools—not vouchers. More than a million children are now home schooled (de Vise, 2005), and public charter schools are strong rivals to traditional public schools in many cities. Dayton, Ohio

has 40 charter schools, which educate about a quarter of the city's students (Dillon, 2005); and 33,000 children are now in charter schools in Detroit (Pratt & Walsh-Zarnecki, 2005).

Vouchers do not undermine the democratic values of public education

Second, voucher opponents argue that vouchers undermine the democratic values of public education. As the National Education Association put it, "A pure voucher system would only encourage economic, racial, ethnic, and religious stratification in our society. America's success has been built on our ability to unify our diverse populations." This is a strong argument against vouchers, but is it accurate?

In *Democratic Education*, Amy Gutmann, now president of the University of Pennsylvania, wrote the premier defense of American democratic education. In her 1987 book, she argued that democratic education, by which she meant public education, "is an essential welfare good for children as well as the primary means by which citizens can morally educate future citizens" (p. 70). Even Gutmann, however, did not argue that private school options should be eliminated.

Furthermore, Gutmann accurately identified why vouchers have become attractive to so many Americans.

The appeal of vouchers to many Americans . . . stems, I suspect, from three facts. One is that our public schools, especially in many of our largest cities, are so centralized and bureaucratized that parents along with other citizens actually exercise very little democratic control over local schools. The second is that only poor parents lack the option of exiting from public schools, and this seems unfair. The third, and most sweeping fact, is that the condition of many public schools today is bleak by any common-sensical standard of what democratic education ought to be. (p. 70)

It is Gutmann's last point—the bleak condition of many public schools (and here she seems to have been speaking about urban schools)—that is the most critical. In point of fact, most of our inner-city school districts do not reflect democratic values. On the contrary, many of our urban school systems are racially and socioeconomically isolated ghettos (Frankenberg & Lee, 2002; Orfield & Eaton, 1996) with high dropout rates (Harvard Civil Rights Project, 2005; Orfield, Iosen, Wald, & Swanson, 2004; Greene, 2004) and abysmal records of student achievement where no parent with a reasonable alternative would willingly send a child. It is in these school systems (Cleveland and the District of Columbia are good examples) where vouchers have emerged as a moral alternative and where voucher programs have been largely confined.

Voucher programs need not discriminate against the disadvantaged

Third, voucher opponents maintain that voucher programs benefit the privileged to the detriment of the disadvantaged. Certainly they have that potential. It seems likely, for example, that many private schools would turn away expensive-to-serve children with disabilities if they were allowed to do so. And there is always the potential for race discrimination or favoritism on behalf of the affluent.

But these problems can be effectively dealt with if voucher programs are adequately designed. Several of the current voucher programs—Cleveland, for example—are specifically targeted to assist low-income children; and anti-discrimination provisions would seem to be as effective in a voucher program as they are in public education.

Moreover, Catholic schools, which would be major beneficiaries of any large-scale voucher program, have a good record with regard to racial and socioeconomic diversity (Gutmann, 1987, p. 119). Coleman and Hoffer (1987) concluded that Catholic schools were superior to public schools in educating African Americans, Hispanics, socio-economically disadvantaged children, and children from deficient (single-parent) families (pp. 118-148). And Bryk, Lee and Holland, in an influential 1993 study, found that Catholic schools, with their simple organizational structures and modest resources, did a better job of educating disadvantaged children than the public schools.

Fundamental Fairness: Families of modest means should have access to religious education

In the final analysis, the most persuasive argument in favor of vouchers is fundamental fairness. Affluent families can choose private education for their children—including a religious education—because they can afford to pay for it. Low-income families do not have that choice.

Diane Ravitch, in a 1997 essay, eloquently articulated the unfairness of this state of affairs. "What I argue," Ravitch wrote, "is that it is unjust to compel poor children to attend bad schools. It is unjust to prohibit poor families from sending their children to the school of their choice, even if that school has a religious affiliation. It is unjust to deny free schooling to poor families with strong religious convictions" (p. 257).

Voucher opponents, however sincere, often fail to appreciate the importance that many families attach to religious education. Amy Gutmann, to cite a prominent example, assumes that moral education can take place in a wholly secular atmosphere. Many Americans believe that such a notion is delusional—that a moral foundation is impossible to construct absent religious faith.

In any event, there is profound disagreement about what constitutes moral education in the public schools. Over the years, litigation has broken out between school districts and religious dissenters concerning sex education (*Brown v. Hot, Sexy and Safer Productions, Inc.*, 1995); homosexuality (*Hansen v. Ann Arbor Public Schools*, 2003) and the broader curriculum (*Altman v. Bedford Central School District*, 2001). As the courts have correctly pointed out, schools cannot be forced to tailor their curriculums to meet the objections of every dissenter—a common curriculum must be taught in the schools (*Brown v. Woodland Joint Unified School District*, 1994; *Brown v. Hot, Sexy and Safer*, 1995, p. 534). But on the other hand, reasonable alternatives should be available to families with sincere religious objections to what the schools are teaching—and vouchers for religious schools is one such reasonable alternative.

Conclusion

In the dawning years of the 21st century, the most serious threat to public education is the abysmal condition of inner-city schools—not vouchers. Alarm about urban education has been the driving force behind much of the voucher activity in the United States. If public education's major constituency groups can dramatically improve the quality of public education for inner-city children, they have nothing to fear from vouchers. And if they cannot achieve this urgent task, then vouchers will be the least of public education's problems.

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School Vouchers Fall Short as Substantive Education Reform

By Marcus Egan

Introduction

Exactly 50 years after a Nobel Prize-winning economist suggested the government give parents taxpayer dollars whether they send their children to public, private or religious elementary or secondary schools, the idea remains controversial, unproven and unpopular. Yet today, discussions regarding K-12 education seldom are absent mention of private school vouchers. Despite an unimpressive record of enactment and a dearth of successful experiments, this educational concept continues to generate intense interest, often marked more by heat than light.

Free-market economist Milton Friedman, in 1955, speculated that the nation's education system would benefit if an equal amount of per pupil tax money were allocated to parents who could direct those dollars to the schools of their choice. Such an approach would significantly reduce government's role in education and limit public oversight of public funds.

The mere fact that five decades after the concept's introduction, including intense recent lobbying, few states have opted to experiment with vouchers speaks to the public's steady – though often quiet – support for public education, and to significant flaws in vouchers as a genuine education reform.

To be sure, the concept's track record is largely abysmal. In half a century, American voters have overwhelmingly rejected every single school voucher proposal put before them. Some 80 percent of state legislatures have rejected vouchers. And, in the few states and municipalities with voucher experiments, the preponderance of credible research finds virtually no impact on raising student achievement above public school levels. More recently, existing programs have suffered embarrassing scandals that illustrate the consequences of vouchers' inherent lack of public oversight.

And yet the debate rages, spurred in part by a pair of recent national developments. The federal No Child Left Behind Act, enacted in 2002, places a bright spotlight on the performance of public schools everywhere and the achievement of every student, mandates *public* school choice and introduces the use and public payment of private providers for supplemental educational services. Later that year, the U.S. Supreme Court, in a 5-4 decision in *Zelman v. Simmons-Harris*, ruled Cleveland's voucher program does not violate the U.S. Constitution's Establishment Clause, removing a constitutional impediment that helped stymie vouchers for years – though legal obstacles persist at the state level, where dozens of state constitutions include more restrictive language barring direct, and in some case even indirect, public funding of religious institutions. Florida's flagship voucher program, enacted in 1999, has been ruled to violate the state constitution and is presently on appeal to the state Supreme Court.

Origins and shifting rationales

When Friedman put forward his plan to change the shape of public education, the nation was wrestling with the most significant education decision the Supreme Court had ever issued – its unanimous 1954 ruling in *Brown v. Board of Education*. In short order, some communities circumvented court-mandated integration by opening and subsidizing, with tax dollars, private all-white academies. Virginia's Prince Edward County went so far as to close down its public schools

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and shift its tax dollars to support its “whites only” academies (*Griffin v. County School Bd. of Prince Edward County*, 1964).

