Co-sponsored by UCEA, Division A & L of AERA and SAGE Publications
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Sponsors

Alumni of David L. Clark and UCEA Patrons
INTRODUCTION AND HISTORY

The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), Corwin Press and Sage Publications, brings emerging educational administration and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth. Clark Seminar Participants are outstanding doctoral students in educational leadership, administration, and/or policy, seeking careers in research. Many of the graduates of this seminar are now faculty members at major research institutions in the U.S. and Canada.

The David L. Clark National Graduate Student Research Seminar emerged from the 2-3 day regional series of graduate student seminars held by UCEA since 1966. At first held in member institutions, UCEA announced that it would support two graduate student seminars beginning in 1979. UCEA demonstrated its support by providing a grant to the host institution to cover some of the expenses of the students sent to the seminar, by publicizing the seminar in its news releases and newsletter, the UCEA Review, and by providing a forum of the proceedings in the UCEA Review. By 1984, the seminar had adopted a new title: National Graduate Students Research Seminar in Educational Administration and had begun to hold the seminar prior to the American Educational Research Association (AERA) meeting. At this time, the event was cosponsored by AERA and the National Institute of Education (NIE). The seminar changed again as NIE folded. UCEA stepped in and provided financial support beginning in 1986. By 1987, UCEA and AERA were joined by the US Department of Education Office of Research in their sponsorship of the seminar. Another change occurred in 1998 when UCEA, AERA Divisions A and L, and Corwin Press joined together to sponsor the graduate student seminar.

In 1999, the graduate student seminar adopted its current title: David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy to memorialize the life and work of David L. Clark, whose contributions to education spanned almost half a century. UCEA formally recognized Clark’s contributions to the field in 1994 by presenting him with the Roald F. Campbell Lifetime Achievement Award, which honors senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. Clark was also honored by Phi Delta Kappa as one of its 33 Distinguished Scholars, and by the Association of Teacher Educators as one of 70 leaders in Education. Among his many professional contributions were service as Vice President of AERA Division A and Executive Secretary of the National Policy Board for Educational Administration.
SEMINAR AGENDA

THURSDAY, APRIL 7, 2016

All events are held in the Walter E. Washington Convention Center

8:00 AM - 8:30 AM  
Convention Center, Level 1, Room 146 C  
Registration and Continental Breakfast

8:30 AM - 9:00 AM  
Convention Center, Level 1, Room 146 C  
Welcome, Introductions, and Overview of the Seminar

9:10 AM - 10:40 AM  
Small Group Work Session I:

Group 1 is in the Convention Center, Level 1, Room 149 A  
Group 2 is in the Convention Center, Level 1, Room 149 B  
Group 3 is in the Convention Center, Level 1, Room 153  
Group 4 is in the Convention Center, Level 1, Room 154 A  
Group 5 is in the Convention Center, Level 1, Room 154 B  
Group 6 is in the Convention Center, Level 1, Room 146 C

10:50 AM - 11:50 PM  
Convention Center, Level 1, Room 146 C  
Poster Session I

12:00 PM - 1:30 PM  
Convention Center, Level 1, Room 146 C  
Lunch and Panel Discussion:  
Making a Difference and Still Making it as a Faculty Member

Featuring: Wayne Lewis (Facilitator) - University of Kentucky  
David Garcia - Arizona State University  
Terrance Green - University of Texas at Austin  
Janelle Scott - University of California, Berkeley

1:40 PM - 2:40 PM  
Convention Center, Level 1, Room 146 C  
Poster Session II
SEMINAR AGENDA

THURSDAY, APRIL 7, 2016

All events are held in the Walter E. Washington Convention Center

2:50 PM - 4:20 PM  
Small Group Work Session II:

- Group 1 is in the Convention Center, Level 1, Room 149 A
- Group 2 is in the Convention Center, Level 1, Room 149 B
- Group 3 is in the Convention Center, Level 1, Room 153
- Group 4 is in the Convention Center, Level 1, Room 154 A
- Group 5 is in the Convention Center, Level 1, Room 154 B
- Group 6 is in the Convention Center, Level 1, Room 146 C

4:30 PM - 4:50 PM  
Convention Center, Level 1, Room 146 C
Group Photo

5:00 PM - 6:00 PM  
Convention Center, Level 1, Room 146 C
Keynote Speaker Vivian Tseng  
(Vice President of Program, William T. Grant Foundation)

“Building a Career at the Intersection of Research, Policy, and Practice”

6:00 PM - 6:15 PM  
Break

6:15 PM - 7:00 PM  
Convention Center, Level 1, Room 146 B
Networking Reception

7:00 PM - 8:00 PM  
Convention Center, Level 1, Room 146 B
Dinner
# Seminar Agenda

*Friday, April 8, 2016*

All events are held in the Walter E. Washington Convention Center

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>8:00 AM - 8:30 AM</td>
<td>Continental Breakfast</td>
<td>Convention Center, Level 1, Room 146 C</td>
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<tr>
<td>8:30 AM - 8:35 AM</td>
<td>Welcome and Agenda for the Day Graduate Student Opportunities at AERA Announced</td>
<td>Convention Center, Level 1, Room 146 C</td>
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<td>8:40 AM - 10:10 AM</td>
<td>Small Group Work Session III:</td>
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<td>Group 6 is in the Convention Center, Level 1, Room 146 C</td>
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<td>10:20 AM - 11:35 AM</td>
<td>Panel Discussion: Publishing in Academic Journals</td>
<td>Convention Center, Level 1, Room 146 C</td>
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<td>Featuring: Donald Hackmann (Facilitator) · University of Illinois</td>
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<td>Mónica Byrne-Jiménez · Hofstra University</td>
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<td>Luis Heurta · Teachers College, Columbia University</td>
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<td>Terah Venzant Chambers · Michigan State University</td>
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<tr>
<td>11:40 AM - 11:50 AM</td>
<td>Closing Remarks</td>
<td>Convention Center, Level 1, Room 146 C</td>
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<tr>
<td>11:50 AM</td>
<td>Seminar Closes</td>
<td>Convention Center, Level 1, Room 146 C</td>
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</table>
Student Participants

Emily Anderson   Pennsylvania State University
Megan Austin   University of Notre Dame
Sarah Jean Baker   Texas State University
Marsha Cale   Old Dominion University
Yvette Cantu   Texas State University
Pedro Jose De La Cruz Albizu New York University
Sean Dotson   Washington State University
Dorothy Egbufor   Howard University
Loverty Erikson   Montana State University - Bozeman
Stephanie Forman   University of Washington
Asia Fuller Hamilton   University of Illinois at Urbana-Champaign
Sarah Galey   Michigan State University
Wellinthon Garcia   Hofstra University
Emily Germain   University of Texas at Austin
Elizabeth Gil   Michigan State University
Sarah Guthery   Southern Methodist University
Michelle Hall   University of Southern California
Ayesha Hashim   University of Southern California
Kortney Hernandez   Loyola Marymount University
Elizabeth Jekanowski   Florida Atlantic University
Greg Johnson   University of Illinois at Urbana-Champaign
Emily Kern   Vanderbilt University
Andrew Leland   Rutgers University
Julia Mahfouz   Pennsylvania State University
Jason Neuss   University of Louisville
Adina Newman   George Washington University
Frank Perrone   University of Virginia
Amanda Potterton   Arizona State University
Jennifer Preston   North Carolina State University
Daniel J. Quinn   Oakland University
Karen Ramlackhan   University of South Florida
Joanna Sanchez   University of Texas at Austin
Maureen Sanders-Brunner   Ball State University
Teresa Schwarz   University of Massachusetts, Boston
Alea Thompson   University of Illinois at Chicago
Sivan Tuchman   University of Arkansas
Robert Vagi   Arizona State University
Pamela VanHorn   Ohio State University
John Wachen   University of North Carolina at Chapel Hill
Annette Walker   Western University of Ontario
Kathleen Winn   University of Iowa
Rui Yan   University of Utah
<table>
<thead>
<tr>
<th>Student Participants</th>
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### Distinguished Seminar Faculty

<table>
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<tr>
<th>Name</th>
<th>Institution</th>
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<tr>
<td>Mónica Byrne-Jiménez</td>
<td>Hofstra University</td>
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<tr>
<td>Edward Fierros</td>
<td>Villanova University</td>
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<td>David Garcia</td>
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<td>Luis Huerta</td>
<td>Teachers College, Columbia University</td>
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<tr>
<td>Hans Klar</td>
<td>Clemson University</td>
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<tr>
<td>Wayne Lewis</td>
<td>University of Kentucky</td>
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<td>Sarah Nelson Baray</td>
<td>Texas State University</td>
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<tr>
<td>Janelle Scott</td>
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<td>Penny Tenuto</td>
<td>University of Idaho</td>
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<td>Terah Venzant Chambers</td>
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<td>Michelle Young</td>
<td>University of Virginia/UCEA</td>
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### Seminar Planning Committee

