001. UCEA Executive Committee Meeting I
UCEA Annual Convention
Meeting
8:00 to 6:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Century

002. UCEA Executive Committee Meeting II
UCEA Annual Convention
Meeting
8:00 to 6:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Century

003. UPPI Breakout 3
UCEA Annual Convention
Special Session
8:00 to 5:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore

004. UPPI Breakout 4
UCEA Annual Convention
Special Session
8:00 to 5:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol

005. UPPI Breakout 1
UCEA Annual Convention
Special Session
8:00 to 5:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine

006. UPPI Meeting 1
UCEA Annual Convention
Meeting
8:00 to 5:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom

007. UPPI Breakout 2
UCEA Annual Convention
Special Session
8:00 to 5:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail

008. UCEA Plenary Session I
UCEA Annual Convention
Plenary Session
11:00 to 6:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Grand Ballroom I

009. Graduate Student Summit Opening General Session
Graduate Student Summit
Special Session
12:00 to 1:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows
In this session, we will formally welcome all UCEA Graduate Student Summit (GSS) registrants to the 6th annual GSS. During this time, you will have an opportunity to meet the members of the UCEA Graduate Student Council (GSC), learn about programming for graduate students at UCEA, and meet fellow graduate students. We will also honor outgoing members of the GSC during this time.

010. GSS Session 5 - District and School Contextual Factors
Graduate Student Summit
Paper Session
1:10 to 2:15 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverley
Participants:
- Exploring district context and the support of struggling schools
  Alexander Ohene Ansah, University of Denver; Sajjid J Budhwani, University of Denver
  This study builds upon previous work around the gap in practice knowledge at the building and district level about approaches to improving struggling schools that are neither classified as urban or rural. Our research investigates one mid-Western state’s district characteristics around staffing, funding allocation, and resource availability. By exploring these predictors using descriptive statistics and multiple-regression, we hope to better elucidate how to improve struggling schools in in-between districts.
- In a Polarized America Examining Diverse Education Leaders’ Courageous Conversations
  Andrew G Bevington, University of Arizona; Josef Torres, University of Arizona
  As issues of political polarization surge across America, from economic and education inequality to the new culture wars, interrelated issues appear to have significant impact on public school leaders. The education inequality issues are: the recoil from increases in the demographic diversity of students, the consequences of residential segregation (Massey, 2016) and re-segregation of schools (Siegel-Hawley, 2017), and the redistribution of public funds for school choice (charters and vouchers).
- Student Population Change in Rural Illinois Schools and Its Implications for School Leaders (GSS)
  Ian Christopher Kinkley, Michigan State University; John Yun, Michigan State University
  This paper examines rural public school student population change in Illinois and explores the
implications of these changes on educational leadership and policy. Secondary analysis of 16 years of data from NCES Common Core of Data universe surveys illuminates population change in terms of student enrollment and demographic characteristics. Findings suggest that these changes have occurred over the 16 year period and present potentially considerable challenges for school leaders especially given the broader state climate.

Facilitator:
Curtis Brewer, University of Texas at San Antonio

011. GSS Session 6 - Organizational Structures: District Leadership and the Superintendency
Graduate Student Summit
Paper Session
1:10 to 2:15 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace
Participants:
Instructional Leadership in District Turnaround Kimberly Jansen, Michigan State University
This study explores the instructional and transformational leadership practices of principals and superintendents undergoing district turnaround. It explores how some instructional leadership functions can be managed by central office leadership allowing for more coherence throughout the district as well as increased support for building leaders as they work to with their teachers to improve instructional practices. It also explores how individual school leader decisions can influence teacher willingness and ability to change their practices.

Leading complex change for principal quality: The “how” of improving district systems of principal support Emily Kate Donaldson, University of Washington
This paper presents findings from a qualitative case study of a district leadership team aiming to change the way they provided ongoing professional learning for principals. Using concepts from organizational sensemaking and organizational learning theories, this study highlights how organizational routines and “sensegiving” leadership interact to enable ongoing refinement of work. Findings suggest that routines of continual, collective revision of work and deliberate, hands-off guidance from high-level district leadership are key to shifting district practice.

Linking Types of Control to School Organizational Capacity under Accountability Policies Taeyeon Kim, Michigan State University
This study aims to reveal how school systems generate different types of control vary by country and the degree to which they are related to critical organizational outcomes under accountability policies. Using the TALIS 2013 data, latent class analysis and fixed effects regression analysis were conducted. The findings provide a systematic map of control across the countries and identify the linkage between types of control and school organizational capacity.

That Dog Don't Hunt: A Narrative Inquiry About Superintendent Career Sustainability Melissa Kay Yarbrough, Oklahoma State University
Abstract This qualitative narrative inquiry explores the application of Person-Environment Fit Theory to superintendent longevity. P-E Fit Theory postulates a relationship between career satisfaction and the individual’s fit for the position. Further development of the theory suggests fit may change and develop in context and over time. This may provide some explanation for one long-term superintendent’s successful forty-five year career in the superintendency through ever changing and increasingly difficult job expectations.

Facilitator:
Bonnie C. Fusarelli, North Carolina State University

012. GSS Session 1 - Ignite! - Principal Behaviors and the Market’s Role in Education and Leadership
Graduate Student Summit
Ignite Session
1:10 to 2:15 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
Participants:
Examining charter school authorizer effectiveness: What matters most? Omotayo O. Adeeko, Ohio State University; Karen Stansberry Beard, Ohio State University
The purpose of this Ignite presentation is to present a new problem of practice: how do we measure effectiveness for charter school authorizers, the entities approved by state departments of education to oversee charter schools? What matters most in determining whether or not an authorizer’s work should be deemed effective?

Look What the New World Hath Wrought Aisha Haynes, New York University
With the educational landscape rapidly changing, leaders of small schools find themselves navigating a myriad of reform and policy changes that threaten their very existence as schools. The convergence of small school reform, school choice in a market driven by neoliberal forces, the proliferation of charter schools and the intersection of gentrifying neighborhoods are the various factors that face school principals. This proposed area of study examines how school leaders make sense and navigate multiple policies

Principal Pipelines and Leader Tracking Systems: Making a Case for Business Analytics Jonathan Carter, University of Connecticut; Richard Gonzales, University of Connecticut
Business analytics is changing the world. From the development of new products to the identification of future leaders, BA create possibilities that new knowledge can be created from the analysis of vast amounts of data generated by individuals and organizations. This Ignite presentation intends to stimulate discussions about how BA could jumpstart the development of district-based leader tracking systems to build more robust principal pipelines, forever changing how districts identify, recruit, hire, and retain principals.

Principal crafting effective feedback for instructional technology for teachers DeAngela Hill, Howard University

The purpose of this ignite session is to describe the role of the principals to lead instructional technology and the importance of principals providing effective instructional technology usage feedback to teachers. A review of literature affirms classroom teachers have various attitudes, values of using instructional technology for content delivery, and student engagement. The role of the principals as the instructional leader is critical to impact teachers using technology in the classroom to improve student engagement.

Organization Reform Networks: Supporting Change and Equity Jennifer Karnopp, Indiana University

Change and equity inspired this Ignite session. Michael Fullan informs us of the value of large scale reform efforts. Research around professional learning communities highlights the value of social networks for the continual improvement of teachers. This session strives to bring these ideas together and begin a conversation around the potential for equity and change through organizational development networks. Could they support schools in reform, in much the same way that social networks support teachers?

Room for both: Teachers of Color and their roles in Traditional Education and Neo-Liberal Reforms Alounso Antonio Gilzene, Michigan State University; Courtney Camille Mauldin, Michigan State University

The purpose of exploring the topic “Room for both: Teachers of Color and their roles in Traditional Education and Market Reforms” is to examine the opportunities afforded to teachers of color through the vehicle of Market Reforms while negotiating the issues with neo-liberal constructs.

Facilitator:

Jo Beth Jimerson, Texas Christian University

013. GSS Session 2 - Educational Policy and Social Justice

Graduate Student Summit

Paper Session

1:10 to 2:15 pm

Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B

Participants:

A Feminist Reframing of Sexual Education: How Failed Legislation Reflects and Reinforces Utah’s Patriarchal Bureaucracy Jamie Leite, University of Utah; Marni J. Davis, University of Utah; Lauren VandenBirge, University of Utah; Brandee Mau, University of Utah

In this paper, we use dominance feminism (MacKinnon, 1987) to understand why Utah House Bill (HB) 215, a bill that would have changed Utah’s sex education from exclusively abstinence-based by adding an opt-in option for comprehensive sex education, failed to move out of the Utah House Education Committee. Our paper traces how sex education functions in this particular state context by drawing on multiple government, religious, and public documents.

Policy Brief: Culturally Responsive Teaching and the Academic Achievement of African American Students Whitney Mignon Stewart, N/A; Amanda Santos, University of Louisville; Detra DeVerne Johnson, University of Louisville

With the changing national climate and its impact on educational policy, culturally responsive teaching policies are needed at all levels within the American public school system. This policy brief aims to push a culturally responsive agenda to help disrupt the racial disparities in classrooms across the country as well as propose, and advocate for, the adoption of mandatory culturally responsive professional development to support education practitioners.

The Severity of State Truancy Policies and Rates of Chronic Absenteeism Jillian Marie Conry, Southern Methodist University; Meredith Richards, Southern Methodist University

Chronic absenteeism has been linked to adverse consequences for both students and society. We seek to clarify the prevalence and severity of truancy laws and their effect on chronic absenteeism. While states exhibit considerable variation in their definition of truancy, three-quarters have truancy laws more severe than federal standards. Preliminary inferential analyses provide no evidence that the severity of truancy policy serves as deterrent to truancy. We conclude with implications for leadership and policy.

Facilitator:

James W. Koschoreck, Northern Kentucky University

014. GSS Session 3 - College Access, Readiness, Transition and School Leadership

Graduate Student Summit

Paper Session

1:10 to 2:15 pm

Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:

Pre-College Transition Programs and Their Role in College Readiness Nakia M Gray-Nicolas, New York University
The issue of college readiness led to the creation and wide spread of pre-college programs as an important contribution to preparing students for higher education. This paper reviews pre-college programs and access to them through an economic, social, and cultural capital lens. Specifically, this paper contextualizes college readiness as it relates to access to pre-college transition programs and explores high school stuff and students perceptions of college readiness and effective pre-college programming.

Redefining On-Time Graduation and College Readiness for Traditionally Marginalized High School Students
Chandler Patton Miranda, New York University; Nakia M Gray-Nicolas, New York University
Conventional definitions of “on-time graduation” and “college readiness” discount the needs of traditionally marginalized students who are often first-generation, low-income, immigrant and/or students of color. This multi-case study explores how school leaders at two public high schools are redefining and reframing these concepts for their specific student populations. The findings suggest that extending graduation beyond four years and using an intersectional definition of college readiness benefit students and increase access to more post-secondary opportunities.

The Role of School Leaders in Shaping Students’ College Aspirations in Vietnam
Chi Phuong Nguyen, Pennsylvania State University
Not much research has been done on the role of school leaders in shaping students’ college aspirations, especially in developing contexts. This study examines how 12 Vietnamese school leaders support their students’ pathways to college.
Drawing on a survey of 4,140 students and 74 interviews with students, teachers, and school leaders in Hanoi, Vietnam, this study argues that school leaders play a significant role in college preparation and career orientation for high school students.

Facilitator: Bradley W. Carpenter, University of Houston

015. GSS Session 4 - Factors Influencing Teacher and Principal Turnover
Graduate Student Summit
Paper Session
1:10 to 2:15 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D

Participants:
#BlackTeachersMatter: Towards an understanding of Black Teacher Turnover Darrius A Stanley, Michigan State University
Black teachers across the country have experienced higher than average turnover rates, slowly eroding the success of recent minoritized teacher recruitment efforts. Research constantly highlights school leadership as a primary influence for teacher turnover (Boyd et al, 2011). However, we lack a nuanced qualitative understanding of how school leadership affects Black teacher turnover, specifically. This study expands our knowledge utilizing a qualitative case approach to explore how school leadership impacts Black teacher turnover.

A Longitudinal Analysis of Principal Transfer and Attrition
Andrew Pendola, Pennsylvania State University; Ruxandra Apostolescu, Pennsylvania State University
The purpose of this study is to examine how personal and school characteristics are associated with principal turnover. To do so, we employ discrete hazard models assessing the competitive risk of principal transfer and attrition over a nearly 20 year time window in Texas. Findings suggest that transfer and attrition are not monolithic events, and are more susceptible to policy interventions than previously thought.

Pecuniary and Non-pecuniary Effects on Teacher Turnover Intention: Evidence from the TALIS-US 2013
Lixia Qin, Texas A & M University
Grounding the empirical analysis in the theories of labor economic and organization, the effects of both pecuniary and non-pecuniary factors on teacher turnover intention will be simultaneously examined by adopting the restricted-use 2013 TALIS-US data and educational administration data. The study is of interest because one of the important policy implications in terms of teacher recruitment and retention is whether the pecuniary factors are more influential than the non-pecuniary factors in teachers’ career decisions.

Facilitator: Andrea K. Rorrer, University of Utah

016. GSS Session 11 - Challenges of Principal Turnover
Graduate Student Summit
Paper Session
2:25 to 3:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly

Participants:
Principal Turnover in Charter Schools
Ruxandra Apostolescu, Pennsylvania State University; Andrew Pendola, Pennsylvania State University; Ed Fuller, Pennsylvania State University
This study examines how personal characteristics of principals and charter schools are associated with principal turnover by employing sophisticated statistical approaches on a wide array of data covering 14 years. Given that the majority of turnover-related studies are limited by small samples of less than 1,000 and cover relatively short time frames, this study further solidifies the range and generalizability of previous findings while
offering substantive and methodological improvements.

Urban Principal Turnover and Student Achievement
Lorna Beckett, University of Denver
Research indicates principal turnover is increasing, but there are limited studies within an urban context that explain why principals are leaving their schools. This study used multiple regression to examine the relationship between student achievement, student growth scores, and principal turnover in Colorado urban schools. The findings indicate that math achievement scores have a significant relationship with principal turnover. As a school’s math achievement score increases, the likelihood of the principal leaving the school decreases.

Wage Differentials and Principal Turnover
Andrew Pendola, Pennsylvania State University
The objective of this study is to investigate the extent to which relative salary influences principal turnover decisions, as a means to better understand principal attrition and search mechanisms. By employing a longitudinal Texas Education Agency dataset with individual-level observations from 1988 to 2012, discrete-time hazards models are used to identify the most relevant predictor of principal turnover among five operationalizations: global, district labor market, external labor market, working environment, and distance.