Generally though, the voucher concept lay dormant until the 1980s, when the U.S. Department of Education released the ominously entitled *A Nation at Risk* (1983), warning that public schools’ deterioration threatened the country’s competitive edge economically, industrially and technologically. “... [T]he educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people. We have, in effect, been committing an act of unthinking, unilateral educational disarmament,” the report concluded.

Besides igniting the standards-based reform movement, *A Nation at Risk* provided political ammunition for an all-out assault on public education that continues to this day. Just days after *Risk*’s release, advocates of federal tuition tax credits, testifying before a Congressional committee, cited it as a rationale for their voucher-like proposal (“Tax Credit,” 1983).

For years, an inadequate public education system, particularly in urban municipalities, stood as the primary justification for vouchers, with public school critics citing private schools’ allegedly superior ability to raise student achievement. Recent research questions that assertion. When factoring in demographic and socioeconomic status, public school students at every income level outperformed private school students on a national math assessment. Private schools’ overall advantage was easily traced to their overpopulation of students from high-income families compared to public schools (Lubienski & Lubienski, 2004).

Voucher advocates have begun shying away slightly from using academic achievement as the primary argument for vouchers anyway. That’s a direct result of a preponderance of credible research concluding that existing voucher programs have not raised student achievement beyond public school levels. More recently, “choice” itself has become the mantra of voucher proponents, occasionally wrapped in civil rights rhetoric. Vouchers, they say, provide poor families with the same “school choice” their wealthier counterparts take for granted. Implying that parents with a voucher can enroll their child in whatever school they wish is, of course, highly misleading. Many private schools will not participate in a voucher program, and the ones that do may have limited vacancies and may be free to continue selective admissions policies on the front and back end.

Ironically, the new focus on “choice” as the primary argument for vouchers diverges starkly from the continued increased attention by lawmakers and others on student achievement within the public schools. While voucher proponents argue that parental satisfaction is the best measuring stick of a school’s success, they apply that reasoning solely to private schools. In contrast, public schools must demonstrate their students’ academic performance in a more visible, and some would argue, objective manner through the reporting of test scores and performance data.

Other recent pro-voucher arguments also have trended away from student achievement and include these assertions: 1) that vouchers provide more money for public schools because the student exodus is greater than the corresponding loss of per-pupil funds, and 2) that vouchers are needed to reduce public school overcrowding. Both these arguments fail the truth test. In fact, vouchers do drain dollars from public schools and any “net gain” in lost revenue falls short of the corresponding student departures because current private school students, or kindergartners who never attended public schools, often are the beneficiaries of taxpayer financed vouchers (Schiller, 2001).

Existing programs reveal vouchers’ key flaws

Unlike the shifting sands of pro-voucher rationales, most arguments against vouchers are unchanged over the years and evidence from existing programs has strengthened those claims. Five frequent arguments are outlined below.

1. Vouchers drain dollars and commitment from public education

Vouchers’ central weakness as a public policy is a simple one: they drain critical dollars from public schools. Year after year, proposal after proposal, voters and lawmakers have rejected vouchers because of the negative financial impact vouchers have on public schools. Put simply, a dollar spent on a tuition voucher is a dollar drained from a neighborhood public school. Or in the case of existing voucher programs, millions of dollars drained from many public schools.

For example, the Milwaukee voucher program, with approximately 14,000 students in January of 2005, was expected to cost taxpayers an estimated \$87 million for the 2004-05 school year, with 45 percent of the funds diverted from the Milwaukee Public Schools and its approximately 105,000 students (“MPCP Facts,” 2005). Milwaukee’s public schools are not the only ones to experience a diversion of public funds. During the 2000-01 school year, 237 other Wisconsin school districts lost \$2.7 million in state aid to help finance Milwaukee’s voucher program (“Funding for the MPCP,” 2001).

Cleveland’s voucher program, with about 5,600 students enrolled last year, similarly drains millions from the city’s public schools. Specifically, the voucher money is drawn from the Disadvantaged Pupil Impact Aid (DPIA) fund – state dollars that pay for preschool, all-day kindergarten, smaller class sizes and reading improvement programs for disadvantaged *public* school students. The bitter irony in depleting the DPIA fund is that children who already attended private schools have largely benefited from vouchers, not children exiting public schools.

A study revealed that just 21 percent of voucher students were public school pupils when they applied for the voucher, while 33 percent were existing private school students, and 46 percent were beginning kindergarten and may also have enrolled in private schools even without a voucher (Schiller, 2001). This is permissible and predictable because state law allows awarding up to half the vouchers to existing private school students. These facts discredit a common claim that vouchers are intended to provide an escape valve for students stuck in low-performing public schools.

In addition to draining dollars from public schools, vouchers divert the public’s attention and energy from public education’s needs and challenges, and stand to reduce the necessary commitment to improving public schools. Few students receive vouchers, yet the attention vouchers generate may encourage lawmakers to believe they have fulfilled their responsibilities to school reform. Vouchers provide lawmakers with an excuse to avoid tackling difficult public school challenges, such as closing the achievement gap, ensuring all students are adequately prepared to succeed and participate in our global economy, recruiting and retaining a new, lasting corps of well qualified teachers, building and modernizing schools, and expanding early childhood education programs. Robbing public schools to subsidize private school tuition is an injustice to children currently attending public schools, but to the extent that these programs distract the nation from the need to continuously improve public education, they will compromise the education of millions of students for years to come.

2. Vouchers ignore the needs of most children

The push for private school vouchers ignores two significant figures: 47 million and 90 percent. Forty-seven million children attend

public schools, roughly nine out of every 10 students nationally. From a practical perspective, any serious effort to improve education must start with the *public* schools. That is where the overwhelming majority of students are enrolled and will remain. Better than 90 percent of Florida's parents keep their children in public schools even when eligible for vouchers ("Disabled Are Top," 2002). Beyond parental preferences, however, key characteristics of voucher programs practically ensure that most children, including those who may be the most difficult and costly to educate, will be left behind. Although advocates suggest vouchers give parents a chance to choose the schools their children attend, it is the private schools that decide whether to accept vouchers, how many students they will admit, and, in some cases, which students they admit.

In Cleveland, schools that accept vouchers may use a student's past academic performance in their admissions decisions ("Obstacle Course," 1999). Private schools also can take advantage of interviews with prospective applicants and politely suggest the children might not "fit in" and that the parents should look elsewhere. Moreover, voucher schools are free to push out students. In Milwaukee, the state's evaluation found an annual attrition rate of more than 33 percent. The students who left – or were asked to leave – voucher schools were the lower achieving students. The principal of one voucher school admitted that some students simply were shown the door: "By the end of the second year, it was clear they were not working out, and we let a number go" (Witte, 2000, p. 146).

Wisconsin State Representative Annette "Polly" Williams, the African-American lawmaker who helped create Milwaukee's program has criticized the revolving door admissions approach administered by voucher schools. "They find ways of rejecting students," she told a Florida newspaper. "They admit them, then they reject them. They take public dollars, but they don't want to give up their [rules]" ("Questions Linger," 1999).

The neediest children – particularly those with disabilities – often are disproportionately excluded from voucher schools. Milwaukee voucher schools do not have to offer services to assist students with special needs if it means making anything more than minor adjustments to their programs ("MPCP: Frequently Asked Questions," 2005). An Ohio education official bluntly stated that special education students "were actively counseled out of the [Cleveland voucher] program" ("Whose Choice," 1999).

Far from being unique, Cleveland and Milwaukee would likely represent the norm if voucher programs sprouted elsewhere. A U.S. Department of Education survey of private schools in the inner cities of several metropolitan areas revealed that 68 percent of those schools would "definitely or probably" *not* be willing to participate in a voucher program if they had to accept students with special needs, such as those with learning disabilities, limited English proficiency, or low academic achievement (Muraskin & Stullich, 1998). This lack of interest on the part of most private schools means that voucher programs would exclude an overwhelming majority of the nation's neediest students as they simultaneously drained critical resources from the public schools in which such children would remain.

3. Vouchers eliminate public accountability for public funds

"There are people who are afraid of accountability systems, and, therefore, I become suspicious. If you're afraid to be held accountable, something must be going wrong. That's how I view it." So said President George W. Bush about public schools while promoting the No Child Left Behind Act in 2002 ("Bush Pushes Education," 2002).