Wayne Lewis, University of Kentucky/AERA Division A  
Luis Huerta, Teachers College, Columbia University/AERA Division L  
Michelle Young, University of Virginia/UCEA Executive Director  
Bryan A. VanGronigen, University of Virginia/UCEA Graduate Assistant  
Lieve Pitts, Project and Events Manager, UCEA
UCEA SPONSORED EVENTS

- **David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy.** Sponsored by UCEA, Divisions A & L of AERA, and SAGE Publications
  
  April 7-8, 2016
  
  Walter E. Washington Convention Center, Level 1

- **Barbara L. Jackson Scholars Workshop (Closed Session).** Sponsored by UCEA and Division A of AERA
  
  April 8, 2016 8:00 AM-12:00 PM
  
  Walter E. Washington Convention Center, Level 1, Room 206

- **William L. Boyd National Educational Politics Workshop.** Sponsored by UCEA and the Politics of Education Association
  
  April 8, 2016 3:30 PM – 6:00 PM
  
  Marriott Marquis, Level 4, Independence Salon E

- **William J. Davis Award for the Best Article Published** in Volume 51 of the Educational Administration Quarterly will be presented on Saturday evening during the Division A Business Meeting
  
  April 10, 2016 6:30 PM – 8:00 PM
  
  Marriott Marquis, Level 4, Independence Salon E

- **The UCEA, Division A and L, and SAGE Publications Joint Reception**
  
  April 10, 2016 8:00 PM – 10:00 PM
  
  Marriott Marquis, Level 2, Marquis Salon 5
Vivian Tseng is the Vice President at the William T. Grant Foundation—a national foundation that supports research to improve the lives of young people. Dr. Tseng leads the Foundation’s grantmaking and spearheads its initiatives to connect research, policy, and practice. In 2009, she launched the Foundation’s focus on the use of research evidence in policy and practice, and in 2012 created a national network of partnerships between school districts and researchers. Dr. Tseng has a deep interest in mentoring young researchers and is committed to strengthening the career pipeline for scholars of color. Under her leadership, the William T. Grant Scholars Program has broadened its diversity and deepened its support for early-career professionals. Prior to joining the Foundation, Dr. Tseng was a faculty member in psychology and Asian American studies at California State University, Northridge. Her research on culture, immigration, and child development was published in Child Development, Journal of Marriage and the Family, Journal of Ethnic and Migration Studies, and the Handbooks of Parenting, Asian American Psychology, and 21st Century Education, among other outlets. Conceptual papers on youth’s social settings and promoting social change appeared in the American Journal of Community Psychology. She currently serves on the Board of Directors of the Forum for Youth Investment; is the Associate Editor, North America for the international journal, Evidence and Policy; and is past chair of the Society for Research on Child Development’s Asian Caucus. Dr. Tseng received her doctorate from New York University and her bachelor of arts from the University of California, Los Angeles.
Mónica Byrne-Jiménez, Ph.D., serves as an associate professor in educational policy and leadership at Hofstra University. She started out working in NYC public schools as a bilingual teacher, bilingual literacy coordinator, and then literacy instructional specialist. Soon after she joined the Accelerated Schools Project and worked with schools and districts on reform initiatives. She first became faculty at UMass Boston and then joined the faculty at Hofstra, where she have been the doctoral director for the past six years. She was also involved in the development of the Advanced Leadership Development Series for early career superintendents in the northeast. She has worked on several program evaluations of principal preparation, including one preparing leaders for special education settings. As part of a UCEA initiative she co-developed an on-line preparation module, Leading for ELL Success. Her research interests focus on leadership/professional development, the relationship between identity (race/ethnicity/language/gender) and leadership, leadership for English language learners, and school responsiveness/improvement in “first ring” suburbs. Some of her work has been published in Leadership and Policy in Schools Journal, Journal of Cases in Educational Leadership, International Journal of Leadership in Education, the Handbook of Research on Educational Leadership for Diversity and Equity, and the Handbook of Urban Educational Leadership. Currently, she serves on the UCEA Executive Committee, Board President of the Community Training and Assistance Center, and former president of the Latino Alumni Association of Columbia University.

Edward Fierros, Ph.D., is Associate Professor of Education and Chairperson of the Department of Education and Counseling at Villanova University. Dr. Fierros earned his PhD in the Educational Research, Measurement and Evaluation program at the Lynch School of Education at Boston College. His current major research interests are: opportunity to learn for K-12 students of color, the placement of minority students with special needs, and the theory of multiple intelligences. Dr. Fierros has written numerous journal articles and is co-author of Kornhaber, Fierros, and Veenema (2004). Multiple Intelligences: Best Ideas from Research and Practice. Boston: Allyn & Bacon. Dr. Fierros is a National Educational Policy Center Fellow at the University of Colorado, Boulder, and Educational Policy Leadership Center Fellow.
SEMINAR FACULTY BIOGRAPHIES

DAVID GARCIA, PH.D., is an Associate Professor in the Mary Lou Fulton Teachers College at Arizona State University. Prior to ASU, he served as the Associate Superintendent of Public Instruction for the state of Arizona, as a research analyst for the Arizona state legislature and as a peer consultant for the US Department of Education. He consults with many community organizations on education policy issues. His academic publications focus on school choice, accountability and the factors that facilitate or distort policy implementation in public education. His research has appeared in numerous journals including Teachers College Record, Educational Policy and the Journal of School Choice. In addition, he was co-editor of Review of Research in Education and is currently an associate editor for Education Policy Analysis Archives. In 2008, he was awarded the National Academy of Education/Spencer Postdoctoral Fellowship. Garcia received a Bachelor of Arts and Honors Diploma from Arizona State University. He holds a Master of Arts and Doctor of Philosophy from the University of Chicago in Education Policy, Research and Institutional Studies. In 2014, David was the Democratic candidate for Arizona Superintendent of Public Instruction.

TERRANCE GREEN, PH.D., is an Assistant Professor of Educational Policy and Planning at the University of Texas at Austin. His research focuses on the intersection of urban school reform and equitable community development, with a particular focus on school and community leadership. Additionally, Dr. Green’s research examines issues of geography of educational opportunity in urban school districts. His work has been featured in Teachers College Record, Educational Administration Quarterly, Journal of School Leadership, The Urban Review, Urban Education, Journal of Cases in Educational Leadership, and the Handbook of Research on Educational Leadership for Diversity and Equity. Terrance’s dissertation received runner-up for the Outstanding Dissertation Award from the American Educational Research Association’s (AERA) Division A in 2013. Dr. Green is a former high school science teacher, and a native of Detroit, Michigan.
S E M I N A R  F A C U L T Y  B I O G R A P H I E S

DONALD HACKMANN, ED.D., is a Professor of Educational Leadership in the Department of Education Policy, Organization and Leadership at the University of Illinois at Urbana-Champaign. He also serves as Director of the Pathways Resource Center, which is funded through the Illinois Race to the Top initiative. He earned his Doctor of Education degree from the University of Missouri-Columbia and prior to entering the professoriate served as a middle level teacher, high school assistant principal, and middle level principal in the state of Missouri. His primary research agenda focuses on educational leadership preparation programming, including program quality, characteristics of tenure-line and clinical educational leadership faculty, and graduate student mentoring. An additional research interest addresses the principalship, focusing on leadership behaviors and strategies at the middle and high school levels that facilitate improved student learning, including effective supervisory approaches, distributed leadership practices, school improvement, and promoting college and career readiness. His most recent book, At a Crossroads: The Educational Leadership Professoriate in the 21st Century, co-authored with Martha McCarthy, reports the findings of a national study involving over 200 leadership preparation programs and approximately 900 educational leadership faculty members. Dr. Hackmann is a 2012 recipient of the Distinguished Faculty Achievement Award for Research from the AERA Learning and Teaching in Educational Leadership Special Interest Group.