Facilitator:
Diana G Pounder, University of Utah

017. GSS Session 12 - Courageous Conversations: An Interrogation of Dominant Narratives
Graduate Student Summit
Paper Session
2:25 to 3:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace
Participants:
Enrichment’s Potential: The Social Change Model of Leadership Development as a Basis for Qualitative Research
Andrew Fox, University of Denver
Education policies use covert philosophies founded by the social contract, and therefore disproportionately restricts’ educators’ ability to advocate and engage in their larger community. This qualitative research study explores supplemental education and teachers’ response to the Social Change Model of Leadership Development in nine states; (N=27). Relevant to the Every Student Succeeds Act, this postmodernist study addresses Title IV, Part B. Two suggestions are directed towards school district leaders to engage and advocate for community.

Presidents v. President: University leadership in Trump’s America
Janna Goebel, Arizona State University
This is a discourse analysis of the emails I received from three university presidents condemning the executive order on immigration signed by Trump on January 27. Using Gee’s (2000) theory of identities, it investigates the following questions: (1) How do the three university presidents’ condemnations of the travel ban vary by university type? and (2) What does the discourse used by each president reveal about which identity s/he is foregrounding? (Gee, 2000).

Social Justice School Leadership for Decolonization: The Evolution of Praxis for Black School Leaders
Jamel Adkins-Sharif, University of Massachusetts Boston
Black leaders for social justice in schools need a new lexicon, and a new way to deconstruct learning spaces and the institution of schooling in radically different ways. I argue for the evolution of social justice leadership to extend the boundaries of critical race interrogation into the theoretical and methodological domain of decolonization to tackle the persistent structural inequality and inequitable outcomes for Black children in U.S. schools.

Where is the Love? Exploring Love Narratives of Families of Black Middle School Children
Natalie Lewis, University of Denver
The purpose of this paper is to explore the love narratives of families of Black middle school aged children. In an educational world where tragedy and scarcity are commonly equated with the experiences of Black children, this paper seeks the love narratives of Black students and their families. Without encountering a narrative of love, it is difficult for educators to see similarities in the lives of the children they serve from different lived experiences than their own.

Facilitator:
Michael Dantley, Miami University

018. GSS Session 7 - Ignite! - Uplifting Student Voices in Classrooms and Schools
Graduate Student Summit
Ignite Session
2:25 to 3:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
Participants:
As Told Through Our Voices: Chicana/Latina Youths’ Experience with Sexual Harassment and Sexist Microaggressions
Mayra Alejandra Lara, Loyola Marymount University
The presentation describes a qualitative study employing testimonios that seeks to contribute to unveiling the experiences of sexual harassment and sexist microaggressions on the schooling experiences of Chicana/Latina high school students. The study aims to give voice to Chicana/Latina high school students and humanize their experiences with sexism in schools. Further, the study aims to help
raise educators and educational leaders’ critical consciousness to engender ways to humanize the schooling experiences of girls of color.

Experiencing Student Achievement Through Spoken Word Poetry Anthony Ricardo Keith, George Mason University

This session will explore concepts from a developing research proposal that seeks to investigate the role of student voice in shaping culturally inclusive education environments. The author will integrate counter-story telling as a critical race methodology that positions student’s cultural narratives, expressed through spoken word poetry, as an asset in culturally mismatched schools.

Promoting Student Voice to Empower Students as Experts in 1:1 Technology Initiatives Jillian Marie Conry, Southern Methodist University

This Ignite presentation will outline selected findings from a recent study of a one-to-one 4G tablet initiative at an elementary school. Analyses of data collected from multiple stakeholder groups before, during, and after the tablet rollout revealed several practical takeaways for school leaders and partnering organizations planning to implement technology initiatives. In particular, this session will focus on the power of promoting student voice and framing students as leaders in technology initiatives more successful.

Student Participation in High School Freshman Orientation LaTeisha Yvette Jeannis, North Carolina State University

Many high schools introduce their location, policies and procedures to incoming freshman by hosting an orientation. The accessibility of freshman orientation may not always be obtainable. I would like research and determine how to increase the attendance rate and student interest during freshman orientation. Many factors can have an impact on the attendance rate. My research would focus around those factors and discuss what can be done to enhance or eliminate those items.

Student Voice: A Catalyst for Exposing Institutionalized Racism in Schools and Communities Trevon R Jones, Texas Christian University

With race issues at the forefront of American society, schools need to be more receptive to conversations about racism than ever before. The proposed study takes an iterative sequential mixed methods approach to exposing student perceptions of institutionalized racism in schools.

The Voice of International Students’ Teaching and Research Concern Could Be Voided Shaobing Li, Miami University

This Ignite session project aims to examine the glass ceiling effect or mechanism I am facing, as an international graduate student, which could hinder the expressions and spread of genuine voices of intrinsically motivating international students and even domestic students. This project is an autobiographical accounting of what happened, what struggles I encountered, how I felt, and what issues were revealed in terms of my “unsuccessful” teaching of an undergraduate class.

Discussant: Jayson W Richardson, University of Kentucky

019. GSS Session 8 - Principal Leadership and School Reform

Graduate Student Summit
Paper Session
2:25 to 3:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B

Participants:

Difficult choices: how one school leader navigated the process of undoing a reform Jennifer Karnopp, Indiana University

Research on school reform highlights challenges leaders face in implementing and sustaining reforms. While some efforts fade away, others are intentionally dismantled. Considering how often reforms fail to sustain, there is value in understanding why and how school leaders undo reforms. Through a case study of one elementary school, this paper reveals how the school leader responded to changes in state policies and district resources by intentionally planning the undoing of a competency based reform.

Institutionalizing School Security: A Case Study Scott Hurwitz, University of Connecticut

This case study highlights the challenges associated with creating policies that lead to broad organizational shifts in response to a tragic event, the school shooting at Sandy Hook Elementary School. Branches of institutional theory, logics and institutionalized myths and symbols, illustrate the challenges organizations face to legitimize themselves and illuminates how messages and belief systems lead to changes in structure, once again legitimizing the organization.

Leadership Practices of A Redeployed Principal Living On the Edge Cathy Ping XIE, The University of Nottingham

This paper reports a study of how a redeployed principal enacted his leadership in a low performing urban Chinese school by reshaping school culture as the mediator to improve student learning. The principal in this study was sampled purposively and data were collected by means of a questionnaire survey to staff, semi-structured interviews with the principal and fifteen staff, documents and field notes.

Short-cycle School Improvement Planning as a Change Lever (GSS) Bryan A. VanGroningen, University of Virginia; Coby Meyers, University of Virginia
Federal legislation requires low-performing schools to create yearly school improvement plans (SIPs). However, this approach may not create the sense of urgency low-performing schools need to enact authentic change. Principals facing high-stakes accountability demands for rapid improvement might be better served by short-cycle (e.g., 90-day) school improvement planning. In this study, we review and assess the quality of 156 short-cycle SIPs from 39 U.S. public schools. Our results discuss implications for principals and principal preparation.

Facilitator:
Cindy J Reed, Northern Kentucky University

020. GSS Session 9 - Serving Immigrant Students and English Language Learners
Graduate Student Summit
Paper Session
2:25 to 3:30 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C
Participants:
- Differentiating English Language Learners from Non-English Language Learners by Their Academic Performance Clare Resilla, Sam Houston State University
- Examined in this study were Met Standard performance on the state-mandated assessment, the Texas Assessment of Knowledge & Skills (TAKS) Reading, Mathematics, Social Studies, and Science tests in the 2012-2013 school year. The purpose of this examination was to ascertain the degree to which English Language Learner could be differentiated from native English speaking students on the basis of their academic performance.
- Impacts of English Language Proficiency on Self-esteem of Early Childhood Hispanic School student Zhuoying Wang, Texas A&M University; Shuqiong Lin, Texas A&M University; Yue Min, Texas A & M University; Shifang Tang, Texas A&M University; Beverly Irby, Texas A & M University; Rafael Lara-Alecio, Texas A & M University; Fuhui Tong, Texas A&M University

The paper is to measure if the creative teaching strategies are obviously beneficial to improve students’ English proficiency, and then test if the self-esteem level of elementary school Spanish-English learners increases with higher English academic achievement in class. Our study is significant to provide a validated self-esteem instrument and give some suggestions teachers, school leaders, policy makers about improving English language learner (ELL) students’ self-esteem by enhancing classroom involvement and their English language proficiency.

Leading English Learner Programs Elsa G Villareal, Texas A & M University
The purpose of this study is to analyze the perspectives and experiences of Texas principals with respect to their leadership of ELL programs. Through a questionnaire, principals responded to knowledge and skills required to lead an ELL program as well as recruiting and retaining of quality teachers to serve the ELL population. Principals will be able to use the results of this study to advocate and address the needs of ELLs.
Keywords: ELL’s, principals, leadership

“It is no secret that assessment drives instruction”:
Teaching to the Portfolio at International High School Chandler Patton Miranda, New York University
Immigrant students, the fastest growing population in public schools, have been disadvantaged by recent accountability systems that rely heavily on standardized tests to make determinations about school effectiveness while neglecting to consider other important variables. This study explores how one school is using multiple rigorous and varied assessments to determine graduation readiness. Findings have implications for school leaders implementing new practices as a result of the ESSA.

Facilitator:
Maria Luisa Gonzalez, Professor Emerita

021. GSS Session 10 - Confronting Racialized Decision-making Within Systems of Education
Graduate Student Summit
Paper Session
2:25 to 3:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D
Participants:
- Planning Parenthood: Deficit-based Constructions of Family Engagement in School District Strategic Plans Noel Grimm Williams, College of William and Mary; Davis Clement, College of William and Mary; Leah Horrell, College of William & Mary
Research suggests parent involvement is instrumental to closing the achievement gap. A Critical Discourse Analysis of strategic plans from a sample of the 100 largest school districts in the United States identified an idealized construction of parental involvement based on dominant culture norms and an implicitly deficit-based view of alternative modes of parental involvement. Our findings exposed the structural determinants of inequality hidden within policy discourses of closing the achievement gap.

The Sheff v. O’Neill Decision and Interest Convergence Shannon Holder, University of Connecticut
To analyze the Sheff v. O’Neill ruling, I utilize Derrick Bell’s (1980) Interest Convergence principle that suggests the interest of Blacks in achieving racial equality will be accommodated only when it converges with the interests of Whites. The findings reveal two themes: interests converge in the court documents; interests have diverged since the case was decided. This study informs
school leaders and policy makers about diverging interests that have slowed desegregation implementation in urban centers.

The White School Principal: How White Racial Identity Impacts Leadership Jessica Schwartzter, George Mason University
The purpose of this study was to explore the ways in which White racial identity informs the leadership practice of school leaders with predominately white staff working in diverse schools. This case study seeks to develop clearer connections between the research literature on leadership styles and white racial identity development in ways that address the achievement gap due to cultural mismatch within schools.

Work undone: A case study of People Who Care v. Rockford Board of Education Kevin Winn, Arizona State University
This case study of the People Who Care v. Rockford Board of Education desegregation court case reveals ways in which residents of Rockford, IL make racialized, irrational decisions that defy facts to protect their possessive investment in whiteness. By ignoring educational research, the school board made decisions that harmed students of color. Even after the defendant's victory in the case, Rockford's public school system remains unequal and students of color remain disadvantaged.

Facilitator:
Colleen L. Larson, New York University

022. GSS Session 17 - Teacher Preparation and Induction
Graduate Student Summit
Paper Session
3:40 to 4:45 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly
Participants:
Distributed leadership in teacher education: The case of edTPA policy implementation Craig Warner De Voto, University of Illinois at Chicago
This study examines how distributed leadership structures, routines, and tools aid teacher preparation program (TPP) personnel as they implement the edTPA—a new teacher licensure assessment impacting one-third of all programs nationally. Observing the sense-making networks across 8 TPPs in two states, findings highlight informal leaders, or “champions,” as key support structures towards edTPA tractability. Important implications for edTPA policy implementation in higher education are drawn.

Examining New Teacher Induction Programs Lori Wilt Silver, George Mason University; Jessica Schwartzter, George Mason University; Scott C Bauer, George Mason University
Leaders at the school and district level share responsibilities for structuring and running induction programs, and have a stake in their outcomes. Because induction programs are required by many states, it is essential to understand how policy decisions and mandates influence the focus, intentions, and implications of induction programs. The purpose of this descriptive case study was to examine the concerns and issues that school system leaders, who lead induction programs, have about their programs.

Examining Preservice Teacher Perceptions and Attitudes towards Teaching Outcomes and 21st Century Skills Mariam Manuel, University of Houston
In an effort to inform the practices of a teacher preparation program a case study must be conducted with regards to success in establishing positive perceptions towards teaching outcomes and attitudes towards 21st century skills. The purpose of this quantitative case study is to explore the attitudes preservice science and math teachers have about 21st century skills as well as how those attitudes correlate to their perceptions about teaching outcomes as future STEM teachers.

Teacher Induction Policy-Creating Induction That Works Amanda Santos, University of Louisville; Detra DeVerne Johnson, University of Louisville; Whitney Mignon Stewart, N/A
Teacher retention is one of the biggest problems in education according to McLaurin et al. (2009). The purpose of this policy brief is to inform policy makers, colleges and public school leaders about the change that is needed within the induction process of new educators. The theory behind induction holds that teaching is complex work; pre-employment teacher preparation is sufficient in providing the knowledge and skills necessary to successful teaching.

Facilitator:
Paula Myrick Short, University of Houston

023. GSS Session 18 - Access to Education: Context, Teacher Quality, and Opportunity to Learn
Graduate Student Summit
Paper Session
3:40 to 4:45 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace
Participants:
Educational Opportunities for Immigrant Youth: An Ethnographic Case Study of an International High School Chandler Patton Miranda, New York University
When immigrant families arrive in the United States, schools often serve as their first contact with public U.S. institutions. The capabilities framework rests on the assumption that “our opportunities and prospects depend crucially on what institutions exist and how they function” (Sen, 1999, p. 142).
Schools have the power to enhance or restrict an immigrant students’ opportunity to learn. This study explores how one school’s practices create, or impede, opportunities for their immigrant students. Inequities in Juvenile Justice Alternative Education Program Placements by Economic Status for Texas Middle School Boys Christopher Ardel Eckford, Sam Houston State University

Examined in this study were differences in Juvenile Justice Alternative Education Program (JJAEP) placements for Grades 6, 7, and 8 boys in Texas as a function of their economic status. Statistically significant differences in JJAEP placements were present for Black boys, in all grades, as a function of their economic status. Additionally, Black boys who were economically disadvantaged had statistically significantly higher percentage of JJAEP placements than did White boys who were not economically disadvantaged.

The Distributions of Teacher Quality: A Cross-National Analysis Lixia Qin, Texas A & M University

This study aims to examine the distributions of teacher quality across students with disadvantage. The empirical analysis is based on the dataset TALIS 2013. The differences between disadvantaged and non-disadvantaged students in their access to low-quality teachers will be investigated. The contribution of this paper is to extend the U.S. teaching force study beyond within-country level (e.g., district or school level), which may in turn inspire the policy measures for ensuring educational equity.