Such sentiments ought to apply equally to private schools that accept public money.

Yet with vouchers there is no public accountability because these programs channel tax dollars into private schools that need not comply with open meetings and records laws, adhere to state-approved academic standards, or publicly report on students' academic achievement, leaving the taxpayers who fund the programs with no way of discovering how their money is being spent.

From the beginning, the loose regulations and lack of public oversight that characterize voucher programs have contributed to countless instances in which taxpayers have simply been scammed. Early in the city's experiment, two Milwaukee voucher schools inflated their student enrollment numbers to overcharge taxpayers \$390,000 ("Reality Check," 1996). Ohio taxpayers were charged \$3.5 million in taxicab fees to send children to voucher schools, including nearly a half million dollars in erroneous overpayments for students who were absent or not even enrolled (State of Ohio, 1998).

A pair of Cleveland journalists discovered a city voucher school enrolling 100 students and claiming \$268,000 in taxpayer money was not fit to be called a school. The 110-year-old building had no fire alarm, no sprinkler system, broken windows, lead paint flaking off the walls at dangerous levels, and little, if any, heat in the winter. Moreover, two-thirds of the school's teachers were unlicensed, including one who had been convicted of first-degree murder for a barroom shooting ("Murderer on Staff," 1999).

Over the years, voucher scandals have continued with Florida's multiple programs revealing several sobering consequences of the lack of accountability. A religious school whose founder and treasurer were named in a federal terrorism indictment received \$350,000 through one of the state's voucher programs ("Terror-Tied School," 2003). A jury recently convicted the head of a non-profit foundation of stealing more than \$268,000 intended for private school vouchers. His foundation received the dollars through Florida's corporate tax-credit voucher program and was supposed to distribute the money to low-income students to attend private schools, but instead supported his correspondence school and purchased a bedroom set for his home ("Ocala Man Convicted," 2005). Meanwhile, seven employees of a Bartow, Fla. voucher school have been charged with defrauding taxpayers of tens of thousands of dollars to purchase a Hummer SUV, a satellite television and comedy show tickets ("Seven Charged," 2004).

A similar scenario played out in Milwaukee, where, this Fall, the principal of a former voucher school was sentenced to two years in prison after being convicted of stealing \$330,000 in voucher funds, in part to purchase two Mercedes-Benz ("2 Years," 2005). Before its closure, the school's director of operations noted the ease with which voucher schools can be created in the program that has existed for well over a decade. "Becoming a choice school is real simple," he told a Milwaukee newspaper. "I'm shocked. Me and you, in about two hours, we can basically open a choice school" ("School Struggles," 2004).

The countless examples of fraud and scandal are a devastating indictment of voucher advocates' marketplace theory that parents alone provide all the accountability necessary and will put lousy schools out of business by "voting with their feet." That theory conveniently ignores the fact that all taxpayers fund voucher programs and schools receiving public dollars should be accountable to the entire public, not a few individuals. Leading voucher advocate Howard Fuller recently acknowledged the practical shortcomings in the marketplace accountability premise. "The reality is that it hasn't worked like we thought it

would in theory. I don't think anyone that is truthful can say that has occurred," Fuller told a Milwaukee newspaper ("Gut Instinct," 2005).

4. Vouchers do not raise student achievement

As with many heated policy debates, an important question is not just what the research tells us about vouchers but rather who funded and conducted the research. Taken as a whole, the body of research on vouchers' impact on student achievement is mixed. But that is less so when examining what impartial sources have deemed to be credible research, in which case the preponderance of evidence essentially shows no overall differences academically between voucher students and public school students, despite built-in screening advantages for the private voucher schools.

A U.S. General Accounting Office (2001) report to Congress confirmed that the official, state-mandated and state-funded evaluations of the Milwaukee and Cleveland voucher programs "found little or no difference in voucher and public school students' performance."¹

Kim Metcalf, the state-contracted researcher for the Cleveland program, and associates (1998), also found that students who attended private schools that were established to take advantage of the voucher program scored lower than their public school peers in all academic subjects tested. This is significant given frequent claims that vouchers will entice entrepreneurs to create excellent new schools well suited to the needs of eligible students. Metcalf's research is ongoing and more recent findings have shown that public school students, on average, made larger test score gains than students in the voucher program (Metcalf, et al., 2003). In math, public school students began first grade with lower test scores than students in the voucher program, but they caught and passed voucher students by the end of the fourth grade.

The above-mentioned GAO review (2001) also cast doubt on the validity of research that has claimed positive academic results from vouchers. The review noted such studies, conducted by prominent pro-voucher researchers Paul Peterson and Jay Greene, had flaws significant enough to preclude their inclusion in the GAO report. Of Peterson and Greene's Milwaukee study, the GAO cited flaws in its design that "call into question the Harvard team's findings of improvements in [voucher] students' test scores." Peterson and Greene also studied the Cleveland program and claimed academic gains for voucher students, but the GAO, noting the study's flaws, did not include its results because the study failed to meet its criteria.

Despite rebukes of Peterson's studies by impartial sources like the GAO, voucher advocates continue to trumpet his research as evidence of vouchers' successes. In a recent article published by the pro-voucher Heartland Institute, Peterson's favorable research on *privately*-funded voucher programs in New York City and Dayton are cited ("Top Five Myths," 2005). Left unstated, however, was that the policy research company which gathered and analyzed the New York City data called "premature" Peterson's claims of academic gains for African-American voucher students (Mathematica Policy Research, 2000). Additionally, Princeton University researchers questioned the full three-year New York City findings, concluding that the academic achievement differences for African-American students who used vouchers and those who didn't were statistically insignificant and that Peterson's findings occurred by excluding 44 percent of the students in the experiment (Krueger & Zhu, 2003). As for those Dayton gains? The Dayton portion of the study ended after two years because too few voucher students remained in the private schools for any data to be statistically relevant (U.S. GAO, 2002).

5. Vouchers undermine public education's unique and critical role

Outside the issues of accountability and achievement, the voucher debate raises broader issues about public education's unique and critical role to the nation's success. Simply stated, our economic power, our democracy, and our very culture rest solidly on a system of public schools that are available to all. The fact that the U.S. has been the democratic, economic leader of the world is perhaps the strongest testament to the success of the public schools – particularly since 90 percent of the nation's students are educated there.

Supported by public funds, overseen by public authorities, and open to every child, the public school, or the "common" school championed by Horace Mann, has, over time become the birthright of every American child. To ensure that every child can take advantage of this birthright, the nation has a system of public schools funded by tax dollars, and no student can be denied admission on the basis of academic ability, income, race, religion, gender, disability, knowledge of English, or other special need. In addition, state laws and court decisions call for adequacy and equity in educational opportunity in public education – though such goals continue to be a work-in-progress in many states. Private schools, on the other hand, do not accept all students and they are not tuition-free.

Public education defines and strives to advance our nation's goals of equity, fairness, and opportunity for all. They teach and reflect our common culture and values. Admittedly, not every public school accomplishes all of these purposes for every student. The public schools, like the society they reflect and serve, are continuous works in progress that warrant support, not abandonment. In advancing these democratic goals, public schools clearly belong to the people. The rights of parents and the interest of taxpayers and the public at large to guide public schools are guaranteed through the ballot box, representative school boards, community involvement in public schools, and public accountability. Such characteristics cannot be claimed by private and religious schools, even when subsidized by taxpayer-funded vouchers.

America's public schools strive to provide the education necessary for the citizens of a healthy democracy. As the nation's founding fathers recognized, education and effective self-government go hand in hand. In his Farewell Address, President George Washington exhorted the country to "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion be enlightened" (Washington, as cited in Rhodehamel, 1997).

Thomas Jefferson, likewise, recognized the importance of public and publicly funded education: "I think by far the most important bill in our whole code, is that for the diffusion of knowledge among the people. No other sure foundation can be devised for the preservation of freedom and happiness" (Jefferson, as cited in Boyd, 1954).

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(Endnotes)¹ Note: GAO is now named the Government Accountability Office.