LUIS HUERTA, PH.D., is an Associate Professor of Education and Public Policy at Teachers College - Columbia University. He earned his Ph.D. in education policy from the University of California, Berkeley in 2002. He teaches courses in policy analysis and implementation, school finance and organizational sociology. His research and scholarship focus on school choice reforms and school finance policy. His research on school choice reforms examines policies that advance both decentralized and market models of schooling - including charter schools, homeschooling, tuition tax credits and vouchers. His research also examines school finance policy and research, with a specific focus on how legal and legislative battles over finance equity in schools and the research which has analyzed the effects of resources on student achievement, have consistently overlooked how resources are used within schools. Prior to joining the Teachers College faculty in January of 2002, he served as a research associate and coordinator for K-12 education policy research for Policy Analysis for California Education (PACE). He also served as a California public school teacher for six years. He is the author of recent articles on school choice and school finance published in Educational Policy, Journal of Education Finance, Teachers College Record, Peabody Journal of Education, Journal of Education Policy and Phi Delta Kappan. He is recently served as co-editor of the journal Educational Evaluation and Policy Analysis.
Hans Klar, Ph.D., is an Assistant Professor in the Eugene T. Moore School of Education at Clemson University. Prior to completing his doctoral studies at the University of Wisconsin-Madison in 2010, Dr. Klar held a wide variety of teaching and educational leadership positions in Japan, Australia and China. At Clemson, he led the South Carolina Successful School Principals’ Project, and is currently co-director of a leadership mentoring initiative developed in collaboration with the Western Piedmont Education Consortium called the Leadership Learning Community (LLC). Dr. Klar’s teaching and research is focused on developing leadership for improving teaching and learning in high-needs schools. His work has been published in journals such as Educational Administration Quarterly, the Journal of Educational Administration, the Journal of School Leadership, and Leadership and Policy in Schools. His recent publications include “Fostering the capacity for distributed leadership: A post-heroic approach to leading school improvement,” which he co-authored with Kristin Huggins, Hattie Hammonds and Frederick Buskey. This article was published in the International Journal of Leadership in Education in 2015. Another recent publication, “Successful leadership in a rural, high-poverty school: The case of County Line Middle School,” which was co-authored with Curtis Brewer in 2014, received the Journal of Educational Administration’s Highly Commended Award.

Wayne Lewis, Ph.D., is Executive Director of Educational Programs in the Kentucky Education & Workforce Development Cabinet, and an associate professor of educational leadership at the University of Kentucky. He previously served as principal program chair and doctoral programs chair in the Department of Educational Leadership Studies at UK. His teaching, research and writing are primarily in the areas of education policy and politics, human resources management in education, and school-family-community engagement. His current K12 research centers on school choice policy and politics, and the school choices of families of color. His current higher education research includes work on the role of contingent faculty in higher education governance, and recruiting and retaining faculty of color at research universities. Wayne earned a bachelor’s degree at Loyola University New Orleans, a master’s in urban studies (public administration concentration) at the University of Akron, and a Ph.D. in educational research and policy analysis (public administration minor) at North Carolina State University.


**SEMINAR FACULTY BIOGRAPHIES**

Sarah Nelson Baray, Ph.D., is a professor in the Education and Community Leadership program and director of the Ph.D. in Education-School Improvement program at Texas State University. Her teaching specializations include principal preparation, qualitative research methods, adult learning, and education law and policy. Her research interests center on policies and practices related to educational inequity. She specializes in connecting local contexts with international perspectives and educational theory to practice. She is a member of the International Study of Principal Preparation, working with scholars in more than 14 countries to examine the effectiveness of principal preparation on novice principals. For more than a decade, Dr. Nelson Baray has examined educator beliefs about culturally, linguistically, and economically diverse students and families and the effects of these beliefs on practice. She also studies multi-sector partnerships for school improvement and democratic engagement for educational equity. Before joining the faculty of Texas State, Dr. Nelson Baray served as the principal of a large urban elementary school and as a central office administrator. She continues to work in the field to help educators develop culturally responsive teaching and learning environments and to create community-based leadership practices. She serves on the editorial boards of Educational Administration Quarterly and the International Journal of Leadership in Education.

Janelle Scott, Ph.D., is a Chancellor’s Associate Professor at the University of California, Berkeley, in the Graduate School of Education, Goldman School of Public Policy, and African American Studies Department. She earned a Ph.D. in Education Policy from the University of California at Los Angeles’ Graduate School of Education and Information Studies, and a B.A. in Political Science from the University of California at Berkeley. Before earning her doctorate, she worked as an elementary school teacher in Oakland, California. Scott’s research investigates the politics of elite and community based advocacy, the politics of research utilization, and how market-based educational reforms such as school choice and privatization affect democratic accountability and equity within schools and districts. She is currently working on a William T. Grant funded study of the politics of research utilization and intermediary organizations in Los Angeles and New York City with Christopher Lubienski and Elizabeth DeBray.
Penny Tenuto, Ph.D., is an Assistant Professor in Educational Leadership, University of Idaho, Boise. A former business manager, teacher, and secondary school administrator, she has held administrative and leadership positions in both education and in the private sector. Her areas of research interest include cultivating democratic professional practice in education (DPPE) and rethinking professional praxes and relationships to advance leadership and expand capacity for collaboration and growth. She is involved in projects that include partnering with rural school districts and the University of Idaho College of Education Doceo Center for Innovation + Learning and collaborating with an urban district to explore how school leaders apply principles of ethical leadership in everyday practice. Recent articles include: Administrators in Action –Managing Public Funds: A Teaching Case Study Including a Method for Processing Emotion (Tenuto, Gardiner, & Yamamoto, 2015) published in the Journal of Cases in Educational Leadership (JCEL) and Reflections of Practicing School Principals on Ethical Leadership and Decision-making: Confronting Social Injustice (Gardiner & Tenuto, 2015) published in the Journal of Values-Based Leadership (JVBL). Dr. Tenuto participates in UCEA and AERA, serves as co-editor of the AERA Division A online newsletter, and is editor of a book entitled, Renewed Accountability for Access and Excellence: Applying a Model for Democratic Professional Practice in Education (Tenuto, 2015) published by Lexington Books, a division of Rowan & Littlefield.

TeraH Venzant Chambers, Ph.D., is an Associate Professor of K-12 Educational Administration at Michigan State University. Her research interests include post-Brown K-12 education policy and urban education leadership. Specifically, she is interested in the ways within-school segregative policies influence African American students’ academic achievement and school engagement, as well as the price of school success for high-achieving students of color (racial opportunity cost). She has published in journals such as the Journal of Negro Education, Educational Studies, Race Ethnicity and Education, Teachers College Record and the Journal of School Leadership. She has served as an associate editor for Educational Administration Quarterly and the International Journal of Qualitative Studies in Education and received Outstanding Reviewer of the Year awards from the Journal of School Leadership (2010), Urban Education (2013), and the Journal of Cases in Educational Leadership (2015). She serves on the UCEA Executive Committee and is also the current AERA Division A Secretary. She held a Congressional Black Caucus Foundation fellowship in 2002-2003 with placements in the U.S. House of Representatives and the Office for Civil Rights in the U.S. Department of Education.
MICHENE D. YOUNG, PH.D., is the Executive Director of the University Council for Educational Administration (UCEA) and a Professor of Educational Leadership and Policy at the University of Virginia. Dr. Young’s scholarship focuses on how university programs, educational policies and school leaders can support equitable and quality experiences for all students and adults who learn and work in schools. She is the recipient of the William J. Davis award for the most outstanding article published in a volume of the Educational Administration Quarterly. Her work has also been published in the Review of Educational Research, the Educational Researcher, the American Educational Research Journal, the Journal of School Leadership, the International Journal of Qualitative Studies in Education, the Journal of Educational Administration and Leadership and Policy in Schools, among other publications. She recently edited, with Joseph Murphy, Gary Crow and Rod Ogawa, the first Handbook of Research on the Education of School Leaders.

SEMINARY FACULTY BIOGRAPHIES

**MICHENE D. YOUNG, PH.D.**, is the Executive Director of the University Council for Educational Administration (UCEA) and a Professor of Educational Leadership and Policy at the University of Virginia. Dr. Young’s scholarship focuses on how university programs, educational policies and school leaders can support equitable and quality experiences for all students and adults who learn and work in schools. She is the recipient of the William J. Davis award for the most outstanding article published in a volume of the Educational Administration Quarterly. Her work has also been published in the Review of Educational Research, the Educational Researcher, the American Educational Research Journal, the Journal of School Leadership, the International Journal of Qualitative Studies in Education, the Journal of Educational Administration and Leadership and Policy in Schools, among other publications. She recently edited, with Joseph Murphy, Gary Crow and Rod Ogawa, the first Handbook of Research on the Education of School Leaders.