The Impact of Career & Technical Education on Adolescent Literacy Laura Marie Holder-Gibbs, St. Johns University

The purpose of this study was to determine if CTE courses had an impact on student achievement in English literacy. Using students’ June 2015 NYS Common Core English Regents Examination scores. This study compared the final scores of students who took CTE courses to those who did not. Students in the Automotive Technology, Construction Electricity, Cosmetology, Nurse Assisting, Culinary Arts and Welding CTE courses were compared with students in traditional academic English classes.

Facilitator:
Jeffrey S. Brooks, Monash University

024. GSS Session 13 - Ignite! - Scrutinizing Power with Critical and Social Justice Approaches
Graduate Student Summit
Ignite Session
3:40 to 4:45 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
Participants:
Becoming the Voice of the Voiceless: Aspiring Women Superintendents Clare Resilla, Sam Houston State University

In this proposed study, I aim to examine the opportunities and challenges afforded to women district administrators and campus principals those identified as Asian, Native Hawaiian or Pacific Islander, and Middle-Eastern, in their pursuit to the superintendency through the lens of Blackmore’s feminist theory and critical race theory.

Critical Mentorship of Black Female Youth: Mentorship as a Liberatory Tool Krystal Huff, Loyola Marymount University

Mentorship has become a widely-used practice among educators throughout the public-school system to supplement the failing education provided to Black female youth. Given the relentless imposition of mentorship there is a need to explore the following questions. How can we work towards integration of critical identity development in all mentorship programs? What should every mentor know to empower the liberation of Black female youth?

Educators as Social Justice Agents in the Classroom for Latina/o students: Integrating Ethical-Social-Emotional Skills Maria Esper, University of Texas at San Antonio

The purpose of this proposal is to analyze the challenges Latina/o communities have in the U.S. while navigating the school system as well as the possible options to support them to overcome obstacles taking advantage of their cultural capital and empowering them by integrating ethical-social-emotional education across the curricula and as a school culture. Educators can be social justice agents in the classroom for Latina/o students.

Perceptions of distributed leadership: a look at power and authority on school based ILTs Erin Dreeszen, University of Denver

School reform requires a clear vision, a curriculum for professional training and appropriate classroom facilitation that can only be developed through effective leadership. Distributive leadership is a model that has been used to establish successful school teams. But what are the current perceptions towards this leadership model? Utilizing improvement science the researchers gathered data through observation, document review, and semi-structured interviews to determine current perceptions for developing problem statements for improvement efforts.

Shaping Identity: A Critical Analysis of Black Students’ Experiences in Independent Private Schools Tina B. Evans, Loyola Marymount University

The purpose of this Ignite session is to spark discussion of the experiences of Black students in predominantly white independent private schools in large cities. It discusses a preliminary investigation
on how Black students develop, negotiate, and survive their experience as a marginalized, underrepresented group. Since schools inform identity development for all adolescents, they remain integral in shaping Black students’ sense of themselves, and race and class are salient features of this process.

Transformative Youth Organizing: A Decolonizing Social Movement Framework Emily Bautista, Loyola Marymount University

Dominant community organizing frameworks promote banking education (Martinson & Su, 2012), patriarchy (Stall & Stoecker, 1998), capitalist values (Sen, 2003), and adultism in youth organizing (Delgado & Staples, 2008). Adults and youth engaging together in youth movements signal the need for a new paradigm and pedagogical framework that not only alters the relations of power (Alinsky, 1971) but also heals, reinvents, and transforms systems to create the equitable and democratic society we seek (Ginwright, 2016).

Discussant: Scott McLeod, University of Colorado-Denver

025. GSS Session 14 - Collaborations and Partnerships for School Improvement

Graduate Student Summit

Paper Session
3:40 to 4:45 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B

Participants:

(Re)claiming Our Past: Future Educational Imaginings from the Black Panther Party’s Oakland Community School Gwendolyn Baxley, University of Wisconsin-Madison

Community schools are increasingly adopted by districts as means to address disparities. However, relatively little research has fully explored how these schools could and have addressed the unique needs of Black youth and families -- despite Black stakeholders facing some of the largest racial, social and economic hardships in the nation. This study examines the mid-twentieth century community school that centered the well-being and liberation of Black citizens: The Black Panther Party’s Oakland Community School.

Building a Networked Improvement Community Around Emerging Practices in K-12 Schools Julie M. Kallio, University of Wisconsin-Madison

Educational leaders are increasing interested in Networked Improvement Communities (NICs) as a model for reorganizing educational research and development. Over the past year, we built a NIC around emerging practices and identified four key structuring agents that were critical in organizing the work of 5 school-based teams and a university-based network team. Our work provides practice-based knowledge for how NICs can be structured around emerging practices to develop relevant prototypes for scale and professional community.

Perspectives of Students, Teachers, and Leaders Regarding the Early College High School Experience Matthew Stier, University of Iowa; Leslie Locke, University of Iowa

This exploratory qualitative study examines how students, teachers, and leaders affiliated with Early College High Schools (ECHS) perceived the culture within this unique school setting. The participants included nine former ECHS students, and nine teachers and sixteen leaders with experience working with an ECHS. Findings illustrate convergent perspectives related to the purpose and the design of the ECHS to promote college readiness. Whereas, divergences among participants reflect cultural differences in organizational beliefs, practices, and routines.

Sociotechnical Imaginaries and Community-Responsive Conceptions of Edu-Leadership for the 21st Century Ethan Ohtani Chang, UC Santa Cruz

This comparative study of nonprofit organizing uses the concept of “sociotechnical imaginaries” (Jasanoff & Kim, 2015) to reconceptualize existing conceptions of 21st Century educational leadership. I contrast two imaginaries—a Silicon Valley imaginary that envisages “a world without an achievement gap,” and an Oakland imaginary that builds toward “a world of civic engagement and historical justice.” I discuss how an Oakland imaginary raises equity-oriented and community-based possibilities for conceptualizing 21st Century educational leadership.

Facilitator: Stephen Louis Jacobson, University at Buffalo, SUNY

026. GSS Session 15 - Principal Preparation and Development

Graduate Student Summit

Paper Session
3:40 to 4:45 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:

An Analysis of Principal Licensure Exams Evangeline Chiang, George W. Bush Institute; Meredith Richards, Southern Methodist University; Frank Hernandez, Southern Methodist University

Principals are a key lever to improving schools. A principal licensure exam is required by 37 states, yet there is little research on the effectiveness of these tests in screening and signaling future job performance. This paper explores the variation in testing policies across states, investigates the literature on rigor and efficacy of the tests, and explores the relationship between the test required and diversity of the principal workforce in each state.
Designing District Supports for Principal Transformation of Leadership Practice
Alison Fox, University of Washington; Elham Kazemi, University of Washington

We examine a district’s design of a system of principal learning supports aimed at fostering significant transformation in leadership practice. A coordinated, responsive system of new support roles, learning events, organizational routines, and tools supported principal learning. We discuss the importance of coordinating professional development sessions and ongoing, job-embedded support and argue that principal supervisor coaching, framing, and accountability, situated in specific learning goals served to integrate learning experiences.

Moving past the sit and get: Preparing every leader to increase student achievement for every student
Tenika Lola Holden-Flynn, Howard University

This study considers examining how we prepare school leaders to support student voice, engagement and learning by applying principal agent theory as a theoretical framework to assess the level of support principals receive from State Education Agencies (SEA) and school districts, to provide and receive sustainable data-driven professional development.

Supplementing the Core Curriculum in a University Principal Preparation Program
Jonathan Carter, University of Connecticut; Richard Gonzales, University of Connecticut

This paper documents one university principal preparation program’s development of a supplemental workshop structure to address gaps in the core curriculum. We utilize a continuous improvement as organizational learning framework to construct a qualitative account of the program’s development of a supplemental structure to close knowledge and skill gaps in the curriculum. Problem solving, experimentation, learning from history, and engaging expert practitioners empowered this program to launch, grow, and adapt the workshops over two years.

Facilitator:
Gary Crow, Indiana University

027. GSS Session 16 - Teachers' Response to Educational Policy
Graduate Student Summit
Paper Session
3:40 to 4:45 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D

Participants:
Curricular Activism for Educational Equity: A Structural Equation Model
Susan M Croteau, Texas State University
At the present time, educational inequity is rife in our nation's public schools. Curricular activism enacted by teachers serves to challenge this inequity. A number of factors influence teachers' willingness to engage in such activism; the Social Justice Scale is an instrument designed to measure these factors. This study seeks to explore the interactions among such factors in public high school teachers in south central Texas through the application of a structural equation model.

Teacher De-professionalization and Demoralization as Unintended Outcomes of No Child Left Behind Implementation
Meredith Lea Wronowski, University of Oklahoma

Teacher de-professionalization and demoralization may be consequences of NCLB implementation. CFA analysis was conducted to examine these constructs using the NCES SASS data, and HLM analysis was be conducted to determine the effect of teacher- and school-level variables on teacher de-professionalization and demoralization. Preliminary results indicate that principal transformational leadership is a significant negative predictor, while urban school classification and percent students of color within a school are significant positive predictors of de-professionalization and demoralization.

Teacher Sensemaking in the Detracked High School Classroom
Shannon Holder, University of Connecticut

This qualitative study of high school teachers examines how they made sense of a detracking reform. Sensemaking theory is utilized to analyze participants’ conceptualization of detracking. I find that participants tended to have different definitions of detracking and as participants transitioned to teaching in a detracked environment those definitions became increasingly amorphous. These findings signal that teachers may create definitions of detracking that diverge from its formal intentions with implications for policymakers and practitioners.

Teacher Leaders as Policy Actors: Implications for Teacher Voice and School Governance
Samantha Lea Hedges, Indiana University

Teachers have an insider perspective of the classroom and school and have hands-on knowledge of how students learn. When teachers become leaders, they are in a unique position to promote and execute change. Much research has emerged on teacher leadership within the school, but little is known about their impact outside of the school. Thus, this paper examines teacher engagement as policy leaders beyond the school walls and how school leaders can support this effort.

Facilitator:
Sheneka Williams, University of Georgia

028. GSS Roundtable A - A Critical Examination of the U.S. Education System
4:55 to 6:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. Pei Tower - Second Level - Tower Court B

028-1. GSS Roundtable A - A Critical Examination of the U.S. Education System
Graduate Student Summit
Graduate Student Roundtable

Participants:
Dismantling the Master’s House: A Critical Race Analysis of P-12 School Leadership Preparation
Courtney Camille Mauldin, Michigan State University
In assessing the trajectory of school leadership, an intervention can be made in the preparation of P-12 school leaders who seek to eradicate systems of oppression. Referencing Audre Lorde’s work and Critical Race Theory is useful in centering the theorization of structures and the ways in which these structures are repeating themselves in structures like schooling. This analysis centers on the use of the master’s tools in perpetuating whiteness in P-12 school leader preparation.

High Stakes Standardized Assessments and Social Structure: Implications for English learners
Lisa Cullington, University of Massachusetts Boston
This project will focus on the interaction between the accountability system and English learners. In many states, students need to “pass” a test to graduate. For immigrants, this is connected to conceptualizations of the American Dream. For the purposes of this research, I will investigate the relationship between these assessments and students’ socio-cultural experiences using a qualitative case study. The results of this research will be informed by social reproduction theories.

Resisting Discourses of Sexism in Education
Amanda Jo Cordova, University of Texas at San Antonio
This Mixed Methods inquiry examines the discourses of sexism experienced by female educators across P-20. The unique processes by which women develop feminine consciousness, and resistance, at the intersections of their identity is explored in juxtaposition to their leadership aspirations. Implications about the importance of challenging accepted forms of sexist discourses that perpetuate gender based inequality, embedded across all levels of educational systems are indicated (Hooks, 1994, Calder-Dawye & Gavey, 2016, Patton, 2010, Pittman 2010).

Facilitator:
BRADLEY DAVIS, The University of Texas at Arlington

028-2. GSS Roundtable B - Counseling, Mentoring, and Focusing on Student Experiences
Graduate Student Summit
Graduate Student Roundtable

Participants:
Community Commons and educational leadership: Using communal collaborative data to understand and target school needs.
A. Minor Baker, Texas State University; Diana Barrera, Texas State University; Chris Gallaway, N/A; Monica Ruiz Mills, N/A

School leaders responsible for improving attendance commonly use a combination of the rewards and consequences to accomplish this task. This deficit view of the student experience rules out the possibility of valid reasons students struggle to attend school regularly. This paper followed one school's efforts combining existing data sets and community interviews, in an attempt to engage the community on the issue of frequent student absences, in an effort to collaborate on a solution.

Counseling in Saudi Arabia and Students Voices, Questioning Policy and Practice
Shahd M Jalal, Howard University; HAYA ALDHWAIAN, Howard University
Responding to UCEA call to address the agency among school leaders to creating and sustaining equitable learning environments, this critical policy analysis provides a global perspective of educational leadership in Saudi Arabia. We evaluate current policies related to school counseling in Saudi public schools. Using policy analysis methods and stakeholders’ analysis, we proposed a policy of recruitments qualified counselors in Saudi public schools. Aspects of equity, social justice and leadership will be discussed.

Sensemaking HB5 Graduation Paths and College/Career Readiness: Seniors and Counselors Mediate their Success
Donna Lynn Clark, University of Houston
School leaders need to listen to student voices to make sense of HB5 policy implementation as it pertains to successfully meeting legal mandates and preparing students for life after high school. Understanding the multiple pathways for graduation must also take into consideration the various backgrounds of students. Tracking becomes an aspect of the high school experience as students must declare their graduation pathway before entering 9th grade.

Social Networks and Mentoring: An Examination of Social Networks in Mentoring Programs
Tania Marie Cecile Benoiton, Oklahoma State University
This study examines the pattern of mentoring relationships embedded in the mentoring program in a large, urban school district in the Midwest. Patterns, directionality, and density of will be examined across the program. Social network theory will be applied to study the interactions between mentor and mentees participating in the mentoring program. The proposal reports preliminary findings and concludes on with a discussion on why this issue is of primary significance.

Facilitator:
029. GSS Roundtable C - Discovering and Responding to the Voices of Students
4:55 to 6:00 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:
- Graduate Student Roundtable
- Graduate Student Summit
- Place on Experience

Facilitator:
- Wesley Henry, University of Washington

**029-1. GSS Roundtable C - Discovering and Responding to the Voices of Students**

**Graduate Student Summit**
**Graduate Student Roundtable**

Participants:

Finding, Raising, and Responding to Voices: A Case Study of Asian Refugee Students BOLA SOHN, University of Texas - Austin

In order to provide refugee students with better educational environments and to clarify the gap in students’, teachers’, and school administrators’ perceptions of challenges that they face, this study seeks to identify that gap specifically as it relates to refugee students’ educational needs in US schools and how students give voice to those needs. A qualitative case study will be conducted to examine refugee students’ voices and school administrators’ responses to them.