Program Center Activities: A Focus on the D.J. Willower Center for the Study of Leadership and Ethics

UCEA currently sponsors nine program centers whose efforts serve UCEA's mission by involving UCEA member faculty in significant work in focused inquiry areas of contemporary importance and interest, by creating multi-institutional interest networks, and by giving broad recognition to efforts of UCEA institutions and their faculties. Readers of the Review are encouraged to familiarize themselves with the work of each center and to examine the resources they are able to provide. In this issue, the recent activities of the D.J. Willower Center for the Study of Leadership and Ethics are highlighted.

The D.J. Willower Center for the Study of Leadership and Ethics was established as a University Council for Educational Administration (UCEA) Program Center in June 1996. It is devoted to the support, promotion and dissemination of theory and research on values and leadership. As of September 2003, the Center has been housed in the Department of Education Policy Studies at Pennsylvania State University. During 2005 the original center name was changed to honor Donald J. Willower.

List of Program Center's Goals, Purposes and Objectives:

The Center is devoted to the *support, promotion and dissemination of theory and research on values and leadership*. Specific objectives include:

- To better understand the role of ethics and values in the practice of leadership and administration in schools.
- To develop and disseminate instructional materials for use in pre-service and in-service education.
- To conduct collaborative research on the significance of values and ethics in education.

Executive Summary of Activities and Outcomes (2003-2005):

The following list is a representative sample of the types of accomplishments of the Center associates during the last three-year cycle:

- conducted three annual conferences with an average attendance of 100 to 125.
- established a values and leadership center web site with extensive on-line resources. This UCEA program center actively maintains an extensive website that promotes center activities including the annual conference, highlights recent publications, and disseminates resources.

(<http://www.oise.utoronto.ca/~pbgley/>)

- sustained collaboration with faculty at 4 university based centers world-wide.
- provided 25 graduate level courses and 7 under-graduate courses related to the Center mandate.
- completed 24 doctoral theses on values / ethics themes by or supervised by Center associates.
- provided 14 professional development courses, colloquiums, programs or institutes for educators.
- published a refereed, quarterly journal. *Values and Ethics in Educational Administration (VEEA)* is a refereed journal established in September, 2002. This journal is published quarterly, both in traditional paper format, as well as online. All issues of the journal are archived on the website and are downloadable as PDF format files. See: <http://www.ed.psu.edu/UCEACSL/VEEA/VEEAFrameset-1.htm>
- published 67 refereed journal articles on values / ethics themes by Center associates since 2003.
- prepared 4 special issues of refereed journals devoted to values related themes.
- edited 7 books on values and ethics themes.
- published a total of 30 books and chapters in books on values and ethics themes.
- placed 3 annual conference proceedings on CD.
- produced 11 professional publications on values and ethics.
- presented 69 refereed conference papers.
- conducted 14 research projects related to values and leadership.

UCEA extends its appreciation and recognition of the exemplary work of the D. J. Willower Center for the Study of Leadership and Ethics!

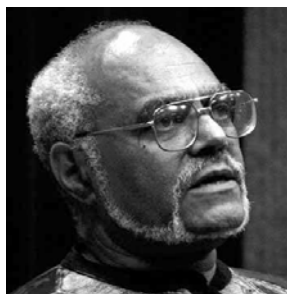
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From a Pivotal Civil Rights Activist to Radical Equations: Grassroots Leadership and Lessons for Educational Leaders

Robert Moses, math educator and founder of the nationally known Algebra Project shares insights about grassroots leadership. A Civil Rights activist and recipient of several prestigious awards including Margaret Chase Smith Award, Heinz Award, Essence Magazine Award and the MacArthur “genius” award, his work is aimed at helping low income students and students of color, particularly African-American and Latino/a students to successfully achieve math skills that are mandatory for a college prep math sequence in high school. Moses, along with former Student Nonviolent Coordinating Committee (SNCC) colleague, Charles E. Cobb, recently authored

Radical Equations: Math Literacy and Civil Rights. His accomplishments are chronicled in numerous books, articles and films. Among these accounts are two seminal histories of the civil rights era *Parting the Waters: America in the King Years, 1954-1963*, and *Pillar of Fire: America in the King Years, 1963-1965*; a historical novel, *The Children Bob Moses Led*; a biography, *And Gently we Shall Lead Them: Robert Parris Moses and Civil Rights in Mississippi*; a dramatic film, *Freedom Song*, and two documentary films, *Freedom On my Mind* and *Eyes On the Prize: Mississippi: Is this America? 1962-1964*. Robert Moses was interviewed by Anthony H. Normore, Assistant Professor of Educational Leadership, Florida International University, Miami, Florida.

AN: How do you define “grassroots” leadership as a contributing factor to the success of organizations?

RM I don't have one particular theoretical framework for defining ‘grassroots leadership’. Instead, I'd like to offer two broad experiences that may help further our understanding of grassroots leadership. The first experience occurred in the 60's in the context of “the right to vote” in Mississippi. The person who actually channeled the energy of the “sit-in” movement in Mississippi was Amzie Moore who is a prominent example of grassroots leadership. Amzie was the head of the National Association for the Advancement of Colored People (NAACP) in Cleveland, Mississippi. He was in touch with a number of other grassroots people across the Delta and Southwest Mississippi. He worked across the Delta and then across the state of Mississippi but his primary day-to-day life was in Cleveland – his own community. He understood that you had to pay attention to your own community and consider how the local work could have an impact on the larger community. His only real exposure outside of the Mississippi Delta was WWII. On his return from the war he began studying the situation of black people in the Delta and what he could do to change it. When the “sit-ins” broke he recognized a force and energy that, if channeled right, could actually overthrow the system in the Delta and change it for the common good. Ella Baker sent me to him. She was in touch with a network of grassroots leaders across the Deep South.

AN: Ella Baker is considered by many as a legendary activist of SNCC. How did her work influence your own leadership?

RM: Ella's work was central to the second broad experience that may help further our understanding of grassroots leadership. Ella had a theory about the civil rights work. She believed that attention should be paid to the structures and processes that foster the emergence of "grassroots leaders". Ella was the mid-wife for the emergence of the initial SNCC structure coming out of the sit-in movement. She helped build the culture that transformed local student sit-in leaders into student leaders of SNCC, a National Civil Rights network. Ella believed the organizer becomes part of the community, learning from it, becoming aware of its strengths, resources, concerns, and ways of doing business. Through Ella, Amzie and SNCC, this concept came alive in Mississippi around the right to vote. The strategy of SNCC stressed grassroots initiatives, cultivation of local leadership, and decentralized decision-making, departing from the methods of more traditional civil-rights organizations. SNCC and Congress of Racial Equality (CORE) field secretaries in Mississippi were actively involved in the spread of the civil rights movement including, among others, Curtis Hayes, Hollis Watkins, Emma Bell, James Jones, Willie Peacock, Dorie Ladner, Dave Dennis, MacArthur Cotton, Charlie Cobb, Ida Mae "Cat" Holland, Mateo "Flookie" Suarez, and Arthur Talbot. Some of them had just graduated from high school while a few had some introduction to college work.

AN: How important was this network for grassroots leadership to be effective?

RM: This network was a "grassroots network" in the sense that their whole life experiences had been rooted in Mississippi and Louisiana communities. You can think of the student "sit-in" movement as a grassroots movement of young black people primarily. It certainly spread like wildfire across college students in Historically Black Colleges and Universities (HBCU) across the middle south. It didn't immediately spread into Alabama, Mississippi and Louisiana. To destabilize Jim Crow in the Deep South at that time, SNCC sit-in leaders turned themselves into community organizers in Ella's sense. In Mississippi these organizers dropped into a locale and lived with a family that was ready to take a public position, because once a family had one of these youth voting workers living in its house, the house and that family were marked. We couldn't have done the work without having this kind of a community base. From this effort, another layer of "grassroots leadership" emerged - "sharecroppers"-these were domestic servants, day laborers, small farmers and actual sharecroppers living on plantations (As was, for example, Fannie Lou Hamer). The tool for the emergence of this leadership was workshops. Rather than meet in the traditional meeting format (i.e., a table up front - the leadership is sitting at that table, or on a platform, and audiences are "talked at") we used the format of small groups coming together with topics of interest and concern to the sharecroppers. That process began empowering the sharecroppers to think about these issues together which lead to devising and executing small plans of action, that they felt comfortable with, to address their concerns.