CLARK DISCUSSION GROUPS

**GROUP 1: CONTEXT OF EDUCATION**  
Meets in Convention Center, Level 1, Room 149 A

Faculty: Mónica Byrne-Jiménez  
David Garcia

Students: Megan Austin  
Yvette Cantu  
Elizabeth Gil  
Kortney Hernandez

**GROUP 2: LEADERSHIP, DIVERSITY, AND EQUITY**  
Meets in Convention Center, Level 1, Room 149 B

Faculty:  
Terrance Green  
Edward Fierros

Students: Pedro Jose De La Cruz Albizu  
Sean Dotson  
Loverty Erikson  
Wellinthon Garcia  
Andrew Leland  
Adina Newman  
Joanna Sanchez  
Julia Mafouz  
Karen Ramlackhan  
Teresa Schwarz
CLARK DISCUSSION GROUPS

GROUP 3: LAW, POLICY, AND EDUCATION REFORM
Meets in Convention Center, Level 1, Room 153

Faculty: Luis Huerta
Wayne Lewis

Students: Emily Anderson
Emily Germain
Michelle Hall
Amanda Potterton

Terah Venzant Chambers
Jennifer Preston
Daniel J. Quinn
John Wachen

GROUP 4: LEADERSHIP THEORY AND PRACTICE
Meets in Convention Center, Level 1, Room 154 A

Faculty: Donald Hackmann
Hans Klar

Students: Sarah Jean Baker
Marsha Cale
Dorothy Egbufor
Pamela VanHorn

Sarah Guthery
Emily Anderson
Jennifer Preston

Annette Walker
Kathleen Winn
Rui Yan

GROUP 5: LEADERSHIP AND POLICY
Meets in Convention Center, Level 1, Room 154 A

Faculty: Penny Tenuto
Terah Venzant Chambers

Students: Stephanie Forman
Sarah Galey
Asia Fuller Hamilton
Elizabeth Jekanowski

Emily Kern
Jason Neuss
Sivan Tuchman

GROUP 6: TEACHERS AND TEACHER POLICY
Meets in Convention Center, Level 1, Room 146 C

Faculty: Sarah Nelson Baray
Janelle Scott

Students: Sarah Guthery
Ayesha Hashim
Greg Johnson
Frank Perrone

Maureen Sanders-Brunner
Alea Thompson
Robert Vagi
2016 PARTICIPANTS & ABSTRACTS

EMILY ANDERSON

Disrupting the Pathway: Making Sense of Education, Empowerment and Gender Equality Policy Discourses in the Millennium Development Goal Era

Over the past 15 years, gender equality has been pursued using a dominant policy discourse. This dominant policy discourse frames girls’ schooling access as a catalyst for women’s empowerment. The focus on girls’ schooling access has contributed to significant gains in girls’ enrollment and retention. Despite these gains, however, the absolute focus on access has complicated how gender-responsive education is understood and implemented by educational leaders and national policy makers alike. Using evidence from policy documents, social media texts, and interviews with strategic policy actors in education and international development, this dissertation explains the construction, diffusion, and sense-making of girls’ education policy discourses during the Millennium Development Goal era (2000-2015). These discourses are conceptualized as pathways that shape the structural relationships between education, empowerment, and gender equality pursued by education policy actors. This dissertation considers the content of policy texts as well as the social-relational construction of policy problems, solutions, and alternatives in girls’ education. Findings suggest that the dominant discourse has legitimated a place for girls’ education in education policy reform worldwide, but has oversimplified the policy contexts of girls’ empowerment. A discursive discourse also emerges to subvert the narrow focus on girls’ education to promote women’s empowerment. Supported by this evidence, this dissertation identifies recommendations to support girls’ education policy, practice, and advocacy.

Megan Austin

University of Notre Dame

Academic Preparation for College: Inequalities in Access and Returns to High School Curricular Intensity

Although access to college in the United States has expanded dramatically since 1980, the proportion of college-goers who acquire a postsecondary credential has remained stagnant or declined. Large gaps in postsecondary completion also remain, especially between low- and high-income students; completion rates are even lower for low-income, first-generation college goers. These trends coincide with increasing income inequality and increases in the academic intensity of high school curricula. This dissertation will examine how these important contextual changes are shaping high-school-to-college pathways that influence students’ chances of completing a college degree. Using three NCES datasets—HSB/1980, NELS:1988, and ELS:2002—I will employ factor analysis to examine how the importance of high school curricular intensity for college success has changed over time and use regression models to examine relationships between (1) students’ socioeconomic backgrounds and the academic intensity of their high school curricula and (2) students’ high school curricular intensity and type and timing of college entry. I will pay special attention to gaps between students whose parents are low-income and/or did not attend college and higher-SES students, as these are sources of increasing educational stratification. I will conduct decompositions to examine changes in means and relationships over time, as well as changes in gaps between students with different levels of parental income and education. The results will extend sociological theories of the relationship between educational expansion and maintained inequalities and show whether upward trends in inequality and curricular intensity work in tandem to increase inequality of educational attainment or offset one another.
Practitioners’ Perspectives: Exploring the Factors that have the Greatest Influence the Draft of Successful Public School Principals

Research clearly outlines the significance of principal leadership on student achievement, albeit indirect, with many researchers touting principals as the second most significant factor determining student success. The robust research surrounding principal behavior clearly describes the actions of those principals who have triumphed in the face of significant deficits in student learning and have lead schools on radical journeys toward success. Yet, as evidenced by the number of failing schools across the country, there remain an overwhelming number of highly motivated, well-educated, experienced and qualified candidates that seem to miss the mark when leading schools to success. It is one thing to know what it is successful principals do, but knowing how, when, and why principals choose to implement one strategy over another is a very different concept. The proposed study examines the leadership practices of successful public school principals, and from their perspective seeks to understand the knowledge, skills, and dispositions they attribute as having the greatest influence on their craft as successful school administrators. The study will further investigate how they came to learn those knowledge bases, skills, and dispositions and the implications their responses might have on leadership preparation, training, and evaluation.

Picturing Mothering and Leading – A Qualitative Study of Educational Leaders

The principal is no longer viewed as a manager of the school. Rather, the principal is the leader in charge of teaching and learning for students and for teachers. The school leader is responsible for results on high-stakes accountability assessments, ensuring the safety of students in the age of school violence, creating strong college-going cultures, and developing career pathways. Add changing student populations, technological advances, and increasing interactions with the school board and community to the list of changes the school leader has encountered in recent years. Put all of these responsibilities into the context of shared decision-making, and a picture of the contemporary principalship emerges—one that illustrates being a school leader is more than a full-time job. The current discourse on mothering suggests good mothers not only keep a clean house and have well-behaved children; they optimize the family diet, provide activities to stimulate children’s brain development, maximize children’s educational opportunities, and actively manage children’s social development. In short, a good mother is someone who is engaged full-time with her mothering role at-home. This culturally hegemonic definition of a good mother leaves out women of color, single parents, low-income, and even lesbian mothers. It also leaves out mothers with jobs that demand high levels of time and commitment. So, what happens when a woman is a school leader and a mother? The purpose of this study is to examine the identities of educational leader and mother and how female educational leaders negotiate these identities in their everyday lives.
Yvette Cantu  
Texas State University

Esta Es Nuestra Historia: An Intergenerational Study with Three Latin@ Educators

This qualitative study explores how critical ontology (Kincheloe, 2003) informs the being, work, and advocacy of three intergenerational Latin@ educators in Central Texas. Two Latin@ educators and myself, serve as the primary unit of analysis. Latino Critical Theory (LatCrit) (Solorzano & Bernal, 2001; Villapando, 2004) is employed as the theoretical framework to explore our lived experiences as Latin@s and educators in the San Marcos Consolidated Independent school district (CISD) and community. Methods for this inquiry include the use of critical microethnography (Pane & Rocco, 2009) and critical autoethnography (Jones, 2005). Pláticas, life history interviews, and archival data were used to collect observables. Social cartography (Henry, 2013; Paulston, 1996; Valadez, 2012) was utilized to map our lives through a micro and macro context. The contributions for this study include an understanding of the role of critical ontology for Latin@ educators working in traditional white stream institutions (Bourdieu, 1977; Urrieta, 2009) as a tool for resistance and sustaining of identity and critical awareness.

Pedro Jose de la Cruz Albizu  
New York University

School Principals and English Language Learners in New York City: Language Program Selection and the Role of Language Ideologies

The debate about the education of language minorities in the U.S. has, on the surface, largely been about which program models are most effective. However, the availability of different program models to students depends on the federal and local language policies in place and whether or not those policies are enforced. Language ideologies, as belief systems about people and the languages they speak, are an important factor in the creation and enforcement of language policies; especially the language ideologies of those, such as school principals, responsible for the education of language minorities. Principals in the United States are responsible for the implementation of school-level policies, and in New York City, school principals practically decide the kind of educational program made available for English Language Learners (ELLs). The purposes of this study are to explore: 1) how language ideologies influence principals’ decision-making regarding the type of language program they make available for ELLs; 2) how much autonomy principals have over language policies and program models in their schools; and 3) how the language ideologies of other school stakeholders influence principals’ decisions regarding these programs.
District Leadership Engaging Building Principals to Reduce Exclusionary Discipline

As schools, districts, and government entities seek to improve the equity and reliability of our public school system, increasing attention has focused on exclusionary discipline practices that have a discriminatory impact on students. District level leaders, in an effort to support building-level improvement efforts and prevent student failure, may seek to work with principals to implement changes in discipline practices that reduce disproportionality in the use of suspension and expulsion. The purpose of this study will be to partner district and building-level leadership in the identification and implementation of a plan to reduce the use of exclusionary discipline and to reduce discipline disproportionality in a mid-size suburban high school. Using participatory action research methods, the study will focus on planning and implementation of policy changes, professional development, identification of alternatives to suspension, and allocation of resources. Interviews with building administrators and key staff members, as well as student and teacher surveys, will provide information to reflect upon and plan strategies for further improvement as part of the action research cycle.