Student Sexual Abuse by School Volunteers: An Embedded Case Study/Policy Analysis Wayne E Balzer, University of Oklahoma

Dedicated school volunteers make important contributions to millions of American students. However, despite volunteer screening practices in place in some U.S. school districts, countless innocent schoolchildren are sexually victimized by school volunteers each year. This embedded case study/policy analysis will enumerate the best practices recommended by experts and scholars and implemented by youth-serving organizations that U.S. school districts should adopt to eradicate this minimally researched blight on our nation’s schools.

Student Voice in Teacher and Leader Effectiveness Chris Posey, Oklahoma State University

The Teacher Leader Effectiveness evaluation instrument has been utilized to provide unique and necessary components of overall teacher evaluation. This study examines student perceptions of effective teaching, especially as these perceptions pertain to traits measured by the TLE. It will compare student identified characteristics with indicators of teacher effectiveness identified in the TLE with the intention of developing a new survey instrument that captures student perspectives.

Facilitator:
- Elizabeth Gil, St. Johns University

029-2. GSS Roundtable D - Discussing the Influence of Place on Experience

**Graduate Student Summit**
**Graduate Student Roundtable**

Participants:

Black and Brown Student Activism on a PWI Campus in the Era of Trump Ginnie Irene Logan, University of Colorado-Boulder; Brian Lightfoot, University of Colorado Boulder; Ana Contreras, University of Colorado Boulder

This is a qualitative study of 13 Black and Brown student activists on a PWI. Using a combined civic engagement and Critical Race Theory lens to analyze student narratives, we found that the campus climate is responsible for driving activism, that millennials viewed activism on a spectrum, that minoritized identities are a driving motivation for engagement, and finally the first 100 days of Trump had little effect on the motivations of Black and Brown activists.

Examining the role of ethnicity in Student Academic Optimism Ciro Jesus Viamontes, University of North Texas

Student Academic Optimism is a new construct that may predict student achievement as strongly as socioeconomic status. This study will validate the Student Academic Optimism construct within the demographic makeup of the state of Texas, and expand the knowledge base by including ethnicity as a variable in the model. Using a sequential mixed method approach the study will further contribute to the knowledge base by giving voice to how Latino/a student perceive their educational experience.

Leveraging Informal Social Networks to Support Street-Connected Youth in Addis Ababa, Ethiopia Maraki Shimelis Kebede, Pennsylvania State University

This conceptual paper describes how streetism manifests itself among out-of-school children in Ethiopia and its broader implications for policy and practice to support children that are street-connected. It specifically demonstrates the potential power of leveraging informal social support systems in this effort. The focus on one city in Ethiopia demonstrates the deep need for discussions around street-connected youth to always be contextually relevant.

The Rhythms of Place Andrea Mercado, University of Maine

Narratives of place anchor identity, set expectations, limits, and possibilities for what can happen in place. This autoethnographic project in progress is to explore how particular narratives in 1970’s salsa music co-constructed a collective identity-based in a sense of place to disrupt and interrogate the subjugation urban Latin American communities and how this has influenced my work as an educator in these places decades later.

Facilitator:
- Rodney S Whiteman, Indiana University

030. GSS Roundtable E - Listening to and Hearing the Voices of Parents
4:55 to 6:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D

**030-1. GSS Roundtable E - Listening to and Hearing the Voices of Parents**
Graduate Student Summit
Graduate Student Roundtable
Participants:
A Narrative Inquiry of One Mother’s Endurance Sean Kinder, Oklahoma State University
This narrative inquiry details the story of Rachel Coleman, the co-founder of Signing Time, a sign language educational platform that is an idea born from her experiences and personal challenges with her two children born with disabilities. This piece explains Critical Disability Theory to provide perspective and highlights the methods used in the data collection process. It reports preliminary findings and concludes with a discussion of why this narrative inquiry is of significance.

Exploring the Lived Experience of Latino Parents with a Child in Gifted Education Adam Garcia Amador, New Mexico State University
This study seeks to explore the lived experience of Latino parents with a child in gifted education in the New Mexico Frontera. Of particular interest is to create knowledge that can inform praxis based on the lived experience of the parents with the education system (in particular gifted and talented education), how they support and advocate for their child and their perspective on agency from school staff.

My Children, My Choice: Mothers Advocating for Charter Schools and School Choice for Their Children’s Education Donna Michelle Druery, Texas A & M University
Charter schools have been in existence for over twenty-five years. The first Charter school opened in Minnesota in 1991. There is on-going national and public debate for people who are lining up on both sides of the issue. Charter schools now exist in 43 of the 50 states and the District of Columbia with an estimated 2.9 million children in attendance. This qualitative study plans to examine why women of color are choosing charter schools.

Facilitator:
Jada Phelps - Moultrie, Portland State University

**030-2. GSS Roundtable F - The Intersection of School Climate and Culture with Student Voice**
Graduate Student Summit
Graduate Student Roundtable
Participants:
Analyzing the Discourse of High School Seniors: How soon-to-be graduates think about their future Francis Redmon, University of Wisconsin, Madison
While we know students are capable of complex thought, reasoning, and planning, intentionally developing their learning in these areas is seldom a focus of schools. However, personalized learning environments specifically aim to build students’ agency, efficacy, and self-authorship. Using a recently developed discourse analysis toolkit I will interview high school seniors in personalized learning schools to determine the extent to which they have developed these critical indicators of college and career readiness.

School Climate in Prekindergarten, Collaboration, and the Child-Parent Center Program Nicole Smerillo, University of Minnesota
This study will utilize data collected from school principals to understand key elements of early school climate, as well as to assess collaboration within these contexts. This preliminary study will be part of a larger dissertation study which will seek to uncover the associations of early school climate with later child-level outcomes, such as achievement, social-emotional outcomes, and attendance, as well as to understand how family characteristics and neighborhood effects may mediate those associations.

Facilitator:
Bryan J Duarte, University of Texas at San Antonio

**031. GSS Roundtable G - Reviewing and Assessing Educational Policy Implementation**
4:55 to 6:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows
031-1. GSS Roundtable G - Reviewing and Assessing Educational Policy Implementation
Graduate Student Summit
Graduate Student Roundtable
Participants:
- Distributed leadership in higher education: The case of edTPA policy implementation Craig Warner De Voto, University of Illinois at Chicago
  This study examines how distributed leadership structures, routines, and tools aid teacher preparation program (TPP) personnel as they implement the edTPA—a new teacher licensure assessment impacting one-third of all programs nationally. Observing the sense-making networks across 8 TPPs in two states, findings highlight informal leaders, or “champions,” as key support structures towards edTPA tractability. Important implications for edTPA policy implementation in higher education are drawn.
- Moving toward Enhancing Equity While Problematizing Policy: 2030 Saudi Educational Reform Ahmed M Mukhtar, University of Missouri
  The 2030 global education agenda call for ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Saudi Arabia education has achieved many milestones, including the current 2030 vision reforms that aim to transform the educational system to an era of accountability and equity. Using opportunity to learn standards (OTL) framework, this research represents a critical look at challenges facing policy implementation. Implications for leadership practices toward equity will be discussed.
- Reframing School Improvement Processes to Redesign School Improvement Practices Diana Barrera, Texas State University; Blaine Carpenter, Texas State University; C. Lizette Ridgeway, Texas State University; Shannon Luis, Texas State University
  The Every Student Succeeds Act (ESSA) has created a unique opportunity to inform Texas’ education policy. ESSA requires State Education Agencies to establish their strategic vision and determine how the new law will affect their accountability and school improvement systems. This qualitative research project gathers data from multiple stakeholders of varying perspective and contribute to policy recommendations at the state level, support structures at the regional level and systemic practices at the local level.
- Tenure Reform in Tennesse: Examining Policy Framing and Sensemaking Processes Among School Administrators and Teachers Luis Alberto Rodriguez, Vanderbilt University
  In July 2011, the state of Tennessee passed a series of reforms that made tenure status non-permanent and tied tenure eligibility to teacher performance within the newly restructured educator evaluation process. This study seeks to qualitatively assess how tenure reform is communicated by school administrators and understood by pre-tenure teachers. These analyses will be conducted to identify potential areas for improved communication and support for school-based staff in the event of large-scale policy change.
Facilitator:
Rachel White, Michigan State University

031-2. GSS Roundtable H - The Job of Being a Principal
Graduate Student Summit
Graduate Student Roundtable
Participants:
- Document Analysis: K-12 Principal Position Descriptions Monica Salas, University of Texas - Austin
  A comparative document analysis on K-12 public school principal position descriptions of elementary principals, and K-12 public school same district elementary and secondary principal positions through the Texas standards (2014) and the Bolman and Deal (2013) four-frame model. Research findings concluded all districts have minimum qualification requirements although specifics varied by school district. Differences in some school districts occurred within district positions.
- Instructional leadership in comprehensive public high schools: A way to close achievement gaps Marni J. Davis, University of Utah
  A qualitative comparative case study research proposal that investigates effective instructional leadership in comprehensive public high schools. The purpose of this study is to explicitly examine how to lead comprehensive public high schools for instructional improvement to close the achievement gap between socioeconomically disadvantaged students and students of color from their white, middle-class peers.
- Middle School Principal Leadership and Effectiveness Maria Esper, University of Texas at San Antonio
  This case study describes and analyses the effectiveness of a middle school principal in an urban city in Texas. The themes that appear more relevant are some effective leadership strategies at school, barriers that have to be overcome, the relevance of communication skills and the strategies with all the stakeholders as well as the impact in the community. In middle school, the effectiveness and leadership of the principal are main factors for the students’ success.
- The Influence of School Context and Performance on Principal Time Use Abby S. Mahone, Lehigh University
  Although principals do not directly instruct students, only socioeconomic characteristics and classroom teachers account for more variance in student outcomes (Leithwood et al., 2004).
Research suggests that modern principals spend their time similarly to their predecessors. Despite homogeneous findings, gaps in the literature and methodological limitations warrant continued study of principals. The proposed study aims to contribute to the existing canon of principal time use literature by exploring the variation in time use across educational contexts.

Facilitator:
Erin Anderson, University of Denver

031-3. GSS Roundtable I - Using Quantitative Methods in Research on Educational Leadership and Policy
Graduate Student Summit
Graduate Student Roundtable
Participants:
A Comprehensive Meta-Analysis: The Relationship between Graduate Record Examinations and Graduate Grade Point Average Melissa Y JI, Texas A & M University; Yue min, Texas A & M University; Zhuoying Wang, Texas A&M University; Shuqiong Lin, Texas A&M University
Plentiful studies of the GRE validity have been computed, with papers appearing soon after the tests were developed. Through numerous previous study using meta-analyses to test the validity, no study has done after 2008, the year GRE reformed from the old version to the new one. The author investigates characteristics of 11 effect sizes across 23 studies published between 1955 and 2015.
Analysis of Movement in the NC Public School Principal Workforce from 2012 Through 2016 Matthew Jamin White, High Point University
Based on the pivotal role that principals play in a school environment, movement of administrators can be detrimental to schools. The purpose of this quantitative study is to understand the movement of public school principals who worked in North Carolina from the 2011/12 school year through the 2015/16 school year. Descriptive quantitative analyses were conducted to describe statistically significant relationships between specific principal and local education agency movement patterns, trends, and relationships in this movement.

Educational Technology use Among PK-12 Teachers, When Policy Meets Practice Ahmed M Mukhtar, University of Missouri
This study examines the impact of policy support on teachers’ use of technology in public schools. Using logistic regression with a national data-set, six predictor variables included in the model to explore their relationship with policy support. Findings indicate that the likelihood of technology use varies by schools community, size, level, and location. Findings offer implications for making progress toward technology integration as well as informing ways by which school leaders can support teachers.
What Really Matters Students’ Math Achievement: A study on techniques for handling multicollinearity Melissa Y JI, Texas A & M University; Siqi Chen, Texas A & M University; Armanto Sutedjo, Texas A & M University
In this study, we will first introduce the definition of multicollinearity, methods to detect multicollinearity, and finally we will demonstrate multicollinearity problems in one online data sets: Program for International Student Assessment (PISA) 2012. We would like to find out whether multicollinearity have impact in data sets and final results, and how effective that current techniques in solving this issue in different conditions.

Facilitator:
Angela Urick, University of Oklahoma

032. Plenum and Graduate Student Reception
UCEA Annual Convention
Reception
6:00 to 7:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - South Convention Lobby

THURSDAY, NOVEMBER, 16

033. Light Breakfast for GSS Registrants and Jackson Scholars
Graduate Student Summit
Special Session
7:15 to 7:45 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D

034. GSS Session 19 - Ignite! - Factors Influencing Student Success
Graduate Student Summit
Ignite Session
7:45 to 8:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
Participants:
Consequential Costs: How the Characteristics of Adjunct Teaching Behaviors Impact Undergraduate Student Retention Amy Lyn Gearhart, University of Missouri
Higher education is an expensive enterprise. With performance-based accountability, higher education institutions have to balance budgets and cut costs. One of the significant ways in which higher education institutions reduce costs is through the employment of adjunct faculty. However, quantitative research has negatively correlated adjunct employment with student retention, another financial stressor to higher education. This qualitative multiple case study will explore characteristics of adjunct faculty teaching behaviors which contribute to undergraduate retention.
Discretionary “Crack Down”: The Impact of School-Based Zero Tolerance Policies on Official Georgia
Discipline Code § 20-2-16 Natasha Johnson, Georgia State University
Zero-tolerance policies are applied uniformly and help deter "bad behavior." Yet, there are instances in which a violation is not severe enough to merit suspension or expulsion. While discipline, order, and safety are critical in the school environment, the best course of action is not always clear. It is this lack of clarity – in the formulation, implementation, and application of zero tolerance policy – as well as the repercussions that are addressed in this analysis.

Teaching, Leadership, and Learning with Dignity Hasna Abu Khalid, University of West Alabama; Mary Ann Hollingsworth, University of West Alabama
This session presents teaching with dignity and elimination of students' degrading treatment with training teachers to be good leaders. The study examines discipline as an efficient component of education. Qualitative and quantitative approaches were used: interviews and a survey were administered to various schools. Interview themes for analysis and interview data summary, with descriptive statistics and inferential statistics used to analyze and summarize quantitative data. This study supports “Uprise Advocacy and Uplift Student Voice.”

Voices from the Trenches: Experience of Military Veterans that Impact Student Success David Sanchez, University of Houston
Teacher retention is higher among those that seek a second career (Boyd, 2011), moreover, the rates are higher when the previous career was in the military (Owlings, 2005). When these characteristics and traits match many of the characteristics veterans gain in the military, are ACPs and school policymakers doing enough to capture the characteristics the military personnel have gained through their experience that have been conducive to effective teaching?