AN: How do you differentiate between organizing and leading for promoting effective leadership?

RM: One of the major distinctions between "leading" and "organizing" focuses on "how" a plan is executed. The organizer does not become the leader of the structure: Ella did not become the leader of SNCC; SNCC did not become the leader of the Mississippi Freedom Democratic Party (MFDP); The Algebra Project is not the leader of

Young People's Project (YPP). The "sit-in" grassroots leaders actually sat-in and marched. They provided direct leadership. But, in Mississippi, youth organizers for voting rights, helped adult "sharecropper" leadership to emerge that eventually was most visible in the MFDP. That took final shape during the Mississippi Freedom Summer Project of 1964.

AN: Can you talk a little about how your experiences in the Civil Rights Movement impacted your leadership for the "Algebra Project"?

RM In Mississippi, in the 60's, we used the right to vote as our organizing tool, political access as our goal, and "sharecroppers" as our targeted grassroots constituents. In the Algebra Project, we use math literacy as the organizing tool, educational and economic access as the goal or the social issue, and the student populations that represent the descendants of the country's "sharecroppers" as our targeted grassroots constituents. In Mississippi, I think of these students as the grandchildren and great-grandchildren of the "sharecroppers" we worked with in the 60's, and despite winning the right to vote back then, these children are still engaged in a life and death struggle with sharecropper illiteracy - present day sharecropper education, and its inevitable poverty and isolation. The denial of a quality public school education in urban and rural communities throughout this country is an issue as urgent as the denial of voting in Mississippi was in 1961. To solve this problem requires much the same kind of community organizing that changed the South in the 1960's.

AN: Such a bottom-up approach to leadership might seem unusual for education reformers. How does leadership from this approach emerge in the Algebra Project?

RM: One dimension of the effort is aimed at helping students to attain math literacy skills that are necessary for a college prep math sequence in high school. Dave Dennis, who directed the work of CORE in Mississippi during the '60s, established the Algebra Project at Brinkley Middle school in Jackson Mississippi in 1993. In the summer of '95, a cohort of young people with whom I worked in the 80s, and who, a decade later, were college age and/or college students, came down to work with me. We took a group of rising 8th graders from Brinkley to Indianola, to attend workshops that Dave organized for middle school math teachers in the Delta to learn about the TI-82 graphing calculator. The Brinkley students at these workshops were mentored by, and were able to bond with, the College students while learning about the TI-82. What struck me most was the willingness of the 8th graders, who generally lack mathematical confidence, to stand in front of a group of teachers and demonstrate what they understood about the TI-82. In the hands of the young people, the graphing calculator became an organizing tool to openly project youth leadership. The following school year, when my eldest son, Omo Moses, finished college he joined us at Brinkley in Mrs. Byrd's 8th grade Algebra I classes. He actually worked in the classroom for a year. We had 4 classes with a total of 120 algebra project 8th graders that year. At the end of the year Omo decided with some of the 8th graders to form the Young People's Project (YPP). The project staff for the Algebra Project and the YPP, live and work, like SNCC field secretaries, in the communities in which they're trying to accelerate education reform.

AN: Is the Young People's Project organized around "grassroots leadership"?

RM: YPP organized themselves around the concept of youth math literacy workers: Their first focus was learning about the graphic calcu-

lator and teaching their peers about it. Next, they added games that I patented called Games for Mathematical Understanding. They used these two activities to evolve the practice of youth math literacy workers. I think this practice parallels the practice of youth voter registration workers of the '60s. The Algebra Project itself became an organizing tool to create and structure a "crawl" space for these young people over a period of 6-7 years (1996-2002) to grow their own organization. They began to expand and establish networks of middle school students whom they followed into High School and College, or into their College age years. In this manner, YPP grew a network of college/high school students to develop and practice their concept of youth math literacy workers.

AN: That's very innovative. Students have great agency in defining school environment, including interaction with teachers and school leaders. They also come to school with positive or negative values or orientations toward education that can hopefully, facilitate any school reform initiative or effort by teachers or school leaders. Yet, the most silent voices in evaluations of schools may be that of students. Decisions and assessments are made about them and for them, but rarely by them. Regrettably, students in low-performing schools are those who seem most shut-out of the shaping of changes in their schools. How do you envision the networks you describe by YPP as making a potential difference for leadership development?

RM: Well, as a result of all their work, YPP received a five-year grant from the National Science Foundation (NSF) to develop and train youth math literacy workers in specific sites around the country. I think of YPP as the Algebra Project's most important strategic impact. Educational leaders have to think differently about the students that they're targeting. They need to think about them in the same way that we thought about the sharecroppers - to develop a way of working with these students so that their leadership voices emerge in the context of little problems which are generally symptoms of a bigger problem.

AN: Scholars have suggested that the texts and articles chosen in educational leadership preparation curricula do not sufficiently raise issues of how race, ethnicity and other characteristics create a climate which places some students at an educational disadvantage. What would you offer as useful discussions which can raise prospective leaders' consciousness about issues of inequity?

RM: Educational leaders, in the broader community, need to continue encouraging their constituents to do something about the little problems and, in turn, to be proactive in thinking about how to address the bigger problems. For example, sharecropper education is not confined to the South, but also permeates inner-city schools in the North. Educational leaders, especially those who provide training experiences for future leaders in urban and rural school communities, must engage future school and community leaders in deep reflection about meaningful issues: How are we providing experiences which allow them to enter into a mode of critical thinking about their obligations, rightful responsibilities and contributions to the learning process? Are such leaders, in turn, transferring what they learn to their constituents? Education leaders need to instill in their constituents the need to change the culture of people with whom they work and look for ways to end sharecropper education in this country by asking: How does sharecropper education impact our total society? How do young people begin to find ways to actually talk about the education

that they have and the education that they think they are entitled to. In order for them to have a voice as grassroots leaders they need credibility. Sharecroppers established a voice to demand their voting rights through courage in the face of physical and economic dangers and political structures. Once they confronted these political structures and faced these dangers, they gained certain credibility to speak in public about their plight and to demand voting rights. It's not only about challenging systems and structures but also about challenging fears. Students, parents and communities locked into "sharecropper" education must similarly establish a voice to demand a quality public school education as a civil right. This will require a willingness to face the history of slavery and Jim Crow (a system worst than caste) and to establish a culture of intellectual courage.

AN: Can you describe how you see quality education as a Civil Right?

RM: We have to demand a quality public school education as a civil right in the same way the sharecroppers had to demand voting rights. My sense is that we can't really change our country around these basic core, fundamental issues dealing with race and class unless the people who are actually affected demand change. You can have people who are advocating on their behalf but that can't bring about the deep changes that are needed, like the 'right to vote' in that case and now 'quality public school education for everybody.' Such changes require that people who are impacted the most demand their rights. They must make the demand but for the demand to be credible they have to do what the sharecroppers did to gain the right to vote: Find ways to have a credible public voice with which to articulate their demands.

AN: As educational leaders leave their preparation programs and enter a workplace, they will have experiences which affect their ability and desire to promote and practice social justice, for example, putting theoretical knowledge to the test of practicality, confronting institutional barriers to promoting social justice, and learning to work with extant notions regarding social justice activity. How can we take grassroots leadership and educate our aspiring and practicing school leaders to ensure that there is understanding for equity for social justice.

RM That's interesting. It will require much more than talking and theorizing about it. Graduate students in leadership training programs will need exposure to evolving activities in their communities that produce grassroots leadership. Part of that requires "real-life" situations rather than simulations. They will need an experience which is important in a particular community and one that engages the "sharecropper" work force of that community as well as its professionals.

AN Do you see a power dynamic in grassroots leadership that might hinder or promote democratic leadership?