A Grounded Theory Approach to Understanding Ethical Leadership with School Leaders in Southern Nigeria: A Perspective of Three Primary Schools

The primary aim of the proposed research study is to develop a grounded theory of ethical leadership with school leaders in Southern Nigeria utilizing a constructivist paradigm. There is growing interest in public service of ethics (Barberis, 2001) both internationally and nationally. The study of ethics has been a part of the [school] leadership erudition and debate for centuries (Tanner, Brugger, Van Schie, Lebherz, 2010), given that school leaders make many decisions on a daily basis, and at the heart of every one of them is the resolution of a moral dilemma because every decision carries with it the potential to restructure human life (Foster, 1986). Research literature identifies ethical leadership as grounded in ethical norms and practice as a critical vehicle for achieving organizational goals and fostering good governance (Okechukwu, 2012). Given that, leaders in Nigeria have been engulfed in a crisis; which many indigenous Nigerian peoples believe is due to unethical practices and behaviors (Okechukwu, 2012). Yet, in the old African society, values and ethics education were the major instrument for evolving a peaceful society (Adekola, 2012). Drawing from the underlying moral issues at stake and the roles of school leaders, combined with advanced studies of ethics associated with school leadership, the central purpose of this study is to facilitate a continuum of inquiry to ascertain and categorize overarching perceptions, definitions and prominently, a grounded theory of ethical leadership as espoused by Southern Nigerian school leaders of primary schools as it relates to school redesign and school reform.
Stephanie Forman  
University of Washington

Negotiating the Politics of Implementing a Dual Language Immersion Policy

District and school leaders across the country are implementing dual language immersion programs to address persistent educational inequities between growing populations of English Language Learners (ELLs) and their peers who speak English as a primary language. Researchers and advocates assert the potential of these programs to equalize educational opportunities and boost achievement for ELL students, but studies show that conflicts over resources and values during the implementation process often compromise program effectiveness. This study draws upon theories of frame analysis and micro-politics to reveal how district and school leaders understand and navigate the conflicts that emerge during the process of dual language policy implementation. Data will come from a qualitative case study of leaders in one district working to implement a dual language immersion policy. By illuminating the political processes associated with dual language implementation, the findings of this study will provide valuable insight for school and district leaders to guide their productive engagement with conflict in service of promoting academic achievement and equity for ELL students.
Examining Intersectional Invisibility of Black Girls in Advanced Placement Classes

Achieving equitable outcomes for all students has long been a focus within the field of education. However, opportunities to include and support Black girls are not reflected in educational policy research, advocacy and programmatic interventions (Crenshaw, Ocen & Nanda, 2015). Furthermore, there is a limited amount of research that simultaneously examines the nuances of being Black and female and enrolled in AP classrooms, specifically in the areas of participation, performance, and provided support. This qualitative study examines the concept of intersectional invisibility of Black girls within high school advanced placement (AP) classes; considering the selection, participation, performance and support structures in place within the classes or school to assist Black girls. By examining data from the autoethnographical viewpoint of the author as well as from a case study of Black girls enrolled in AP classes across two high schools within a racially and socio-economically diverse school district, this study hopes to better understand how the concept of intersectional invisibility manifests itself within this context. For both educators and school administrators, this study draws attention to the needs of students who have been historically marginalized both racially and with respect to gender; potentially influencing the way that Black girls are selected and supported in AP courses.

Institutional Agility, from the Middle Out: A New Framework for Implementing Standards-based Policy in U.S. School Districts

This study examines the practical and theoretical roles of instructional coaches in policy implementation in U.S. school districts. Organizational research suggests that boundary-spanners such as coaches that mediate district-school interactions can and should be framed as more than mid-level intermediaries. Drawing on implementation literature from a range of social science disciplines, I explicate a new theoretical framework, called the “theory of institutional agility,” that re-conceptualizes instructional coaching as a mid-level organizational process important for educational policy implementation. The theory asserts that instructional coaches have a critical institutional role in district-school linkages as “purveyors” of standards-based reform. From the “middle-out,” instructional coaches facilitate policy changes by focusing on organizational learning, mainly around the adaptive integration of core program components into local contexts. As enactors of district reform, coaches must demonstrate fidelity to policy pressures from the “top-down” while also being flexible enough to meet the “bottom-up” demands of teachers—a strategic behavior I term “flexible fidelity.” Instructional coaches must be sensitive to the district policy context, but they also need the trust of teachers as a precursor to engaging in the kind of intense professional collaborations that lead to changes in classroom practice. When able to strike this balance, instructional coaches can enable districts to be “agile” in the face of institutional vacillations, such as state and federal reforms, by providing important adaptive capacities. Methodologically, I draw on survey and interview data to investigate my research questions, which focus on the influence of coaches’ social networks on their implementation practices.
Wellinthon Garcia  
Hofstra University

Afro-Latinos in Educational Leadership

Leadership is criticized for operating under a normative White lens that ignores the relationship between racial identity and leadership (Bordas, 2012; Hernandez, 2012; Navarez & Wood, 2007). This paper explores “Afro-Latino” experience to rectify this narrow lens. This study preliminary found that identity negotiations are a part of “Afro-Latino’s” interactions with related benefits of this duality. This study advocates for research on the complexity of this duality in Educational Leadership.

Emily Germain  
University of Texas at Austin

Schools, Communities, and Cities: The Sustainability of Market-Based School Reform in New Orleans

A growing body of work examines the effects and outcomes of school choice and market-models, particularly in districts experiencing rapid charter expansion. This research focuses on individual aspects of choice, like parent decision making, the ways in which leaders respond to competition, whether competing schools raise achievement, if choice leads to greater diversity and equity in schools. There is, however, a dearth of literature on the sustainability of high-density choice systems – indicating that policymakers and advocates may not be enacting reforms around long-term social progress and equity. This study seeks to understand the sustainability of an all-choice system by examining its relationship to the communities it aims to serve and the socioeconomic well-being of the city in which it is located. To assess the ways in which choice-based, district-wide reforms enhance or detract from social progress and equity among communities, I draw from sustainability and systems theory to generate an equity-centered framework for sustainable development in education systems. Through the data collected in a mixed methods, comparative case study of two neighborhoods in New Orleans, I measure the system against major sustainability indicators at the macro (system) and micro (parent, student and community) level, ultimately making concrete recommendations on how to structure and plan a durable choice system situated towards equity.
ELIZABETH GIL
MICHIGAN STATE UNIVERSITY

Engaging the Community Cultural Wealth of Latino Immigrant Families with School-Aged Children through Participation in a Community-Based Program

By understanding their constituents and identifying collective approaches that engage traditionally marginalized families, community-based initiatives have connected with Latino immigrant families in ways that empower them to improve educational outcomes for their children (Orr & Rogers, 2010). These initiatives provide spaces that foster networks to counter the power imbalance that parents may experience in schools (Dyrness, 2007; Hong, 2011; Noguera, 2004). Immigrant parents bring to these initiatives experiences from their native countries, thereby constructing new resources, which they can then apply to their children’s schooling and education (Civil, Planas, & Quintos, 2012). Using 20 interviews of key program stakeholders, observations of the program, and program documents, this qualitative case study seeks to examine what norms and arrangements in a community-based program geared toward Latino immigrant families with school-aged children respond to families’ needs and how program participants construct resources in order to build on their community cultural wealth, forms of capital that are often unacknowledged in school settings (Yosso, 2005), to navigate their children’s schooling in the U.S. The findings from this study can inform educational leaders regarding incorporating effective outreach toward Latino families as part of a systematic and sustained commitment through the district’s parental involvement initiatives, and other institutional structures. Study findings may also offer insights regarding collaboration with community-based organizations in order to tap into their expertise and to take a holistic approach toward the education of the children served by the district.