Image Theatre: Dynamization of the passive spectator to an active learner Sarah L Hairston, University of Missouri
This Ignite! presentation is intended to remind us of the violence of the traditional framework of educational practice through what Freire terms the “banking model” of education and to not become complacent. As educational practitioners, academicians, policymakers and students we must find ways to engage actively in the learning process. This presentation utilizes Augusto Boal’s practice of Image Theatre to awaken our innate curiosity in understanding, making, and sharing meaning through ‘dynamization’.

Facilitator:
Martha N. Ovando, University of Texas - Austin

035. GSS Session 20 - Gender and Race in School Leadership

Graduate Student Summit
Paper Session
7:45 to 8:50 am
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C
Participants:

African American and Female: Perceptions of School Leadership Tiffany Aaron, University of Georgia
This phenomenographic study examines two mid-40s African American female school leaders’ differing conceptions of school leadership. The tenets of Black feminist epistemology and the theory of intersectionality form the conceptual framework of this study to explicate the conceptions of these African American female leaders. The principals’ perceptions of school leadership developed into several categories, two categories are detailed in the findings: perceptions of racialized partiality and the importance of faculty diversity for students.

The Discursive Roles of the Superintendency: Race and Gender in Boston's School Superintendency 1990-2016 Lisa Cullington, University of Massachusetts Boston
Despite a recent increase, the number of women superintendents has remained remarkably low since the 1800s (AASA, 2015; Shakeshaft, 1999). Using feminist poststructural discourse analysis, this qualitative case study explores discourses depicting women superintendents in Boston from 1991-2016. Women superintendents can use the information from this study in instituting reforms in their school districts.

Who Mentors Me? A Case Study of Egypt Undergraduate Students Nahed Abdellahman, Texas A & M University; Mohamed Omran Khalifa, South Valley University
The purpose of this study is to examine the perceptions of undergraduate students of mentorship and mentoring relationships. Fifteen undergraduate students in leadership positions were interviewed who shared their experiences of mentoring. The findings of this study shed the light on the mentoring status in educational institutions in Egypt as (a) mentoring definition has not been clear and (b) informal mentoring is actively utilized among peers. Gender also has an influence as female students.

Facilitator:
Joan Poliner Shapiro, Temple University

036. GSS Session 21 - Issues in Special Education and Educational Access for All Students
Graduate Student Summit
Paper Session
7:45 to 8:50 am
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C
Participants:
Let's Get Emotional: Special Education Administrators’ Beliefs, Efficacy and Leadership Related to Students with Emotional Disturbance Laura Lajewski, University of Massachusetts, Boston
Research suggests that students with emotional disturbance (ED) struggle in both academic and social domains. Given these concerns, one can turn to the leaders in special education, the special education administrators. This study focuses on special education administrators at the district level in the Commonwealth of Massachusetts. It examines the administrators’ beliefs, efficacy and leadership related to students with ED. The study employs a sequential explanatory design consisting of surveys and follow up interviews.

Non-Profits as a Proxy for Non-Instructional Capacity Alounso Antonio Gilzene, Michigan State University
When schools do not have adequate access to counselors and other non-instructional staff members, school leaders must find ways to build capacity at a low cost. In scenarios where schools need added capacity, “school-supporting non-profits” (Nelson & Gazley, 2014) step in. Several of these organizations provide resources in the form “volunteers” who influence the school environment, often acting as a proxy for the services provided by non-instructional staff.

Student’s Accessibility to Curriculum with Support(s) from Offices of Disability Services in Postsecondary Education Juliana Capel Velasco, University of South Florida; Meaghan Allyson McKenna, University of South Florida
This paper evaluated variety and quality of online resources made available through the disability service program websites at public postsecondary institutions to determine if compatible educational access for students with disabilities is available. The conceptual framework derived from the Association on Higher Education and Disability Program Standards and Performance Indicators (Shaw & Dukes, 2006), Universal Design for Learning (Meyer, Rose, & Gordon, 2004), and disability studies scholarship (Davis, 1997).

The Built Pedagogy of Personalized Learning in K-12 as Designed Opportunities for Student Voice and Choice Julie M. Kallio, University of Wisconsin-Madison
The design of the physical learning space embodies values and assumptions into its “built pedagogy,” yet the physical spaces of K-12 classrooms are often overlooked as a component of the learning environment. In an instrumental case study, I explore the physical spaces of four personalized learning programs where leaders, teachers, and students are actively experimenting with movement, flexibility, and co-design. Focusing attention on built pedagogy challenges the assumption that the where we learn matters.

Facilitator:
Michael P O'Malley, Texas State University

037. UCEA/BELMAS Research Collaboration: The International School Leadership Development Network
UCEA Annual Convention
Post Convention Work Sessions and Workshops
8:00 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly
Research team members from the International School Leadership Development Network(ISLDN)will meet to discuss future directions and operating procedures. Teams from around the world will: • Refine research designs for projects dealing with: (a) leadership for high need schools and (b) social justice leadership • Examine potential funding sources to support research projects • Establish plans for reporting findings at future professional conferences • Determine outlets for publishing research findings
Facilitators:
Pamela A. Angelle, University of Tennessee at Knoxville
Charles L Slater, California State University Long Beach
Jami Royal Berry, University of Georgia

038. UCEA Plenary Session II
UCEA Annual Convention
Plenary Session
8:00 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Grand Ballroom I

039. UPPI Meeting II
UCEA Annual Convention
Meeting
8:00 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom

040. Jackson Scholars Network Research Seminar Convocation
UCEA Annual Convention
Special Session
8:00 to 8:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver
Facilitators:
Lisa Bass, North Carolina State University
Hollie Mackey, University of Oklahoma

UCEA Annual Convention
Paper Session
9:00 to 9:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as apart of the GSS.
Participants:
042. Jackson Scholars Research Seminar Presentations: Education Reform in Place-Based Contexts

UCEA Annual Convention
Paper Session
9:00 to 9:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of the GSS.

Participants:
- Perspectives of Change of Urban School Turnaround Principals Moniqueca Nicole Hicks, University of Tennessee at Knoxville
- Investigating the Impact of School Mindfulness and Student Achievement in Low Socioeconomic and Rural Secondary Schools Jesse Wood, University of Tennessee at Knoxville
- Teacher Sensemaking in the Detracked High School Classroom Shannon Holder, University of Connecticut

043. Jackson Scholars Research Seminar Presentations: Understanding Success through Students’ Experiences

UCEA Annual Convention
Paper Session
9:00 to 9:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of the GSS.

Participants:
- Parental Involvement in High School Freshman Orientation: Examining Parental Perceptions Concerning a Critical Transitional Intervention LaTeisha Yvette Jeannis, North Carolina State University
- Inner-ring Suburban School Demographic Change – Through the Lens of the High School Student Isaac Salomon Solano, University of Denver
- Associations of Prekindergarten School Climate, Family and Neighborhood Effects, and Developmental Outcomes Nicole Smerillo, University of Minnesota
- Transformative Youth Organizing: A Decolonizing Social Movement Framework Emily Bautista, Loyola Marymount University

044. Jackson Scholars Research Seminar Presentations: Recognizing Barriers to Success: Innovative Strategies to Address Complex Challenges

UCEA Annual Convention
Paper Session
10:00 to 10:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of the GSS.

Participants:
- Affective Sense of Belonging through Service-learning: A Study of Asian Immigrant Youth Siqing (Erica) He, Rutgers University
- Financing Public Education Via Crowdfunding: K-12 Teachers as Social Entrepreneurs Brett Lee, Texas State University
- Native Daughter: The Silent Turmoil of Desegregation, Childhood Trauma into Adult Hauntings Kandice Ayanna Sumner, University of Massachusetts Boston
- Restoring Academic Momentum: Educational Practices that Foster Success Among Students on Academic Dismissal Ripsime Bledsoe, University of Texas at San Antonio

045. Jackson Scholars Research Seminar Presentations: Influences of Gender, Race, and Ethnicity in Higher Education

UCEA Annual Convention
Paper Session
10:00 to 10:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of the GSS.

Participants:
- Differences in the College-Readiness Rates of English Language Learners by Gender, Economic Status, and Ethnicity/Race Clare Resilla, Sam Houston State University
- Examining the Activism Experiences of Black Women Graduate Students Tracie Ann Lowe, University of Texas - Austin
- Counternarratives of African American Males in Community College Lori O Hunt, Washington State University
- The Resiliency of Black Graduate Students at PWI’s: What Motivates Them to Achieve Academic Success Jason C. McKinney, University of Missouri

046. Jackson Scholars Research Seminar Presentations: Leadership Strategies to Support Sustainability for Inclusive and Equitable Schools

UCEA Annual Convention

UCEA Annual Convention
Paper Session
11:00 to 11:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as apart of the GSS.

Participants:
- Leader Self-Renewal: Preserving the Self for Sustainable Leadership LaSonja Roberts, University of South Florida
- Fiscal Inequity: A Case Study of Superintendents and Business Managers in Pennsylvania High Poverty Districts Vanessa R Scott, Rowan University
- Rethinking the Intentional Culturally Relevant and Sustaining Practices of Bilingual Programs Sandra Leu, University of Utah
- Dual Language Education: Parents' Points of Views Claudia Santamaria, Texas State University


UCEA Annual Convention
Paper Session
11:00 to 11:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as apart of the GSS.

Participants:
- Modern Day Boarding Schools Sasanehsaeh Pyawasay, University of Minnesota
- Where Are All the Minority Teachers Going? An Examination of ‘Fit’ Among Schools and Teachers Yasmin Rodriguez-Escutia, University of Wisconsin-Madison
- Student Voice: Framing Student Activism as Student Leadership Shelby Eden Dawkins-Law, University of Pittsburgh
- Decolonizing the Imposition of Patriarchy in Educational Leadership: Chicana Testimonios of Leadership as Feminine Consciousness Amanda Jo Cordova, University of Texas at San Antonio

049. Organizational Contexts for Improving Leadership for Learning

UCEA Annual Convention
Paper Session
11:00 to 11:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado
Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as apart of the GSS.

Participants:
- Contextual Factors Contributing to Black Male Administrators' Perceptions of the Discipline of Black Boys Pamela Norris, Auburn University
- The Determinants of Teacher Attrition and Retention: A Systematic Review and Meta-Analysis of the Literature Tuan Dinh Nguyen, Vanderbilt University
- Organizational Factors Impacting Teachers’ Culturally Specific Pedagogies: A Look at African American Schools Fatima Brunson, University of Illinois at Chicago
- PD and PLNs Alejandro Gonzalez Ojeda, San Diego State University

050. GSS Mentor Feedback Session A (Sessions 1 through 5)

Graduate Student Summit
Special Session
11:00 to 11:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
During this closed session, Graduate Student Summit Paper Session and Ignite! Session presenters will have the opportunity to receive additional high-quality feedback on both their papers and their presentations from their distinguished faculty discussants. Students and faculty should plan to meet in the assigned rooms, but may elect to move to other locations to conduct their discussions, as needed and desired. Please refer to which number GSS Session you presented in to determine the feedback session location to which you are assigned. Also, note that roundtable presenters do not participate in these feedback sessions.

051. GSS Mentor Feedback Session B (Sessions 6 through
054. UCEA Awards Luncheon
UCEA Annual Convention
Special Session
12:00 to 1:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Grand Ballroom II
Emcees: Monica Byrne-Jimenez, Indiana University Ann O’Doherty, University of Washington
This luncheon was established to honor the recipients of UCEA Awards. The UCEA Awards focus on contributions to scholarship, teaching, student development, and the improvement of educational leadership preparation and practice. For a full list of current and past UCEA winners, please see the awards section of the UCEA website (www.ucea.org/opportunity_category/awards).

055. Culturally Sustaining Approaches to Educational Leadership Development and Mentoring
UCEA Annual Convention
Innovative Session / Mini-Workshop
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverley
The workshop provides an opportunity for participants to explore the nature of culturally relevant/ responsive/ sustaining models of mentoring, as well as the role of Africentric mentoring models, and critical spirituality within the field of education and leadership development. Through our collective exploration in the workshop, we will strive to formulate a new and comprehensive definition of culturally sustaining mentoring that emphasizes the importance of cultural integrity, affirmation of individual uniqueness, and collective racial/cultural identity.
Facilitator:
Mark Anthony Gooden, University of Texas - Austin

056. #HereToStay: The Importance of Educator and Community Partnerships in Supporting Immigrant Families
UCEA Annual Convention
Critical Conversations and Networking Sessions
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore
The recent political context has elevated anti-immigrant discourse throughout the country, and this discourse makes its way into schools and students’ lives. However, there are many examples of how education leaders and immigration advocates have challenged the current discourse and supported students by sending the message, que le echén pa’lante. In this critical conversation attendees will have opportunities to discuss the importance of creating and sustaining school, community, and research partnerships to support immigrant families.
Facilitator:
Ruth Maria Lopez, University of Houston
Participants:
Kristen Davidson, University of Colorado Boulder
Carolina Ramirez, United We Dream
Ina Rodriguez-Myer, University Hill Elementary School
Corrine Rivera-Fowler, Padres & Jóvenes Unidos
057. Education, Advocacy, and Activism in an Age of Urban Neighborhood Transformation
UCEA Annual Convention
Critical Conversations and Networking Sessions
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol
This critical conversation brings together scholar-activists to discuss the role of the school and its leaders to advocate for students when urban renewal rhetoric threatens the displacement of those students. While displacement functions to silence marginalized communities, we seek to change the narrative by centering the voices of the residents of these neighborhoods and empowering them to become activists. A panel of scholar-activists will discuss their work as we consider future research and activist agendas.
Facilitators:
Enrique Aleman, Jr., University of Texas at San Antonio
Terrance Green, University of Texas - Austin
Sonya Douglass Horsford, Teachers College, Columbia University
Muhammad Khalifa, University of Minnesota

058. Walking the Tight Rope: Managing Faculty Emotions while Giving Student Voice in this Political Climate
UCEA Annual Convention
Critical Conversations and Networking Sessions
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado
In our current political climate, strategies for managing issues of emotions and resistance, evoked during classroom conversations on equity and social justice, seem an even more critical exploration for leadership programs. Faculty teaching related content must grapple with an arduous double role when difficult dialogues arise—managing their own challenging emotions, and giving student voice. This critical conversation explores how faculty might manage their emotions effectively in these difficult conversations while giving voice to students.