RM The goal of all people is to lead satisfactory, happy and fulfilling lives. We have many educational programs to help people establish careers. What we're missing is an educational practice that clearly supports people to establish a public voice. Every student should have a public voice and democracy needs a culture that supports public meetings in which a very rich array of public voices are articulated and listened to - that people feel safe about publicly taking a stand on public issues. In order for them to feel safe we have to create a culture where people's thoughts are not ignored, and voices are not silenced, so there's meaningful dialogue and not just speeches. I don't believe we have such a framework yet. Democratic leadership hasn't evolved in a way in which we actually value and prioritize the public voices of

ordinary citizens as an educational goal and achievement. We learned how to conduct such meetings in the Mississippi Voting Rights Movement. It was an important part of that movement and not something I learned at Harvard University, Hamilton College or Stuyvesant High School. In the Mississippi Voting Rights Movements we were ordinary public people talking about important public issues.

AN: How do you see “grassroots leadership” influencing the future of educational leadership programs as we move forward in strengthening these programs for promoting a quality education for all?

RM: Leaders at all levels of education, including school district offices, school sites, colleges, universities, and the broader communities, probably need to revisit leadership programs to include practical situations whereby people, young and old, rich and poor, male and female, black and white, can engage in public discussions about issues that affect them. Such discussions should not be just theoretical. For example, powerful leadership programs, and those responsible for developing and implementing them, can create dynamic educational leaders by engaging these leaders in critical discussions about social justice issues that include historical, legal, moral and economic aspects of a proposed constitutional amendment to guarantee every child a quality public school education. These programs can have components that extend into particular communities, components organized around meaningful discussions that apply to lives of the communities in which these school leaders will serve so these leaders are encouraged to establish their public voices in concert with the grassroots voices of the communities. As Ella Baker said in the 60’s the process of changing any system must be thought about in radical terms. We need to understand the root causes as to why things are as they are. In order to see where we’re going, as educators and as a society, we not only must *remember* where we have been, but we must *understand* where we have been. We then need to figure out how to come to a consensus so that our country can move in the direction it really needs to move to actually fulfill its promise.

Civil Rights Project Finds Growing Segregation in American Schools

Just as the United States and its schools are becoming increasingly diverse, they are also becoming increasingly segregated. Gary Orfield, Director of the Civil Rights Project, looked at the status of integration in US schools and found that over the past four decades that schools in the South and the border states have experienced rampant re-segregation for Black students and that schools in the West have had similar patterns of re-segregation for Latino students. Moreover Black and Latino students are increasingly more likely to attend majority non-white schools. In addition to examining the causes and consequences of these trends, the report offers policy recommendations for NCLB, Bilingual Education, the dropout rate among other issues.

You can view the complete report at:
http://www.civilrightsproject.harvard.edu/research/deseg/Racial_Transformation.pdf



Update on *Voices 3*: Focus Groups Underway and Plans and Thoughts about the Future

By: Michele Acker-Hocevar and Gary Ivory

UCEA’s project, *Voices from the Field: Phase 3 (Voices 3)* should conclude conducting focus groups in 2006. *Voices 3* extends work begun by colleagues who lead the original study, *A Thousand Voices from the Firing Line* (Kochan, Jackson & Duke, 1999). Kochan and colleagues investigated vexing problems of practice that principals and superintendents discussed in one-on-one interviews. The second phase of *Voices*, lead by Barbara LaCost and Marilyn Grady, consisted of focus groups with principals and superintendents, and used three different sets of questions: one set on preparation, one on expectations, and one on challenges (DiPaola, Acker-Hocevar, Grogan, Davis, & Ivory; 2002). Presently, *Voices 3* is conducting focus groups to garner educational leaders’ perspectives on school improvement, social justice, and democratic community (Murphy, 2002) in light of the challenges of practice in the early 21st century.

Voices from the Firing Line, *Voices 2*, and *Voices 3* are all connected by the goal of representing voices from principals and superintendents to further our understanding of existing practices, challenges, and successes these leaders face on a daily basis.

The *Voices* studies are important for two reasons. First, they engage a number of scholars in dialogue central and critical to our field of inquiry to promote shared learning with and from each other. This shared learning, we contend, not only expands our professional growth and development, but also fosters opportunities to build new relationships. It keeps us connected to one another’s ideas, poses critical questions, and fosters connections with each other and with practitioners in our field around issues that are central to our work. Second, the *Voices* projects are producing longitudinal data sets that will be accessible to all researchers. These data sets can reveal how perceptions of principals and superintendents might change over time, what issues might continue to be important to the field and to scholars, and how different policy and political contexts might impact leaders’ perceptions under different sets of conditions and assumptions about practice.

Voices 3 Procedures

Voices 3 began with input from scholars and practitioners (Ivory & Acker-Hocevar, 2003) and then proceeded to a pilot of focus-group questions. The pilot study design was to involve eight focus groups, four with principals and four with superintendents. With each group, we planned to do one focus group on school improvement, one on social justice, one on democratic community, and one involving questions on all three topics. Only seven of the focus groups actually took place. Several of us reviewed the focus group transcripts, and we discussed the findings at a UCEA symposium (Ivory et al., 2003). Our reading of the pilot study transcripts revealed that participants’ responses tended to be normative and not particularly informing. Symposium participants reported that some questions had not elicited good discussion, and that some terms popular in the academy, e.g. “social justice” did not seem to resonate with practitioners. In addition, we found from the pilot study transcripts that some focus group moderators had used questions or comments that might have lead to particular responses, and that some participants seemed to want to give “pleasing” responses. Symposium participants called our atten-

tion to the fact that some participants may have deferred to others, e.g., superintendents with less experience tended to defer to their senior colleagues. Ironically, some questions we had intended as ice breakers, to get only brief responses, elicited lengthy ones.

We found also from one focus group that particular kinds of probes elicited more useful responses. That is, when the moderator used probes asking for specifics (e.g., “Tell me about an experience you had with that;” “Tell me about a time when that issue came up;” and “Would you give me an example?”), participants contributed more useful information. We also realized that some data had been lost due to equipment malfunction.

Symposium participants suggested we separate principals by level of school (e.g., elementary, middle, and high), and seek more gender and ethnic diversity in participants. We also learned in the pilot that though we had hoped to secure Institutional Review Board approval at just one university (New Mexico State) and thus satisfy the needs of all focus group moderators, that was not possible. Some moderators’ Institutional Review Boards required the IRB processes to be conducted at their own institutions and would not accept the New Mexico State IRB approval. The above findings guided our design of the protocol for the actual *Voices 3* study.

We developed a new protocol (Acker-Hocevar & Ivory, no date), responding to symposium participants’ insights and suggestions, to guide the final data collection of *Voices 3*. We developed new questions, encouraged the use of probes when participants responded with truisms or with vague or terse remarks, and required each moderator to take part in face-to-face or telephone training on the protocol, warning all moderators that deviations from the interview questions or any other part of the protocol would be just cause for exclusion from the study. We included in the protocol recommendations for applying for IRB approval. We also firmed up the sampling design, based on Ritchie and Lewis (2003) who recommended that not more than 100 participants should be interviewed in a group-discussion study and that researchers should prioritize the variables on which the sample would be stratified. For each population (superintendents and principals), we opted to conduct 16 focus groups, stratifying each group on two variables. We stratified superintendent focus groups on student enrollment of the district and region of the U.S. where it was located. We stratified the principal groups on level of school (elementary, middle, and high) and number of accountability sanctions in place in their state (Education Week, 2004). Within each stratum, however, we have a convenience sample, since moderators’ access to participants depends solely on their willingness to participate. We also decided, instead of devoting separate focus groups to each anchor: school improvement, social justice, and democratic community, to ask questions on each anchor in every group. This is in line with Gross and Shapiro’s argument that it is difficult to tease out school improvement, social justice, and democratic community as separate constructs (2005). Rather, all constructs seems to interdependent with each other.