SARAH GUTHERY
SOUTHERN METHODIST UNIVERSITY


In order to address a nationwide teacher shortage, Texas has risen to the challenge by providing alternate means to certification. This study proposes a multilevel model to explain the relationship between the number of new teachers in Texas and new teacher salaries. Statistical analysis will be conducted on district pay from all 1,265 public school districts in Texas from 2000 to 2014. The results of the study will illuminate possible unintended consequences of a 2001 law change in Texas that dramatically increased the number of teachers licensed each year in the state.
California Weighs In: Education and the Politics of Policymaking

Who controls the distribution of education resources and how those resources are used to improve student achievement is an ongoing policy debate. Contemporary scholars have identified a trend of declining local control over these decisions and an expanding role for state governments. For decades, California was an exemplar of this trend. This proposed study examines the behaviors of policy influencers in the development of the landmark legislation in California known as the Local Control Funding Formula (LCFF). This legislation features three fundamental reforms: (a) decentralizing funding, (b) increasing equity, and (c) reforming accountability. This study will explain how political actors influenced the trajectory of California’s education system to develop and implement LCFF. Through an in-depth study of the policymaking process we will (a) understand the motivation for this law; (b) understand what factors prompted the changes in the law; and (c) gain insights that may be instructive to other states developing similar reforms. By understanding how identified problems were addressed in the statute, we may evaluate the success or failure of the policies based on the intended outcomes. Finally, this proposed research provides an important opportunity to test and expand the utility of multiple streams and/or advocacy coalition theories.

Instructional coaching is a popular professional development model that has been shown to positively impact teacher practice and student learning in experimental settings. However, little is known about how coaching is implemented in business-as-usual settings in schools. I draw on social network analysis and qualitative methods to examine the implementation of a coaching program for technology-enabled instruction in a school district that passed a multimillion dollar bond measure to modernize schools with technology and recruited technologically-innovative teachers to work as coaches in schools. I explore individual and social factors that influence whether teachers seek instructional advice from coaches, and the extent to which these interactions are associated with teachers then developing technology-enabled teaching practices with colleagues and using technology to support student engagement in their classrooms. Using survey, social network, and administrative data from 15 elementary and middle schools in 2014-15, I run social selection models that predict ties between teachers and coaches as a function of their individual attributes and school social structure. I then include measures of classroom instruction and teacher knowledge-sharing to examine if these intermediate outcomes are associated with teacher-coach ties. To contextualize my quantitative findings, I draw on interviews from three coaches and 24 teachers at six elementary schools where coaches are highly- or poorly-connected to teachers. My study provides evidence on how coaches support instructional change among diverse educators and the extent to which individual and social conditions influence teacher access to coaches in schools.
Kortney Hernandez Loyola Marymount University

Toward a Critical Decolonizing Bicultural Service Learning Pedagogy

This research examines the phenomenon of service learning through a critical decolonizing bicultural interpretive study that will provide a philosophical and historical rethinking of this social phenomenon. The interpretation of texts, policies, pedagogy/curriculum, concepts and culture forming, service learning practices will inform the study. This study will: 1) critique the dominant epistemologies that reproduce social inequalities within the context of service learning theory and practice; and 2) move toward the formulation of a critical decolonizing bicultural service learning theory, in line with the humanizing and emancipatory intent of a critical pedagogical practice.

Elizabeth Jekanowski Florida Atlantic University

District Leadership and Systemic Inclusion:
A Case Study of One Inclusive and Effective School District

Inclusion is a national policy that challenges educational leaders today (Causton & Theoharis, 2014; DeMatthews, 2013; Rice, 2006). Despite U.S. federal laws (IDEA, 2004; ESSA, 2015) preferring an inclusive education for students with disabilities and documented benefits for all children (Kasa-Hendrickson & Ashbey, 2009; Leydon & Miller, 1988), educators continue to struggle to implement inclusion (Barnett & Monda-Amaya, 1998; Keyes, 1990; Kuglemass, 2003; Praisner, 2003; Reihl, 2000). Some scholars argue that leadership is the key to inclusion with most studies focused on principal leadership and only a paucity of district leadership studies. Theoharis and Capri (2012) have found that “although there are good examples of inclusion [that] exist across the country, rarely is it across districts” (p.283). The purpose of this in-depth case study (Merriam, 2009; Stake, 1985; Yin, 1989) will be to describe and understand the leadership practices of District X, an inclusive and effective district, an extreme case (Patton, 2002). Within District X, a purposeful sample of district leaders, principals, teachers, parents, sites, events and documents will be selected. Data will be collected over the span of one to two semesters in the form of interviews (1:1 and focus groups), observations and document reviews, guided by structured protocols, observation guides and document summaries, producing findings that can “serve as (a) lighthouse for other districts struggling to fully incorporate their special education population and to give these students the best possible chance to succeed” (Howery, McClellan, Pederson-Bayus, 2013, p.71).
EMILY KERN  
VANDERBILT UNIVERSITY

From No Child Left Behind to State Waivers:  
Investigating Educational Triage Under Shifting Incentive Structures

A key feature of No Child Left Behind (NCLB) was its linkage between levels of student proficiency and consequences for schools failing to get enough students to those standards, regardless of student starting points. Despite its equity focus, NCLB’s design led to concerns that it incentivized schools to focus on students closest to passing at the expense of low- and high-performers (i.e., engage in educational triage). While research on triage behavior by schools has been inconclusive, state waivers were intended in part to spread benefits more equitably across students who were theoretically harmed by NCLB’s focus on proficiency levels. By holding schools accountable for both student growth and overall proficiency levels, these redesigned accountability systems were expected to mitigate unintended behaviors. The proposed study questions the degree to which these different incentive structures influenced student test scores by using a unique dataset from a large urban district. This district used student performance metrics to predict the probability that individual students would pass the state test, provided a list of marginal students to each school based on this numerical prediction, and encouraged schools to target interventions to these students in preparation for state tests. The data from this district allow for estimating the causal effect of being identified as marginal on student achievement using regression discontinuity design. Because this longitudinal dataset spans both accountability systems, this research investigates the extent to which being designated as marginal influences student performance under both NCLB and a waiver policy which ostensibly incentivizes student growth.
**2016 Participants & Abstracts**

**Andrew Leland**

Rutgers University

*Complicating Same-Sex Parenthood: Heteronormativity, Parenting Decisions, and Policy*

On June 26, 2015, the Supreme Court of the United States reached a 5-4 decision both to allow and recognize same-sex marriage, thereby, granting all federal benefits to same-sex couples. Many have signaled the ruling as a victory for the gay community; however, activists simultaneously point out the persistent inequities for gay and lesbian couples, especially for those who are parents. Despite many indicators of the increasing visibility of gay and lesbian parents in the United States, the existing literature has identified many barriers for this population of parents to have full participation in their children’s schools. The present study advances the field further by employing a critical discourse analysis approach to investigate policies that affect gay and lesbian parents, particularly in relation to their children’s education. This study utilizes queer theory to examine a variety of policies at federal, state, and local levels over the past decade on the following issues: adoption, housing, employment, bullying, curriculum, and school-home relationships. Data collection and analysis occurred simultaneously as an ongoing, iterative process with a specific focus on the ways in which sexual orientation was either included or excluded in each document. Analyses indicate that many policies continue to privilege heterosexuality, thus contributing to the challenges that gay and lesbian parents face when making decisions about their children’s education and schooling. The implications from this study suggest more concerted efforts from school educators, administrators, and policymakers to provide more inclusive environments for gay and lesbian parents and their families.

**Julia Mahfouz**

Pennsylvania State University

*Exploring the Influence of CARE (Cultivating Awareness and Resilience in Education) on Principals’ Leadership and Well-being*

In a culture where schools are results driven, focused on student achievement, and increasingly placed under scrutiny, principals are under unprecedented pressure. They must work in dynamic, rapidly changing environments and are expected to adapt while remaining composed and positive. Therefore, principals need to utilize strategies and develop skills that enable them to interact with others consciously, with full awareness of how their actions impact themselves, others, and their environments. Practicing mindfulness—the ability to be self-aware, to observe and accept the thoughts, sensations, and emotions one experiences without making an attempt to alter them, could be a valuable tool for principals, enabling them to contemplate the thoughts and sensations they experience, remain aware and attentive, and break habitual think-feel-act patterns. Such a practice could potentially help them reconfigure preexisting categories and examine biases that may exist by paying close attention to each situation and context, especially when making decisions. However, the effects of mindfulness practices on educational leaders remains unexplored. In my study, I will address this research gap by exploring the influence of the CARE (Cultivating Awareness and Resilience in Education), a mindfulness-based professional development program, on principals’ leadership and well-being. As a grounded theory study, this research may also help fill the gap with theory developed from the ground up by drawing on the experiences of the principals with CARE and the impact of mindfulness practices on leadership. Document analysis. Improvement action plans and implementation steps were examined for their relationship to school climate domains.
JASON NEUSS  UNIVERSITY OF LOUISVILLE

Principal Efficacy for the Implementation of a Standards Based Teacher Evaluation Reform

Kentucky’s recently adopted teacher evaluation system, the Teacher Professional Growth and Effectiveness System (TPGES). TPGES was created by state legislation and initially approved for the scope of work associated with the state’s Race to the Top (RTTT) application and Kentucky’s federally approved Elementary and Secondary Education Act (ESEA) waiver application. The evaluation of teachers now relies on two key components—an administrator’s rating of teacher performance and a rating of student academic growth. The enactment and implementation of teacher evaluation laws in Kentucky and across other US states has changed the way administrators evaluate classroom instruction and is in direct contrast to the previous evaluation system in terms of format, timelines, measures, and opportunity costs incurred. One major concern in Kentucky’s largest school district is that although the method of evaluating teachers has changed, internal school infrastructures have not. Using Tschannen-Moran and Gareis (2004) measure of self-efficacy, this study will utilize multiple regression in order to determine how efficacious principals are with the implementation of TPGES and examine the relationship between school-related factors, principal characteristics, and principal efficacy in implementing TPGES. The results of this study may have implications for the implementation of future reform efforts in the district and state. Furthermore, it seeks to advance the existing literature on principal self-efficacy.