059. UCEA Program Center Session: Meaningful Research on 21st Century Superintendent & District Leadership
UCEA Annual Convention
Special Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine
ADD ABSTRACT
Facilitators:
Meredith Mountford, Florida Atlantic University
Leigh Ellen Wallace, University of Wisconsin-Milwaukee

060. Race, Gender, and Anti-Racist Leadership
UCEA Annual Convention

Paper Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom
Participants:
Critical Whiteness Leadership: Identifying Key Diversity Dispositions of Antiracist, Equity-Minded Principalship Thomas Joseph Peterson, Chapman University; Kris De Pedro, Chapman University
This study aims to assess the extent to which successful urban principals value racially aware, equity-minded dispositions as a central component of effective urban school leadership. This paper presents initial findings from a three-year qualitative study. Data collection consisted of in-depth, semi-structured interviews with three current secondary urban school principals. Findings of this study may inform future conceptual frameworks outlining dispositions of racially conscious urban principalship; frameworks combining leadership and management with inquiry and activism.
Navigating White Racial Identity in Schools: A School Leader’s Challenge Jessica Schwartz, George Mason University
The purpose of this study was to explore the ways in which White racial identity informs the leadership practice of school leaders with predominately white staff working in diverse schools. This case study seeks to develop clearer connections between the research literature on leadership styles and white racial identity development in ways that address the achievement gap due to cultural mismatch within schools.
Racialized Experiences of School Leadership: Unpacking How Students of Color and White Students Experience Leadership Manali Sheth, Iowa State University; Jason Deric Salisbury, University of Illinois at Chicago
This research unpacks the differences in the ways students of color and white students experience leadership’s attempts to repair school culture following an explicitly racist event. Youth of color experience leadership’s actions as further manifestations of school-sanctioned racism, while white youth saw the actions as meaningful steps towards anti-racist school practices. Implications point to the need for preparation programs to prepare leaders to engage with the racialized history of their schools and communities.
Stories of School and the Storied Lives of Latina/o Elementary Principals; A Narrative Inquiry Patricia Rocha, Texas State University
This narrative inquiry study describes the lived experiences of two Latina/o elementary school principals and their story of school. By applying narrative inquiry and Chicana/o Ways of Knowing to the methodology, a new story emerged through analysis. A politic of pasión is taken from the
collective stories to describe how the stories of school and the intersections of the social, cultural, and familial stories shaped and informed the participants’ principal leadership.

Examing the Female Representation in the Principalship Across Geographic Locales in Texas Public Schools Ed Fuller, Pennsylvania State University; Marie Le May, N/A; Karen L Sanzo, University of U.S. Virgin Islands

There have been long-standing concerns about the percentage of females serving as school principals. Few studies, however, have examined the percentages of female principals at different schooling levels and across different geographic locales. We rely on 23 years of employment data for Texas public schools to examine the percentage of employed principals and newly hired principals who were female by school level and geographic locale.

Facilitator:
Terri Nicol Watson, The City College of New York (CUNY)

UCEA Annual Convention
Symposium
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver

The purpose of this proposed symposium is to highlight four dissertations of graduates from the educational leadership program at the University of Georgia. These school leaders’ dissertations sought to bring about change in teacher and/or leader practices at their respective schools; thus the significance of this symposium is to examine how the interventions yielded a change in teacher or leader practices and to evaluate the sustainability of the interventions.

Participants:
Culturally Relevant Pedagogy: An Action Research Approach for Addressing Discipline Disproportionality Jennifer Scott, University of Georgia
This action research case study considers the causes for discipline disproportionality at Eastside Elementary as examined through the lens of Culturally Relevant Pedagogy. Culturally relevant pedagogy requires teachers to address their own biases while also considering the cultural norms and backgrounds of students to inform their teaching and classroom management techniques. In this research, participants are engaged in a teacher learning community as a method for preparing teachers to equitably teach all students.

Minority Faculty Recruitment, Hiring, and Retention in an Independent School: An Action Research Study Jason Scheer, Wesleyan School
In public and private K-12 schools across the nation, diversity among student populations is rapidly increasing. Despite national efforts to diversify the teaching staff, the gap in diversity between teachers and students continues to grow. Administrators at Calvin School have made a concerted effort in recent years to diversify the student body. This effort has included creating a diversity mission statement, building partnerships with organizations that specialize in identifying high achieving minority students, increasing financial aid dollars, and creating a Dean of Diversity position. These efforts have resulted in significant increases in students of color but the faculty have remained 95% White. In response to this concern, this action research case study seeks to examine the best practices approach for independent schools in recruiting and hiring minority faculty. The study’s findings include recommendations for a new hiring paradigm and support for the action research process as an intervention to create needed change in a school community.

Addressing the Novice Teacher Turnover Crisis: Understanding the Relationship Between New Teacher Induction and Teacher Efficacy Using Action Research Molly McAuliffe, Harris Elementary School, Gwinnett County Public Schools
One-third or more of new teachers will leave the profession within the first five years. The attrition rates of novice teachers at Northwest High School, a large, urban high school in the Southeastern United States, are no exception. Teacher turnover is expensive and negatively impacts student achievement. Research demonstrates that effective new teacher induction practices – including both mentoring and professional development – have a positive impact on teacher efficacy and on retention. Teacher efficacy is directly connected to new teacher retention; the higher the levels of efficacy, the greater the retention rates. Action research has rarely been used as a methodology to investigate the connection between new teacher induction and teacher efficacy. This action research case study attempts to address the problem of novice teacher retention by focusing on strategies for new teacher induction that promote teacher efficacy.

Teacher Efficacy for Mentoring Pre-Service Candidates in a Professional Development School Xernona Thomas, N/A
This action research case study sought to improve mentoring experiences of teachers by examining correlations between mentor teacher efficacy and mentor preparation and engagement. Fredrick Brown Elementary School is in a professional development school partnership with a local university and serves as a host site for over seventy pre-service teachers annually. Due to the large number of teacher candidates needing placement, all Fredrick Brown teachers with three or more years of
experience are required to serve as mentor teachers. Despite the many benefits of hosting pre-service teachers, classroom teachers are sometimes apprehensive regarding student placements. A possible factor contributing to teacher apprehension toward mentoring is lack of efficacy in this area due to the absence of mentor teacher training and ongoing support. Action research was used as the methodology to identify barriers to mentor commitment and to explore effective supports for teachers in their role as mentor. Findings indicated that mentoring instills a sense of reflection and professional accountability for exemplary practice. Data also suggested that teacher confidence with critical conversations can hinder mentoring relationships.

Facilitators:
Karen Caldwell Bryant, University of Georgia
April Peters-Hawkins, University of Houston

062. (Up)rising as Advocates for Indigenous Leadership and (Up)lifting Student Voices through Transformational Indigenous Praxis
UCEA Annual Convention
Symposium
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace

Indian Country is comprised of overlapping sovereignties and settler-colonial entanglements situated in uniquely contested political, socio-cultural, and historical contexts. This symposium addresses constructs of colonization through the Transformational Indigenous Praxis model, which provides a framework for examining, understanding, and subsequently dismantling colonizing policies and structures. Tribal contexts call for unique preparation where leaders emerge equipped to navigate the complex political and socio-cultural environment that differs from those presented by most leadership preparation programs.

Participants:
To Transform or Be Transformed? Reflections from American Indian Graduates of Educational Leadership & Administration Doctoral Programs Susan Faircloth, University of North Carolina Wilmington
According to Tenorio (as cited in Aguilera-Black Bear & Tippeconnic, 2015), “Educational sovereignty involves decolonizing the systems of a solely Western worldview education and specifically developing culturally responsive education systems to replace assimilationist models of education. It is considered imperative to the cultural sovereignty and survival of Indigenous communities” (p. 5). Drawing on this call to re-take control of education, the author explores the ways in which individual educational sovereignty has or may take shape within the confines of higher education, particularly for Indigenous students pursuing doctoral degrees in educational leadership and administration. In doing so, she presents initial findings from conversations with American Indian graduates of traditional Educational Leadership and Administration doctoral programs. Four (4) key questions are asked: 1. What prompted participants to pursue doctoral education? 2. To what extent, and in what ways, did the values and beliefs of the academy stand in opposition to participants’ own Indigenous values and beliefs? 3. How did participants work to reconcile moral, ethical, and spiritual conflicts experienced while navigating the academy? 4. How have participants applied or adapted lessons learned from their doctoral education to their work with Indigenous serving schools and organizations? 5. How might future generations of American Indian doctoral students work to transform or Indigenize not only the field of educational leadership and administration, but also the field of education at-large? Results are analyzed and reported using Pewewardy, Lees, and Clark-Shim’s Transformation Indigenous Framework (forthcoming).

Qeqs Qwapmi: Indigenous Candidates Calling for Transformational Praxis in Teacher Preparation
Michael Munson, Montana State University / Salish Kootenai College; Jordan Carte, Salish Kootenai College; Aspen Manyhides, Salish Kootenai College; Adriane Tailfeathers, Salish Kootenai College
Teacher preparation for public schooling in Montana must meet standards set by the state as well as federal standards. In addition, tribal college education programs aim to provide culturally responsive instruction for all tribal and non-tribal students. These ideals often reach no more than Pewewardy, Lees, and Clark-Shim’s (forthcoming) “Contributions Approach” or “Banking and Holding Actions” and do not meet the needs of Native students and communities. As a result, the true Transformational Indigenous Praxis required in schools serving American Indian students is rarely achieved. Three Native teacher candidates who aim to contribute to their tribal communities through administration, leadership, and the professoriate have set out to change these standards. Together, all three have stepped forward and requested open dialogue regarding the inclusion of Transformational Indigenous Praxis within our tribal college’s teacher preparation content and pedagogies. The purpose of this paper is to: 1) present the process and findings of an on-the-ground call to action three Native Teacher Candidates have called for within their teacher preparation program at a tribal college in Montana, and 2) detail the cultural and theoretical underpinnings of their work, the efforts that have been enacted as a result, as well as their plans for enacting Transformational Indigenous Praxis within their own communities. Their hope is to not only
affect change within their own teacher education and leadership preparation programs, but within schools serving tribal communities and students across the nation.

Walking in Two Worlds: Education Institutions as Modern Day Boarding Schools Sasanehsaeh Pyawasay, University of Minnesota

Colonization has evolved and taken on new forms aligned with a neo-liberal agenda that targets Indigenous peoples’ culture, resources, and self-determination. Today’s public higher education institutions serve the larger power structure by producing and operating as sites of assimilation and colonization (Windchief & Joseph, 2015). It is important to make visible the current mechanisms that sustain colonization and assimilationist ideology in order to dismantle these oppressive structures. Pewewardy, Lees, and Clark-Shim (forthcoming) provide a four-tiered Indigenous Transformational Praxis model that demonstrates the levels of critical thought necessary for decolonized thinking and liberation. I argue that institutions operate as modern day boarding schools by replicating policies and practices that work to assimilate, acculturate and colonize students into “Whitestream” society by locking them in at the first tier where they engage in banking and holding actions. At this level, they are provided opportunities to participate in “ethnic cheerleading” through occasional university sponsored cultural events while being molded into assimilationist behavior in order to achieve success within the institution. The purpose of this critical Indigenous discourse analysis is to investigate the ways educational institutions create and sustain inequitable environments for Indigenous communities and discern oppressive systemic institutional operations that perpetuate assimilationist ideals towards Native students through policies and practice. I employ Critical Indigeneity and Critical Discourse Analysis to identify the ways in which education institutions operate akin to a modern day boarding school. Central themes include policies and practices that construct notions defining “doing school” and what it means to be a “student” as an approach to uncovering the guiding ideologies that maintain, sustain and reproduce the Western colonial context. Just as it is important to move forward decolonization in the Native community, it just as important to move forward scholarship centered in decolonization and Indigenous knowledge to help advocate for Indigenous student voice.

Experiencing Transformational Praxis: Personalizing and Professionalizing Osage K-12 Educational Leadership Training Alex Red Corn, Kansas State University

Generations of assimilationist policies aimed at destruction of Indigenous knowledges through education (Reyhner & Eder, 2004; Spring, 2012) have created the conditions where qualified educational leaders from these communities have received training at mainstream institutions where relevant Indigenous knowledges and contexts are absent. This generates a cyclical environment where many leaders subsequently lead from those mainstream perspectives with less regard to traditional knowledges. In doing so, leaders can unknowingly perpetuate settler-colonial assimilationist policies, resulting in unintended consequences for self-determination and cultural vitality. This generates a need to look deeper into place based education practices across Indian Country, and raise critical awareness among educational leaders about the reality that local Indigenous knowledge systems are becoming increasingly disconnected to Indian education efforts (Deloria & Wildcat, 2001). This critical auto-ethnography interrogates the intersectional conditions, which led to the development of a unique graduate level Osage Nation educational leadership preparation program at a predominantly White university (Dennison, 2012, 2013). The program was designed to address leadership preparation in Indian Country by weaving together national leadership standards and Osage contexts. Informed by Pewewardy, Lees, & Clark-Shim’s (forthcoming) Transformational Indigenous Praxis Model, this narrative brings new understanding to the socio-cultural entanglements associated with education leadership preparation for public schools serving Indigenous peoples. This model is applied to provide future leaders guidance in understanding possibilities for Indigenous learning pathways, which they can then apply to their professional practice as educational leaders.

Engaging Student Voice to Challenge Educational Leadership Scholarship through Transformational Indigenous Praxis Hollie Mackey, University of Oklahoma; Lance Harden, University of Oklahoma

Educational leaders who are mindful of local Indigenous knowledge systems and skilled at incorporating this knowledge into students’ learning experiences create increased opportunities for place-based learning and community engagement (Pewawardy, Lees, & Clark-Shim, forthcoming). Indigenous epistemology is comprised of physical, mental, and spiritual knowledge (Meyer, 2013). The resulting relationships drawn between the three create context-specific knowledge systems that, when operationalized through pedagogy, provide Indigenous students the opportunity to identify assimilationist and colonizing practices within their communities. This paper examines the application of Indigenous knowledge systems to a local problem of practice found in the Osage community.
This community historically relies on revenue from oil to support the tribe, however tribal members have long-known that environmental contamination from faulty wells and poorly maintained equipment is threatening tribal and surrounding land while federal and state agencies deny responsibility for correcting the situation. The authors interviewed ten students from the Osage nation to determine: 1) to what degree, if any, these students learned about traditional knowledge application to real-world problems, 2) how they made meaning out of traditional versus Indigenous knowledge and their decision-making around which type of knowledge was applicable in different situations, and 3) how these students believed Indigenous knowledge systems could be better incorporated into traditional education to improve student engagement focused on addressing place-based problems of practice relevant to students’ lives. This paper employs Indigenous epistemology, operationalizing utility and wisdom, to challenge notions of positionality, method, and what knowledge is viewed as institutionally valuable and transmissible.

Facilitators:
Cornel Pewewardy, Portland State University
Sweeney Windchief, Montana State University
Susan Faircloth, University of North Carolina Wilmington
Hollie Mackey, University of Oklahoma

063. The Role of Support and Advocacy in Social Justice Leadership
UCEA Annual Convention
Paper Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
Participants:
School Leaders as Advocates for Queer Youth: Agenda Setting from an Episteme of the Gut Michael P. O’Malley, Texas State University
This paper theorizes the practice of school leadership in relation to research demonstrating harassment at school for youth identifying as queer and those perceived to be queer. Confronted with an impasse between the needs of queer youth in K-12 schools for inclusive leadership and documented silences on this need in leadership preparation research and practice, this paper calls for an episteme of the gut as an embodied way of knowing oriented toward advocacy and action.