Data Collection for *Voices 3*

We have completed nine focus groups in eight states with 49 superintendents (88% male and 12% female). Almost all identified themselves as European American. These demographic statistics are similar to those from the year 2000 provided by Brunner and Mountford (no date). We have completed another nine focus groups with 62 principals in nine states (53% female and 47% male). Sixty-five percent identified themselves as European American, 18% as Af-

rican American, 10% as other, and 7% as Hispanic. Comparing our demographics to national figures on principals (U.S. Department of Education, 2002), it appears that we may be under representing males and European Americans slightly. Several other focus groups are underway as of this writing. We still need six volunteers to conduct focus groups with the following populations:

- Superintendents with student enrollments from 1,000 to 9,999: two groups, one in the New England or Mid-Atlantic states and one in the southwestern or western U.S.
- Superintendents with student enrollments less than 1,000: one group in the Midwest.
- Principals from states with moderate levels of accountability sanctions (Florida, Kentucky, Michigan, Mississippi, New York, North Carolina, South Carolina, Texas, and Vermont): one group each of elementary, middle, and high school principals.

Scholarly Work with *Voices 3* Data

A challenge with a large-scale qualitative study, involving this many researchers, is how to deal with individual interpretations. On the one hand, we do not want findings to depend solely on individual interpretation. We have standardized conduct of the focus groups precisely to get comparable data from all groups. On the other, we want to tap the analytical and interpretive skills and the insights of all the researchers in *Voices 3*. Our approach has been as follows: We two authors of this piece are seeking contracts for edited books, at least one book on the superintendent portion of the study and one on the principal portion. For those books, we will seek to come to agreement with each other about findings and interpretations, and we will structure the book design before inviting others (the focus group moderators) to write chapters. But, in the meantime, as focus groups are completed and we look for insights into the superintendency and principalship in the early 21st century, we are encouraging focus group moderators to team up to write articles and submit proposals to conferences. The two of us are not attempting to guide or structure interpretations for these proposals, as we want to benefit from everyone’s insights. We are, however, structuring the assignment of presentations to teams to ensure that opportunities are distributed fairly. These proposals and presentations are well under way. Besides the numerous UCEA invited sessions dedicated to the *Voices* studies, *Voices 3* focus-group moderators have made presentations at NCEA (Hipp & Geisel, 2005) and UCEA (Place et al., 2005), and have had a presentation accepted for the next AERA meeting (Miller et al., 2006). One article has been published (Taylor & Touchton, 2005), and at least two other manuscripts are being prepared for publication. In addition, the two of us have secured a contract for an edited book for school board members based on previous *Voices* transcripts, other than those from *Voices 3*. Nineteen *Voices* researchers are working on chapters for this book. Once we have offered all *Voices 3* focus group moderators opportunities to present and publish from these data, we will make them available to everyone through UCEA.

The school board book illustrates how we have worked to maintain the credibility and trustworthiness of the research, while not stultifying the creativity and insights of others. In developing the book plan, we worked diligently to establish interrater agreement on the main themes in the transcripts and, thus, the main topics of the book. We dialogued regularly over 14 months to review, refine, and amend themes so that they reflected our shared understanding. As part of this process, we each developed our own coding book, to justify and elaborate on our coding decisions. Our codes and the

related text are on the UCEA website in QSR's N6 software, and chapter authors are accessing the text there. For chapter authors who want to explore further, the original transcripts are on the website as well.

Thinking Back, Looking Ahead, and Plans and Musings for the Future

Currently, the *Thousand Voices from the Firing Line* data are available from UCEA to any researcher who would like use them (1000 Voices From the Firing Line). *Voices 2* and *Voices 3* data are not accessible at this time, but will be similarly available from UCEA after we conclude the aforementioned study and book.

As we think back over our last couple of years with this collaborative work and consider what we have learned from these *Voices* projects, we see our journey as one in which doors were opened for us and we are in turn opening doors for others. Underlying this project is our belief that by creating opportunities for collaboration and collegiality, we enable others to participate in meaningful work and belong to a larger corpus of professionals. We are especially interested in extending this invitation to those who are new to the professorate.

Given the limited resources that many universities face today, the idea of collaborative research is powerful and supports the mission and values of UCEA to build partnerships among participating institutions and colleagues, and with other agencies. As we look to the future, it seems worthwhile to have spent time designing a study, engaging scholars in different phases of the project, and having leaders at the helm who want to continue to create spaces for others to enter the larger dialogue about practice and preparation. As we see this phase of *Voices* coming to a close, we want to engage others in conversation about how to pass the torch to the next group who will likely follow and continue the *Voices* research—whatever form it might take. We invite those interested to contact us.

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UCEA PUBLICATIONS- A SURVEY OF PROGRAM NEEDS FOR COURSE SUPPORT

UCEA has entered into an agreement with Rowman and Littlefield to create the UCEA Leadership Series. The Leadership Series will publish at least one new book/monograph per year on a timely topic approved by the UCEA Publications Committee. Two such books are near completion. Several others are under discussion.

To pursue books that will be highly valuable for educational leadership professors, we are soliciting your interest in helping us identify "high need" materials for any course or courses in your program. We do understand that for our mainline courses (law, finance, personnel), there is a plentiful supply of materials. What we are looking for are content rich publications for more "cutting edge" courses or large topics within courses. For example, books centered around issues of *social justice* or *signature pedagogy* might be very helpful.

Can you assist the UCEA Publications Committee identify additional topics in which a monograph would be useful to your courses? Please send your suggestions to Catherine Lugg, Associate Director for Publications of UCEA (luggaun@earthlink.net) and Co-chair of the publications committee and Fenwick English (fenglish@email.unc.edu) UCEA Executive Committee and Co-chair of the UCEA Publications Committee.



UCEA EMPLOYMENT INFORMATION



The University of Texas at Austin College of Education

Educational Administration Department

Assistant/Associate Professor

The University of Texas College of Education invites applications to join the faculty of the highly ranked Department of Educational Administration who are committed to preparing school leaders who themselves are committed to equitable education of all children. Position will begin September 2006.

Candidates are required to have an earned doctorate in educational leadership, educational administration, educational policy, or related social sciences. Candidates should demonstrate a capacity for excellence in teaching, research and publication, doctoral advising, and professional service. Candidates should have evidence of or potential for excellence in graduate teaching in the following areas: educational policy, planning, leadership; and in an educational foundation area, such as politics, economics, sociology, or organizational studies. The focus of these professional activities ideally should be preK-12 or preK-16 administration and leadership that advances learning and expands educational opportunity for all students. For a full position description, go to: http://www.facultyjobs.utexas.edu/potential/view_job.cfm?jobID=444

Interested applicants should send a letter of interest in which qualifications for this position are noted; a vita; and the names, addresses and phone numbers of three references to:

The University of Texas at Austin
Professor Norma V. Cantu, Chair, Search Committee
Department of Educational Administration
1 University Station D5400
Austin, Texas 78712.



Advertise Your Position Vacancy with UCEA

Space may be purchased in the UCEA Review or you may post your job announcement on the UCEA website (www.ucea.org). For details on advertising in the UCEA Review or on posting your position on the UCEA website, contact Laarni Goma at ucea@missouri.edu or tel. 573/884-8300.

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 Laarni Goma (ucea@missouri.edu). A link will then be provided from the UCEA job posting page (<http://www.ucea.org>) to the job announcement.

UCEA Job Search Handbook

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

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

WWW.UCEA.ORG

Call for Proposals UCEA Convention 2006

“Exploring Contested Intersections of Democracy, Social Justice, and Globalization”

I. General Information

The 20th annual convention of the University Council for Educational Administration will be held at the St Anthony Hotel in San Antonio, Texas. The convention will open at 5:00 P.M. on Thursday evening (November 9, 2006) and close at 1:00 P.M. on Sunday (November 12, 2006). The purpose of the 2006 UCEA Convention is to engage participants in discussing research, practice, policy and traditions within educational administration as it is conceptualized in the U.S. and internationally. Members of the Convention Program Committee are **Fenwick W. English** (University of North Carolina at Chapel Hill), **Juanita Garcia** (University of Texas at Austin) and **Charles J. Russo** (University of Dayton).

II. Theme

The 2006 Convention theme, **“Exploring Contested Intersections of Democracy, Social Justice, and Globalization,”** draws attention to the tensions between theory, research and practice, particularly with regard to democracy, social justice and globalization. The theory, practice and research concerning democracy, social justice and globalization are embroiled within a contemporary struggle, as many groups within and outside of the educational establishment struggle to have their perspectives, values, and reform agendas take precedence.