ADINA NEWMAN  GEORGE WASHINGTON UNIVERSITY

“Let There Be Light!”: Effects of Teaching about Religion on the Religious Tolerance of Middle School Students

Since 9/11, the repercussions of religious intolerance have reached center stage, highlighted by religious hate crime statistics, governmental policies (e.g., The Patriot Act), and documented cases of increased anxiety. Religious illiteracy is also a common phenomenon across the American landscape. Conceptual arguments hold that knowledge of other religions and development of religious tolerance can promote intercultural discourse and understanding, critical elements of a proper civic education. However, there exists a practical gap between the growing religious intolerance in the United States and the educational measures taken to resolve the issue. A case study of a Core Knowledge Foundation school that begins teaching about religion in first grade will be utilized. Surveys to measure religious literacy and tolerance, observations of the unit, and interviews with the students and teachers will be employed to examine the effects of teaching about religion on the religious tolerance of sixth grade public charter school students.
Teacher recruitment, burnout, and attrition have received separate attention in education research, with attrition receiving the most consideration. Though the three issues are closely related to one another and critical for student learning, they have not been explicitly studied together. This three-paper dissertation explores these three interrelated issues with an overarching focus on high-poverty schools and the role of the principal. The first paper focuses on how teacher recruitment practices vary in high- and low-poverty schools within the same district. Though the schools may attract different types of teachers, they recruit from the same localized pool of applicants. Data collection will involve surveys and semi-structured interviews with teachers and principals to shed light on differences in principal roles in the recruitment and interview processes as well as recruitment challenges and successes. The second paper seeks to understand how teacher burnout predicts beginning teacher attrition and whether administrators play a mediating role in this relationship. This study employs multinomial logistic regressions using the Michigan Indiana Early Career Teacher (MIECT) Survey to answer its central question. The last paper takes advantage of the Beginning Teacher Longitudinal Study (BTLS) to investigate the relationship among person-environment fit, high-poverty schools, leadership, and beginning teacher attrition. Focus is on beginning teachers filling difficult- versus easy-to-staff positions and multinomial logit models are used to determine predictability of teacher movement. These studies aim to provide principals and policymakers with valuable information to improve teacher recruitment and retention, especially in high-poverty schools and districts.

Amanda Potterton
Arizona State University

Arizona’s Education Market:
How Communities and School Choice Policies Interact

Federal, state, and local policies are expanding school choice provisions, which include charter schools, vouchers, tax credits, and intra- or inter-district open enrollment programs. Arguments for expanding these policies highlight the efficiency and effectiveness of education markets, while critics point to the potential effects of commodified education systems on further stratification and segregation of students. Using ethnographic methods, this study of an Arizona district public school and its surrounding community is aimed at understanding how individuals, families, and community members negotiate a complicated education market on the ground, and how communities are shaped by or shape school choice policies. Arizona’s market-based school choice programs have been continually expanded for at least 25 years. Over 600 charter schools operate in Arizona, and for-profit education management organizations (EMOs) oversee a growing number of these schools. Charter schools, tax credit programs for private schools, intra- and inter-district open enrollment, and an Empowerment Scholarship Program, which allows students to opt out of public schools and use public funds for private school tuition, are changing Arizona’s traditional public school systems and the communities in which they are situated. As market-based policies and practices become increasingly popular in the U.S. and internationally, my study teases out how and why families’ interactions with a mature, state-wide education market can at times complement and, in other instances, disrupt commonly held notions about neighborhood schools, communities, and public spaces.
Jennifer Preston  North Carolina State University

Cooperation or Coercion? A Comparative Case Study of Relationships between the Tennessee and Washington State Education Agencies and the Federal Department of Education

In 2011, the federal Department of Education (ED) announced an opportunity for states to seek waivers from No Child Left Behind, the latest version of the Elementary and Secondary Education Act (ESEA). On the surface, the ESEA waivers increased the power of the states; they exchanged federal requirements for their own policies aligned with federal principles. However, the ESEA waivers should give us pause. ED denied, and rescinded, waivers that departed from its framework for educational improvement. We are left wondering: in our federal system, who really controls education policy in the United States? This study will answer this question through a comparative case study of two states that received ESEA waivers and an examination of the power dynamics between those state education agencies and ED. I will use discourse analysis to investigate the push and pull of control in the relationships between ED and these agencies. Ultimately, I will offer an updated approach to the ideas of coercive and cooperative federalism offered by John Kincaid as I argue that the subtleties in the balance of power between state education agencies and ED with regard to the ESEA waivers defy categorization into either coercive or cooperative federalism.

Daniel J. Quinn  Oakland University

An Analysis of Policy Implementation: The Case of Pay-for-Performance Laws in Michigan

This study is positioned at the intersection of school policy and school personnel. Because of Race to the Top (RtTT) and the advancement of accountability programs across the country, pay-for-performance reform found its way onto state agendas. Using a multi-site case study approach, this study seeks to examine how state law in Michigan has been shaped in local school district settings and how their leaders handle persistent legislative, policy, and rulemaking changes. The study investigates variation in implementation of teachers' pay for job performance across school district settings, factors associated with that variation, and the challenges of implementation. Honig's (2006) policy, people, and places concept reinforces a historical investigation of policy implementation theory (Pressman & Wildavsky, 1973). The literature indicated that implementation issues often overshadow policy realization at the local level. Levin's (2011, 2013) knowledge mobilization process and Kingdon's (1995, 2003) multiple streams model are also examined. The research has three primary purposes: (1) to assess how laws calling for pay-for-performance have been received and interpreted at the district level in Michigan; (2) to examine varieties of performance related pay in response to the state legislation; and (3) to understand the challenges faced by local leaders responsible for implementing performance related pay. The research design employs a qualitative method that will utilize personal interviews with central office leaders who have implemented or are attempting to implement pay-for-performance.
Joanna Sanchez  
University of Texas at Austin

A Mixed-Methods Analysis of Latino Parents’ Decision-Making Processes Regarding Participation in a South Texas Parent Academy

Schools continue to struggle with increasing parental engagement with families of color from low and working-class backgrounds. Research has found that by building parents’ capacity to effectively navigate school systems and advocate for their children, parents can increase their negotiation skills in school-related issues. Yet, we know little about the decision-making process of working class Latino/a parents’ to enroll in school-based parent programs that build their capacity to effectively navigate educational systems. The purpose of this study is to examine the factors that contribute to working-class Latino/a parents enrolling into a nationally recognized parent academy in a high-poverty, majority Latino/a school district located in South Texas along the U.S.-Mexico border. Using concepts from community cultural wealth to guide the analysis, this study will analyze three categories of parents in this district: parents who graduated from the academy, parents who did not graduate, and parents who chose not to enroll in the academy. Using case study methodology, this study will draw on 105 surveys and semi-structured parent interviews, including 35 parents from each category. This study will conclude with implications for practice and future research.
**Teacher Leadership as Socially Organized Work: An Institutional Perspective on the Implementation Gap Between De Jure and De Facto School-Based Professional Development Policy**

There is strong agreement between educators, policymakers, reformers and researchers that teachers must play a lead role in planning and implementing school-based professional development in order for these programs to be successful. However, research shows that the majority of professional development programs, as they actually occur in schools, often fail to meet stakeholder expectations. While many studies have identified the existence of this implementation gap between de jure and de facto professional development policies, little is known about how the gap occurs. The purpose of this study is to discover and explicate how a Teacher Led Professional Development (TLPD) program came to be developed and implemented in one large, urban, public high school. The researcher will use institutional ethnography as a theoretical framework to guide the design of this study. Institutional ethnography is a theoretically-grounded empirical approach that is useful in examining how institutional texts, such as those that transfer policy and procedural expectations from one person to another, socially organize how programs come to be shaped and to function in particular ways. By discovering and mapping how the professional development work of school leaders is socially organized through the transfer of these texts, the researcher will provide a detailed account of how TLPD expectations evolve into an actual program in order to explain how the policy implementation gap occurs within a particular school context.