Principals’ Experiences Supporting Transgender Youth
Melinda M. Mangin, Rutgers University
School leaders play a crucial role in the development of inclusive schools (Riehl, 2000) and have the potential to significantly influence transgender students’ school experience.
Unfortunately, educational leaders do not typically receive training related to transgender youth or the laws that protect them (O’Malley & Capper, 2015). This paper reports data from 20 elementary-level school principals from six states. The findings provide rich descriptive stories about the participants’ experiences and their professional and personal journeys.

Social Justice as El Trabajo de Desarrollo Humano: A Sympathetic Critique of Social Justice as Demarginalization
Robert Slater, University of Louisiana at Lafayette; Dorothy F. Slater, University of Louisiana at Lafayette
The purpose of this paper is to offer a sympathetic but critical analysis of the social justice leadership literature’s focus on marginalization and demarginalization. The argument advanced here is that the disruption of marginalization, while critical, is only half the work of social justice leadership. Social justice leadership, especially in education, is also and necessarily the work of human development or el trabajo de desarrollo humano.

Educational Leadership Preparation Program Graduates:
Catalysts for social justice praxis René O. Guillaume, New Mexico State University; Adam Garcia Amador, New Mexico State University
This study highlights the ways in which graduates from one educational leadership preparation program whose mission is tied to social justice relied upon their academic knowledge and utilized their emotional intelligence to operationalize social justice to inform praxis and policy in their PreK-12 setting. Of particular interest is gaining a better understanding from a strengths-based perspective on how the graduates advocate for students from disenfranchised backgrounds.

Facilitator:
James W. Koschoreck, Northern Kentucky University

064. Building Capacity through Professional Learning Communities
UCEA Annual Convention
Paper Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B
Participants:
Assessing PLCs- a phronetic framework for educational leaders
Gopal Midha, University of Virginia
Professional Learning Communities (PLCs) are increasingly being used to raise student engagement and performance. However, the research on effectiveness of a PLC do not highlight the inherent power and values dynamics within the working of a PLC and suggests a phronetic framework (Flyvbjerg, 2001) which would help bring out the polyphony of voices embedded within each PLC, unpack the silent assumptions that underlie the design and conduct of the PLCs and help make
Elementary Teachers’ Perceptions of Walkthroughs and Group Dominance, Procedural Fairness, and Professional Differences in Professional Learning Community District Support in Transitioning from PLC Implementation to PLC Sustainability Dianne F. Olivier, University of Louisiana at Lafayette

This paper shares findings of a qualitative research study designed to explore district-level support of the PLC process within and across all district schools by supporting teacher collaborative practices. This study sought to investigate the intentions, actions, and practices occurring in initiating, implementing, and sustaining teacher and student improvement through the PLC process. The study details the intentional focus of district personnel as the PLC process became embedded into the district-wide culture.

Differences in Professional Learning Community Effectiveness: Implications for Leadership Robert Holland Voelkel, Jr., University of North Texas

Research suggests effective PLCs enhance teacher collaboration and student achievement. This study highlights differences in teacher behavior and teams’ perceptions of principal leadership in well versus less well functioning teams. Findings showed teams differed in intensity of analysis of student work and changes in instructional practices. High functioning teams felt supported while the less well functioning teams did not, which suggest the need for more active principal facilitation of PLCs to achieve full benefits.

Group Dominance, Procedural Fairness, and Professional Learning Community Moosung Lee, University of Canberra; Karen R. Seashore, University of Minnesota

This paper validates measures of teachers’ professional communities (PCs) developed in English-speaking countries in a culturally different setting (South Korea). We examine how the experience of PC is affected by the dominance relationships among teacher groups and perceived procedural fairness. In other words, we focus on the intersections between studies that emphasize the importance of teacher solidarity and cohesiveness, and those that examine the fissures and micro-politics that can create divisions.

Elementary Teachers’ Perceptions of Walkthroughs and Professional Learning Communities Kara Ammerman, University of Louisville; Jason Immekus, University of Louisville; W. Kyle Ingle, University of Louisville

A cross-sectional survey research design was used to gather data on elementary administrators and teachers in a large urban southeastern school district in Kentucky in order to assess perceptions of principal support for teachers. Analysis revealed significant differences in principal and teacher perceptions of administrative supports, such that teachers did not perceive administrators as following through on commitments, providing feedback after walkthroughs or demonstrating knowledge of teaching and learning using the walkthrough tool.

Facilitator:
Dianne F. Olivier, University of Louisiana at Lafayette

065. Community-Networked Support: Value-Added Partnerships
UCEA Annual Convention
Paper Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:
The Role of the Community School Coordinator Anne Marie FitzGerald, Duquesne University; Sandra Quiñones, Duquesne University

Framing questions for this qualitative case study included: a) How do collaborative partnerships and school leadership support the role of the community school coordinator? and b) How does the community school coordinator facilitate family engagement and authentic partnerships? Data revealed the pivotal work of partners in creating and sustaining the role and function of the CSC, the principal’s positioning of the CSC, and the CSC’s positioning of families and partners as collaborators and decision-makers.

Community-Networked Support: The Role of Rural Administrators in Fostering Local Resources for Learning Improvement Efforts Wesley Henry, University of Washington

This paper explores the four resource streams administrators in improving rural schools identify as key to securing learning improvement supports: (a) the district and educational service agency; (b) formal supports, such as government agencies and nonprofits; (c) informal supports, such as minor philanthropy from community members; and (d) community-networked support, a process through which principals and superintendents act as a hub for identifying and coordinating community based resources from multiple individual, agency or organizational stakeholders.

The Role of Principals in a Cross-Sector Partnership: Reducing Chronic Absenteeism in Austin, Texas Joshua Childs, University of Texas - Austin; Ain Grooms, University of Iowa

During the 2015-2016 year, Austin Independent School District was selected for two national initiatives focused on reducing chronic absenteeism. We interviewed nine principals that implemented a chronic absenteeism reduction program in their respective schools. Preliminary findings indicated that principals accessed and leveraged resources from a citywide cross-sector partnership. In addition, principals implemented their programs to various degrees depending on their leadership style, knowledge of the cross-sector partnership, and level of engagement with the national initiatives.
Ripples of Hope: Leading Educational Change for Equity in Vulnerable Schools through an International School-University Partnership
Maysaa Barakat, Florida Atlantic University; Pat Maslin-Ostrowski, Florida Atlantic University; Ira Bogotch, Florida Atlantic University

Egypt, like many countries, struggles with low performing schools and not enough highly qualified teachers. This case study explores how a partnership between an international school and a US university, build capacity for educational change by employing a “train-the-trainer” model to improve teaching and learning in vulnerable schools.

Through interviews, surveys and observations, our findings illuminate how teacher leaders experience transformational learning and mind-shifts needed to support student learning/voice. We discuss implications for leadership development.

Facilitator:
Craig Peck, University of North Carolina at Greensboro

066. What it Takes to Build and Sustain Principal Pipelines: A Wallace Foundation Sponsored Session
UCEA Annual Convention

Special Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D

Many consider the cost of educational leadership development to be a significant investment; however, a new report from the Rand Corporation has provided new insight into the costs involved in building principal pipelines. The report examines the expenditures of six large school districts, all participants in a Wallace Foundation initiative, as they built and operated principal pipelines. In this session, representatives form the Denver Public School System and their preparation partner, the University of Denver will join RAND for a conversation about the findings of this new report, including the implications of the findings for other districts interested in supporting sustainable leadership development pipelines.

Presenters:
- Tom Boasberg, Denver Public Schools
- Susan M Gates, RAND Corporation
- Susan Korach, University of Denver

Facilitator:
Marcy Ann Reedy, University of Virginia

067. GSC Programming - Graduate School in Stages
UCEA Annual Convention

Special Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail

Navigating graduate school for many people can be challenging, specifically as it relates to understanding what to prioritize at each stage in the process. Everything from coursework and conference-going to writing for publication should take unique precedence throughout each step in your doctoral studies. It is important to demystify these stages; therefore, this session will offer an opportunity for an ongoing dialogue with faculty and advanced graduate students about what a stage-model of navigating graduate school might look like in educational research.

Facilitator:
Carol A. Mullen, Virginia Tech

Participants:
- Angela Urick, University of Oklahoma
- W. Kyle Ingle, University of Louisville
- Decoteau J. Irby, University of Illinois at Chicago
- Cristobal Rodriguez, Howard University
- Angel M Nash, University of Virginia
- Kevin L. Clay, Rutgers University

068. Contextualizing Leadership in High-Need Schools: An International Perspective
UCEA Annual Convention

International Community Building Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows

This international community-building session will focus on recent research and development activities being conducted by members of the high-need schools project. In particular, this session examines high-need schools in three different cultural contexts: Belize, New Zealand, and the United States. The symposium will examine how school leaders in high-need schools engage their local communities, expand learning opportunities for students, and sustain success over time despite leadership turnover.

Participants:
- High-needs and Social Justice in New Zealand: A Selection of Cases
  Geoffrey ROSS (known name)
  Notman, University of Otago; Rachel McNae, University of Waikato, Hamilton, New Zealand; Michele Morrison, University of Waikato
  This paper will share major findings from several New Zealand schools and early childhood case studies demonstrating successful leadership strategies in high-need settings. Findings reveal the symbiotic relationship between leaders, teachers, and their communities, together with a strong sense of leadership advocacy and ethic of care for children and families residing in disadvantaged communities.
- Leadership for Social Justice and Equity in a High-Need Secondary School in Central America - Belize Lorenda Chisolm, University at Buffalo, SUNY
  In many developing nations, where primary education was once considered sufficient, this is no longer the case. Because secondary school is non-compulsory in Belize, there is a strong tendency for 12- and 13-year old students to drop out or not continue beyond primary school. The purpose of this study was to identify how the roles of school leaders and school leadership practices are extended and enacted in regions and countries beyond those cited in much of the literature. In addition, this
study identified how these leadership practices relate to socially-constructed notions of social justice, high-need schooling, and teaching and learning in these nations. In identifying how “high-need” is conceptualized from a Belizian context, this paper will examine the efforts of two school leaders from North America who established the first, and currently only, secondary school on the island of Blue Cove Caye, Belize, Central America, and their work as leaders for social justice in providing equity and accessible schooling. Utilizing cultural, economic, and social capital lenses, the study explores how these school leaders provide students with “windows of opportunity” designed to close the opportunity gap while equipping them with the skills necessary to participate in the nation’s eco-tourist economy.

Leaders' Perspectives on Sustaining Academic Success in a High-Need School Nathan Okilwa, University of Texas at San Antonio; Bruce Barnett, University of Texas at San Antonio

The role of leadership in turning around underperforming schools has attracted the attention of researchers. When schools are situated in high-need contexts, good leadership is highly desirable and the effects become much more pronounced. Robbins Elementary School (RES), located in an urban setting in a major city in Texas, has excelled academically over the past 20 years despite conditions suggesting it should be low performing. The purpose of this study was to examine how RES has sustained high academic performance during the time span of the four principals who oversaw the school’s success, dating back to 1993. Interviews were conducted with the four principals and three teachers who have taught at RES for more than 25 years. Findings reveal principals: (1) established a culture of collective responsibility for student learning, (2) emphasized high expectations for students’ behavioral and academic performance, (3) provided leadership opportunities for teachers, and (4) developed strategies for analyzing student performance data to inform instructional practices.

069. Resisting and Disrupting White Supremacist Politics: From White Educational Policy toward Black Political Empowerment

UCEA Annual Convention
Innovative Session / Mini-Workshop
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly

We hope to engage the audience in an interactive conversation to explore how communities have become increasingly interconnected in ways that defy traditional school borders. Our goal is to direct attention to nontraditional social justice advocacy in educational leadership: community schools, scholar-activism, and race-conscious policy talk. The purpose is for the participants to learn how to improve community-based collaborative efforts and become more skilled policy advocates for their students/families’ constituents.

Participant:
Resisting and Disrupting White Supremacist Politics: From White Educational Policy toward Black Political Empowerment David Aguayo, University of Missouri; Gwendolyn Baxley, University of Wisconsin-Madison; Davis Clement, College of William and Mary; Floyd D. Beachum, Lehigh University; Phillip A Smith, Teachers College, Columbia University

Critical geography—or critical policy studies—play a significant role in the formation of policies and individuals (Harvey, 2001; Soja, 1996). Critical geography can serve as a framework to UCEA Annual Convention: Innovative Session / Mini-Workshop on U.S., multiple methodological tools are required to overtake such oppressive system. We hope to engage the audience in an interactive conversation to explore how communities have become increasingly interconnected in ways that defy traditional school borders. Our goal is to direct attention to nontraditional social justice advocacy in educational leadership: community schools, scholar-activism, and race-conscious policy talk. The purpose is for the participants to learn how to improve community-based collaborative efforts and become more skilled policy advocates for their students/families’ constituents.

070. Critical and Cultural Approaches to Empowerment in a Modern Era
UCEA Annual Convention
Ignite Session
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore
Participants:
A literature review of photovoice in education Brandon Childs, University of Louisville; Detra DeVerne Johnson, University of Louisville
Photovoice is a methodology that originates in the public health discipline. For this reason, the majority of studies using this methodology reside within either public health or health policy.
Education can be deeply served by increased usage of the photovoice. This literature review will cover a)the history of photovoice in the literature, b) educational practices within photovoice research, c)current and future uses of photovoice in educational research.

Smart Schools: Developing Data Collection Technology to Improve the Study and Operation of Educational Organizations Abby S. Mahone, Lehigh University; Craig Hochbein, Lehigh University
Inspired by Tim Lauer’s Education Week commentary outlining his use of iBeacons to track his movements around school, last summer we hired an interdisciplinary team of undergraduates to explore the question, "how can data collection technology improve the study and operation of educational organizations?" The team, comprised of computer science, bioengineering, and design majors, adapted and developed technology that will enable schools to collect, analyze, and utilize data in new and unexpected ways.

Incorporating Digital Storytelling as an Assessment Tool Pamela Gray, Sam Houston State University
Reflection and self-discovery are important components of principal preparation. Digital storytelling and video portfolios allow students to both share their knowledge of course content while expressing their personal stories. This session will share ways storytelling has been incorporated as a form of assessment as culminating activities to increase student learning while incorporating technology in the classroom.