Educational administration is centrally about providing democratic and moral leadership in educational institutions with the purpose of supporting the education and development of all students. However, what democratic moral leadership means, how such leadership is developed, and, even, whether this should be the goal of leadership development is subject to intense debate. Likewise, notions of social justice and globalization and their meanings for educational leadership are similarly contested. As the United States and countries across the globe become increasingly interconnected, the promises and contested intersections of globalization, democracy, social justice and educational leadership emerge in sharp relief.

We invite members of the UCEA community to share their research and scholarly perspectives on these and other contested intersections. Proposals focusing around the following issues are especially encouraged:

- What are the different agendas for the reform of leadership preparation, and who are the actors and agencies promulgating them? What are the concerns of these reforms, and how many are concerned with globalization, democracy, and social justice?
- How will the continued emphasis on national testing (and other similar reforms) in the US and many other countries impact leadership and efforts to build schools that support democratic community and social justice?
- What has been the role of the public media in championing democracy and social justice in the schools?
- How much real progress has been made in reducing inequity in education, such as the over identification of Black males for special education and the gender gap in the principalship and superintendency?
- What kinds of research are most likely to facilitate the development of democratic communities in our schools, to help us understand how to support the learning of all children and to lead to the erasure of social injustice in the U.S. and the world?
- What are the implications of calls for “scientifically-based” research in the field of education, on educational leadership scholarship, and on the preparation of future researchers in our field?
- What are the implications of globalization and demographic change for educational leadership preparation?
- Will increased competition from the private on-line higher education agencies raise or lower standards? What is the evidence so far?
- What preparation practices (e.g., the internship, pedagogy, curriculum) need to change (and how) to ensure that leaders are well prepared to support the learning of all children?
- How can we facilitate better cross-national communication and exchange concerning the preparation of educational leaders?
- What can UCEA do to further promote an agenda of social justice and democratic community in the preparation of educational leaders?

III. Session Formats/ Proposal Requirements/Deadlines

The 2006 UCEA Convention Program Committee is interested in a broad range of program formats. Because the theme of the Convention is centered on unpacking the fissures within the contemporary educational leadership discourse, two new session formats are envisioned in the 2006 UCEA Convention. These are the **Flashpoint Panel** and the **Advocacy Forums with Rejoinder**. These are now described along with the usual array of formats and proposal types.

1. Paper Sessions. This type of format is the usual modality for presenting research studies and/or engaging in a thorough review of educational policy issues. Presenters are expected to write a paper that they present and distribute at the session. Sessions are typically one

hour and twenty minutes in length and include four presenters, providing each presenter 12-15 minutes to share their paper. A discussant will be assigned to engage the participants in a critical review of the papers presented.

2. Symposia. This type of session involves a group of presenters who prepare papers on a common topic and present them in a systematic way. The most effective symposia have four to five presentations and a discussant. The time allotted for each speaker is determined by the number of presenters.

3. Flashpoint Panel (New). The purpose of a Flashpoint Panel is to engage one of the fissures of contemporary educational leadership discourse without the necessity of promoting any particular solution. The point of a **Flashpoint Panel** is simply to unpack complex issues and to present innovative, engaging, or controversial means of parsing out the issues, actors, and agendas at the nexus. Participants are expected to write thematic papers for the panel, though these are not considered traditional research or policy papers. The purpose of a **Flashpoint Panel** is analysis. There should be no more than five panelists including a chair who should be a member of the panel. Time should be set aside for audience conversation.

4. Advocacy Forums with Rejoinder (New). The purpose of this session type is to propose a single agenda or to advocate for a method, perspective, program, law or policy that will increase democracy, equity and social justice in schools and the larger society. **Advocacy Forums** are not expected to be uniformly “balanced” in their outlook; however, they should include at least one (or more) participants who will challenge in several ways the perspective(s) being proposed. Thus, an **Advocacy Forum** for National Standards would include a structured counterfactual perspective to be included in its scope.

5. Conversations. Conversations are informal gatherings where participants can engage in extemporaneous exchanges around a common topic. The proposal summary for this type of session should describe the purpose of the session, the ways in which participants will be encouraged to engage in the conversation, and examples of questions or areas that are expected to be addressed.

6. Paper Discussion Roundtables. These sessions are intended for small group, focused conversations around common themes such as a review of a recent book or research study. The proposal summary should describe the overall focus and purpose of the session and the methods to be used to facilitate engagement and participation of all the attendees.

7. Innovative Session. The format of this session type is determined by the session organizer. The organizer must clearly describe the format in the convention proposal and explain how the innovative format supports the content of the session. If the room requires a special set-up or technology, it is the responsibility of the organizer to discuss these requirements with UCEA headquarters and, if necessary, the hotel staff. In the past, innovative sessions have been used to showcase technology, research methods, and innovative pedagogies.

IV. Criteria for Review of Proposals

All submissions will be subject to blind peer review. The three-page proposal with 50 word abstract will be sent to at least reviewers. Proposals should be carefully screened so that obvious references in the bibliography to previous work are excluded to ensure complete anonymity. Proposal evaluation will be based on: (1) significance of the problem, issue or research, and its alignment with the conference call; (2) clarity and coherence of the proposed session; (3) clear evidence of an appropriate theoretical framework or perspective, research methodology and strong analytical evidence; (4) the choice of format and its congruence to the proposed session. All proposals will be submitted electronically and will be reviewed electronically. No exceptions.

V. Who Can Submit Proposals to UCEA 2006?

Anyone involved with research, policy, or practice in educational or education related institutions or agencies may submit proposals for consideration. However, we ask that individuals limit their participation in regular program sessions to no more than three sessions. Paper and symposia presenters are required to submit their papers at least two weeks prior to the convention to the designated discussant. Presenters are also required to distribute at least 25 copies for distribution at the actual session in which they participate.

PLEASE NOTE: All proposals must be submitted electronically and include a brief abstract not to exceed 50 words. The absolute length of each proposal is three pages or fewer, and the proposal must be completely purged of all author/co-author identification. Proposals which do not adhere to these specifications WILL NOT be considered. The deadline for all submissions is April 24, 2006.

To submit your proposal, go to <http://www.ucea.org>.

Contributing to the UCEA Review

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

Feature Editor:

Andrea K. Rorrer (University of Utah)
andrea.rorrer@ed.utah.edu

Rose Ylimaki (SUNY- Buffalo)
rylimaki@buffalo.edu

Interview Editors:

Gerardo Lopez (Indiana University)
lopezg@indiana.edu

Mark A. Gooden (University of Cincinnati)
goodenma@ucmail.uc.edu

Point-Counterpoint Editor:

Julie Mead (University of Wisconsin-
Madison)
jmead@education.wisc.edu

Innovative Program Editor:

Kanya Mahitvanicha (University of Texas)
kanya@post.harvard.edu

Managing Editor:

Chad Sayre, GRA (University of Missouri)
cws422@mizzou.edu
Please contact with any comments or
suggestions for formatting or layout.

2006 Calendar

March 2-3, 2006.....	UCEA Convention Planning and Executive Committee San Antonio, TX
April 6-7, 2006.....	David L Clark Graduate Student Research Seminar San Francisco, CA
April 7, 2006.....	UCEA Jackson Scholars Meeting at AERA San Francisco, CA
April 2006.....	UCEA/ Division A&L/Corwin Press Joint Reception at AERA San Francisco, CA
April 24, 2006.....	Proposals due for UCEA Convention 2006 in San Antonio UCEA, HQ
June-August 2006.....	UCEA Transition to UT Austin. HQ Offices Closed
August 1-4, 2006.....	NCPEA meeting Lexington, KY
September 2006.....	National Policy Board in Educational Administration Meeting Washington, DC
October 2006.....	UCEA Center on Values and Ethics in Educational Leadership British Columbia
Nov. 7-8, 2006.....	UCEA Executive Committee Meeting San Antonio, TX
Nov. 9, 2006.....	UCEA Plenum Meeting San Antonio, TX
Nov. 9-12, 2006.....	UCEA Convention San Antonio, TX



The University Council for
Educational Administration
205 Hill Hall
Columbia MO 65211-2190
PH. (573) 884-8300
FX. (573) 884-8302
www.ucea.org

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