**An Examination of English Language Learner Leadership in the Context of English Only**

While the growing research on educational leadership focuses on a wide range of leadership positions, studies on English Language Learner (ELL) leaders and leadership is virtually non-extant. More specifically, there is a marked gap in the scholarship in terms of ELL leaders’ roles, the capacities in which they work, and the effects of their leadership within school organizations. The purpose of this study is to examine how ELL leaders in urban, English Only contexts make meaning of their roles and practices within existing school organizational structures and their governing policies. Through a critical and social justice leadership framework, this interpretive study will draw on various types and sources of data to develop an in-depth analysis of ELL leadership within controversial contexts. Contributions include a better understanding of current ELL leadership roles and practices, as well as the potential impact on policy development within the realm of ELL education.
The increase in identification of students with disabilities has been one factor in the rise of educational expenditures over the last 40 years. It is unclear, however, what the “correct” rate of disability is and whether attempts should be made to curb the growth in enrollment in special education. Nevertheless, various educational policies may alter the incentives schools have to increase or decrease their identification of students as requiring special education services. This research aims to use theories of economic incentives in education to model the relationship between these specific policies and changes in the identification of students in special education. Three policy levers in particular, special education finance, school accountability, and school discipline, will be analyzed to assess how each interacts with the issue of identifying students for special education. First, using state-level special education enrollment, fixed-effects analysis will demonstrate how a state’s change in special education funding formula may relate to increases or decreases in special education rates. Next, minimum subgroup size requirements for the inclusion of proficiency rates of students in special education created an opportunity to use school-level data to detect how schools falling above or below this accountability requirement may incentive a change in special education identification. Finally, student-level discipline, achievement, and special education data will be utilized in multi-level probit models to determine whether academic achievement or discipline most predict referral to special education.
ROBERT VAGI  
ARIZONA STATE UNIVERSITY

Measuring Teacher-School Fit: A Person-Environment Fit Model for Predicting Job Satisfaction and Mobility

Teacher turnover has been a concern of policy makers and education practitioners for some time. Consequently, much research has been devoted to understanding why teachers leave schools. Much of this research, however, focuses on easily observable characteristics of teachers, schools, and students with little attention given to the internal processes that contribute to teachers’ mobility decisions. Building on the person-environment fit literature, I propose a model of teacher-school fit that examines interactions between teachers’ psychological characteristics, their preferences for different aspects of their work, and characteristics of their schools. Further, I posit that this measure of fit is predictive of teachers’ job satisfaction and mobility decisions.

PAMELA VANHORN  
OHIO STATE UNIVERSITY

Linking Collaborative Leadership Practices to Increased Student Achievement

Each school year presents the challenge of a new group of students, new staff members and beginning the cycle of school improvement again. Ohio has endorsed the Ohio Improvement Process (OIP), a collaborative leadership model as the preferred school improvement process. VanHorn and VanHorn (2014) developed the Collaborative Leadership Organizational Practices Survey (CLOPS) to measure the fidelity and level of implementation of the Ohio Improvement Process in a timely way. The CLOPS identifies perceptions of strengths and weaknesses in school OIP implementation which may allow each school to uniquely tailor an effective, professional development plan to improve its fidelity of implementation of the improvement process. Reducing the time required to implement effective research-based instruction may lead to increased student achievement. This study investigates the CLOPS as a tool for schools to measure the fidelity of OIP implementation and its relationship to student achievement. As a measure of OIP implementation, CLOPS may provide school leaders the opportunity to identify professional development needs to increase the fidelity of OIP implementation, which may increase student achievement.
JOHN WACHEN  
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

**Discourses of High-Stakes Testing:**  
*Issue Framing and the National Education Agenda*

I will explore the evolution of high-stakes testing policy as an issue on the national education agenda. Specifically, I will examine the discourses of high-stakes testing in the media over the last 25 years from 1990 to 2015. Using the theory of issue framing and the method of evolutionary factor analysis, I seek to gain a greater understanding of the position of high-stakes testing within the media agenda and to map the evolution of the issue across this 25-year period. My approach will be to look systematically at the discourses of high-stakes testing in media coverage, identify the dimensions of the issue, analyze counts of arguments over time, and perform a novel analytical technique, evolutionary factor analysis, to determine the underlying themes or frames and to map how the definition of the issue has shifted over time.

ANNETTE WALKER  
WESTERN UNIVERSITY OF ONTARIO

**Principals’ Mental Health and Wellbeing**

The purpose of this study is to explore Jamaican secondary high school principals’ work and their mental health and wellbeing. Role ambiguity and increased roles and responsibilities are key factors associated with principals’ mental health and wellbeing. However, relatively little is known about principals’ mental health and wellness in the Caribbean context, specifically Jamaica. As a consequence, Bourdieu’s (critical social theory) and leadership will be used to help guide this research along with mixed methods design. In particular, an exploratory mixed methods approach will be used to obtain the data. This will comprise of two phase – qualitative and quantitative research. In the first phase, an in-depth individual semi-structured interview will be done with 10 – 20 principal participants in rural, urban, and inner-city secondary high schools. Findings from the first stage will be used to modify the survey, which will be sent to approximately 100 secondary high school principals across Jamaica. The study findings will provide evidence for educational practitioners, researchers and stakeholders to better understand the challenges principals face in executing their core leadership responsibilities and how they may, perhaps, impinge on their mental health and wellbeing.
Kathleen Winn  
University of Iowa

Instructional Leadership In Elementary Science: How Are School Leaders Positioned To Lead In a Next Generation Science Standards Era?

Principals are charged with assuming the role of an instructional leader for their teachers in all subject areas, and it is well documented that elementary teachers have low self-efficacy in the discipline of science. Little research exists that examine how a principal is positioned to assume this science leadership role. Thus, this study aims to gather self-reported survey data from public elementary principals in states that have adopted the Next Generation Science Standards (NGSS) to address the following research questions: (1) What science backgrounds do elementary principals have? (2) What indicators predict if elementary principals engage in instructional leadership behaviors in science? (3) Does self-efficacy mediate the relationship between science background and a capacity for instructional leadership in science? Survey data will be analyzed quantitatively for descriptive and inferential statistics. This research holds potential implications for preparation programs and for school districts’ operational practices.

Rui Yan  
University of Utah

Working Conditions, Principal Practices, and Principal Turnover in K-12 Public Schools

Given the importance of leadership stability to school success, I propose an examination of what factors influence different types of principal turnover in K-12 schools, including transferring to another school, leaving the education system, changing roles, or moving to the central office. Factors will include principal characteristics, school contexts, working conditions, and principal instructional leadership practices. By utilizing national data from the 2011-2012 Schools and Staffing Survey and the 2012-2013 Principal Follow-up Survey, I will perform descriptive analysis to examine the distribution of principal turnover among schools serving different student populations, such as low-income students or students of color. I will also perform multinomial logit regressions with state fixed effects to analyze the relationships between these factors and different types of principal turnover. I hope to fill a research gap by focusing on factors of principal working conditions and instructional leadership, which have been rarely researched. needs and potential solutions are framed by members, and the extent of agreement among members; and 3) members’ theories of action for working with early childhood programs, K-12 schools and post-secondary institutions to meet network goals.
CLARK POSTER SESSIONS

POSTER SESSION I

*Groups 1, 5, 6*

- Megan Austin
- Yvette Cantu
- Stephanie Forman
- Sarah Galey
- Elizabeth Gil
- Sarah Guthery
- Asia Fuller Hamilton
- Ayesha Hashim
- Kortney Hernandez
- Elizabeth Jekanowski
- Greg Johnson
- Emily Kern
- Andrew Leland
- Jason Neuss
- Adina Newman
- Frank Perrone
- Joanna Sanchez
- Maureen Sanders-Brunner
- Alea Thompson
- Sivan Tuchman
- Robert Vagi

POSTER SESSION II

*Groups 2, 3, 4*

- Emily Anderson
- Sarah Jean Baker
- Marsha Cale
- Pedro Jose De La Cruz Albizu
- Sean Dotson
- Dorothy Egbufor
- Loverty Erickson
- Wellinthon Garcia
- Emily Germain
- Michelle Hall
- Julia Mahfouz
- Amanda Potterton
- Jennifer Preston
- Daniel J. Quinn
- Karen Ramlackhan
- Teresa Schwarz
- Pamela VanHorn
- John Wachen
- Annette Walker
- Kathleen Winn
- Rui Yan
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