Promoting Student Voice to Empower Students as Leaders in 1:1 Technology Initiatives Jillian Marie Conry, Southern Methodist University
This Ignite presentation will outline selected findings from a recent study of a one-to-one 4G tablet initiative at an elementary school. Analyses of data collected from multiple stakeholder groups before, during, and after the tablet rollout revealed several practical takeaways for school leaders and partnering organizations planning to implement technology initiatives. In particular, this session will focus on the power of promoting student voice and framing students as leaders to make technology initiatives more successful.

Insights from Digital Principals and Tech-Savvy Superintendents: Lifting up new voices and empowering the school community William L Sterrett, University of North Carolina Wilmington; Jayson W Richardson, University of Kentucky
Drawing upon findings from two recent research projects, this IGNITE session offers analysis from leaders who are innovative leaders in their schools and districts. Offering insights on infusing digital technologies and applications, fostering innovative learning culture, utilizing tech tools, and bolstering differentiated professional development, this session will be relevant for anyone interested in the study of innovative school and district leadership and finding new ways to give students and faculty voice and power in their work.

Implementing and Sustaining 1:1 Initiatives Virgil Cole, Georgia State University; Nicholas J Sauers, Georgia State University
One of the fastest growing, most discussed, and most expensive technology initiatives over the last decade has been One-to-One (1:1) computing initiatives (Bebell & Kay, 2010; Lei & Zhoa, 2008; Storz & Hoffman, 2013). The purpose of this study was to examine key factors that influenced implementing and sustaining 1:1 computing initiatives from a leadership perspective. Nine superintendents of established 1:1 programs were interviewed and findings identified five themes for successful implementation and sustainability.

Best Practices in Faculty Mentoring and Student Support in Fully Online Educational Leadership Doctoral Programs Kevin Brady, University of Arkansas
The increase in online educational leadership graduate programs nationwide has raised legitimate concerns related to the quality of faculty mentoring and support of doctoral student research in a fully online graduate program. This session is intended to promote discussion of both the inherent challenges and successful strategies utilized by educational leadership faculty to mentor and support doctoral students in a fully online environment.

Student Searches in a Digital Age: Ethical and Legal Considerations for School Leaders Kevin Brady, University of Arkansas
Over the past decade, searches of students’ cell phones and related technological devices while on school premises have grown dramatically. Despite the existing reasonable suspicion standard used for student searches in public schools, there is considerable uncertainty, especially among the nation’s lower courts as to whether school officials can legally search students’ cell phones without violating their Fourth Amendment privacy rights.

Facilitator:
071. Examining Ourselves in Service of our Mission: A Critical Conversation
UCEA Annual Convention
Critical Conversations and Networking Sessions
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol
The purpose of this critical conversation is to provide leadership faculty with examples, and a means, to investigate how perceptions of oneself as a constellation of socio-cultural identities, combined with one's frames of reference and context for practice, impact one's meaning making, action taking, and pedagogical practice related to the preparation of school leaders who will advance social justice
Participants:
Rosa Rivera-McCutchen, Lehman College CUNY
Decoteau J. Irby, University of Illinois at Chicago
Catherine A. O'Brien, Gallaudet University
Daniel D. Liou, Arizona State University

072. A Live Look at Everyday Practices To Address Poverty and Homelessness
UCEA Annual Convention
Innovative Session / Mini-Workshop
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado
Organizations can help stabilize families during tumultuous times and they can catalyze long-term opportunities that would otherwise not be possible for families. We have found that there are several common everyday characteristics and practices that tend to be present in schools and organizations that are most effective in supporting homeless children and families. These characteristics are: brokering, embeddedness, experimentation, targeting of high doses, and zeal in all practice.
Facilitator:
Alexis Bourgeois, N/A
Participants:
Peter Miller, University of Wisconsin-Madison
Alexandra E Pavlakis, Southern Methodist University

UCEA Annual Convention
Symposium
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine
This symposium presents research analyzing the potential of youth, parent, and community leadership in promoting and advancing equity and social justice within schools, particularly schools serving low-income communities and communities of color. Our symposium consists of three empirical papers on youth, parent, and community leadership, and one conceptual paper that carves out a framework for re-thinking educational leadership in the margins of social justice leadership preparation.
Participants:
A Framework for Re-thinking Educational Leadership in the Margins: Implications for Leadership Preparation
Melanie Bertrand, Arizona State University; Katherine Rodela, Washington State University
This paper carves out a conceptual framework for reimagining the educational leadership of youth, parents, and community within the social justice leadership literature. Engaging in a review of the extant literature, this paper analyzes 17 articles which make up the "social justice leadership canon" (100+ citations). We couple this analysis with an examination of critical research on youth voice and leadership, parent engagement and leadership, and community organizing for school reform. This dual literature analysis reveals that, despite the acknowledgement of the importance of parents and community, social justice leadership scholarship has often characterized parents, families, and, communities narrowly through the lens of the school and principal. Moreover, the field lacks an understanding that youth are also members of families and communities that are targeted for partnership. The field rarely considers the educational leadership of these overlapping groups—youth, parents, or community—as such.
Drawing on Historical Activity Theory (Bang & Vossoughi, 2016; Gutiérrez, Engeström, & Sannino, 2016) and Critical Race Theory (Ladson-Billings, & Tate IV, 1995), we consider how collective transformative agency and collective organizing spaces allow scholars and practitioners to work together to tackle contradictions or conflicts, such as the local manifestations of white supremacy, systemic racism, and intersecting forms of inequity in schools. We conclude by outlining specific proposals for how preparation programs can help aspiring social justice leaders unlearn and rise with student, parent, and community leaders.
Centering Student Voice: What’s Youth Got to do With Educational Leadership?
Van Lac, University of Wisconsin-Madison; Katherine C. Mansfield, Virginia Commonwealth University
The purpose of this paper is to illustrate the value of educational leaders including youth in shaping the policies and practices that impact their schooling experiences. First, we use the literature on student voice and leadership for social justice to build a conceptual model advocating ways leaders can engage young people in school governance.
Second, we share empirical examples from our research that hold promise to build caring, equitable, and responsive classrooms and schools by...
centering students’ voices. Finally, we consider what our findings mean for teaching leadership preparation courses such as Leadership Theory, School-Community Relations, and Planning for Sustainable Change.

“Venimos… para que se oiga la voz…”: Lessons Learned From Immigrant Latinx Parent Leaders in an Urban Elementary School Erica Fernández, University of Connecticut; Samantha Paredes Scribner, Indiana University

This paper presents the lessons learned from three immigrant Latina parent leaders who are active members of Adelantado Familias de la Comunidad/Advancing Families from the Community (AFC), a Latinx parent group at Martin Elementary, an urban elementary school. Reflecting on three years of active participatory action research, researchers bring to the forefront the narratives of immigrant Latina parent leaders who emerged amid threatening and hostile anti-immigration contexts. Authors utilized a community cultural wealth framework (Yosso, 2005) to understand the ways in which parents activated and nurtured their roles as leaders within AFC and the school. Findings help to further extend our conceptualization of parental engagement and school leaders, while also providing administrators, practitioners, policy-makers and scholars with practical implications for understanding, supporting, and encouraging the authentic development of leaders among immigrant Latinx parents.

Community organizing as educational leadership:
Lessons from Chicago Anjale Welton, University of Illinois at Urbana-Champaign; Rhoda Freelon, Spencer Foundation

The collective efforts of parents, teachers, and community members has the potential to shape education reform efforts through activism and community organizing. In this paper, we present two cases where parents, teachers and community members exhibited key leadership strategies designed to influence school and district decision-making about school closures in Chicago. This study builds an argument for the expansion of traditional educational leadership paradigms that are more inclusive of the voices and efforts of stakeholders who have historically been marginalized. Employing a mix of interviews, observations, and critical document analysis, we present evidence of social justice leadership demonstrated by community members engaged in contested educational reforms. We conclude by sharing implications for the educational research community as well as school and district administrators in urban school contexts.

Special Session
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Grand Ballroom II
Join us for a selection of the 2016 Film Festival Winners. Sit back and enjoy these 5-minute films. Session will include a Q&A with the filmmakers.
Facilitators:
Gopal Midha, University of Virginia
Sara Dexter, University of Virginia

075. Analysis of Educator Turnover
UCEA Annual Convention
Paper Session
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver

Participants:

Pecuniary and Non-pecuniary Effects on Teacher Turnover Intentions: Evidence from the TALIS-US 2013 Lixia Qin, Texas A & M University

Grounding the empirical analysis in the theories of labor economic and organization, the effects of both pecuniary and non-pecuniary factors on teacher turnover intention will be simultaneously examined by adopting the restricted-use 2013 TALIS-US data and educational administration data. The study is of interest because one of the important policy implications in terms of teacher recruitment and retention is whether the pecuniary factors are more influential than the non-pecuniary factors in teachers’ career decisions.

Effects of Leader Support for Teacher Psychological Needs on Burnout, Commitment, and Intent to Leave Timothy G. Ford, University of Oklahoma; Jordan Ware, University of Oklahoma; Jentre J. Olsen, University of Oklahoma; John Lepine, University of Oklahoma

Scholarship that has empirically examined the actions of leaders in creating working conditions stress the role school leaders play in positively affecting teachers’ motivation, well-being, or professional practice. In this paper, our focus is on how teachers psychological needs for learning and development are met by principals through their cultivation of a supportive school climate and intentional interactions with teachers and the consequences these actions have for important teacher affective outcomes.

The Need to Achieve: Student Achievement, Student Growth, and Urban Principal Turnover Lorna Beckett, University of Denver

Research indicates principal turnover is increasing, but there are limited studies within an urban context that explain why principals are leaving their schools. This study used multiple regression to examine the relationship between student achievement, student growth scores, and principal
Adolescents frequently describe their school experiences as anonymous places in which they have no voice and no one cares about them (Earls, 2003; Heath & McLaughlin, 1993; Pope, 2001). In fact, alienation results in two-thirds of students being disengaged from high schools (Cothran & Ennis, 2000). Disengaged students attend school less, have lower self-concepts, achieve less academically, and are more likely to drop out of school (Fullan, 2001; Noguera, 2002). To address the alienation of young people and to strengthen school improvement efforts overall, a growing effort is focusing on increasing student voice in schools. The term student voice can range from the most basic level of youth sharing their opinions of problems and potential solutions; to allowing young people to collaborate with adults to address the problems in their schools; to youth taking the lead on seeking change (Cook-Sather 2002; Fielding 2001; Levin 2000; Author, 2004). Other research uses terms including youth-adult partnership, youth participatory action research, and pupil participation to study similar concepts (Camino, 2000; McIntyre & Rudduck, 2007; Zeldin, 2004). All of these diverge from the “leadership” roles that students typically perform in schools (such as planning school dances and holding pep rallies). This paper reviews the most recent work showing how student voice can impact change in urban secondary schools. I synthesize work looking at how students can impact the work of school reform when adults learn how to lead in a youth-adult partnership rather than in a hierarchical fashion (Author, 2004, 2005, 2009a, Author 2009b, 2012). Using an organizational change framework, I consider ways in which increasing student voice in schools offers a way to re-engage students in the school community and increase youth attachment to their school (Author, 2004). I examine research on how student voice activities can also serve as a catalyst for positive changes in schools, including improvements in instruction, curriculum, teacher-student relationships (Author, 2004; Rudduck, 2007), teacher preparation (Cook-Sather, 2006), assessment systems (Colatos & Morrell, 2003; Fielding, 2001), and visioning and strategic planning (Eccles & Gootman, 2002; Zeldin, 2004).

Developing Improvement-Oriented Culture and Academic Mindsets in Urban High Schools Peter Demerath, University of Minnesota This paper will present findings from a four-year ethnographic study of an urban high school’s improvement efforts focusing on two topics: 1) How the school built and sustained improvement-oriented culture; and 2) How students in the school acquired components of academic mindsets; including future orientation; school and classroom belonging; “grit” or perseverance; and confidence.
The concept of student voice has recently emerged as a democratic strategy for education reform (Author, 2004, p. 651). Educators are beginning to alter the culture in schooling by incorporating student voice in classroom, school, or district decision-making (Rudduck et al., 1996; Murphy, 2017). However, students are still a largely untapped resource when it comes to education reform, especially in statewide K-12 education policy change (Smyth, 2006; Pekrul & Levin, 2007). There is a clear comprehension of how student voice manifests and impacts classroom and school-level decision making (Fielding & Moss, 2011; Author, 2014; Quaglia & Corso, 2014; Murphy, 2017). However, there is a limited understanding of student voice at the state-level as policy-makers and practitioners have not fully viewed students as agents, or policy actors, in this arena (Crosnoe, 2011). While student perspectives are traditionally excluded, student voice efforts at the state-level are continuing to emerge (Beishuizen et al., 2001; Smyth, 2006; Crosnoe, 2011). Two current statewide student voice efforts seek to influence state-level education decision making in Kentucky and Oregon by encouraging students to participate collectively in the education policy-making processes. This paper is a qualitative case study of Oregon Student Voice’s participation in Oregon House Bill 2845, which would create a working group to incorporate ethnic studies standards into the state’s social studies standards. Interviews and participant observation suggests that Oregon Student Voice, a student-led effort to increase high school student participation in K-12 education decision, has successfully engaged students and policy makers. Findings from contribute to our comprehension of how students can participate and influence the K-12 education policy-making process.

Humanizing School Communities of Practice: Culturally Responsive Leaders in the shaping Curriculum and Instruction

Muhammad Khalifa, University of Minnesota

Based on literature on school leaders’ use of community-centered epistemologies (Author, forthcoming; McCray & Beacham, 2011; Theoharis, 2008), this work highlights how school leaders to make schooling more inclusive and humanizing for minoritized students and communities. Most specifically, this contribution examines how leaders foster culturally responsive teachers, curriculum and instruction in ways that can enhance student voice. I ask: is it enough for school leaders to be instructional leaders or transformational leaders? Based on an ethnographic study of a school principal, I argue CRSL must be thought of as apart from or in addition to these types of leadership, and

Student Voice in Education Policy: Understanding student participation in state-level K-12 education policy making

Samantha E Holquist, University of Minnesota

The paper identifies shared beliefs in student capabilities, equity pedagogy, the value of adult learning, and the merits of teacher leadership as key touchstones of the school culture. It also discusses the role of the school principal as equity leader – and how this role evolved in response to a strong district press to reduce race-based achievement gaps. It also describes how a group of achievement-oriented students acquired components of academic mindsets in part through the creative efforts and everyday practices of school staff members. Findings from this project have yielded a model of Grounded Grit, which provides a causal, realist account of how this acquisition involves multiple contextual influences. The analysis shows how this improvement oriented school culture and student acquisition of academic mindsets were transacted through relationships in the school, and how these relationships were animated by emotional valences with binding and motivational force.

Constructing “Us/Them” in Classroom Talk: An ethnographic examination of the sociopolitical belonging and identities of transnational secondary students

Roozbe Shirazi, University of Minnesota Twin Cities

A prevailing approach to sociopolitical inclusion in schools in the United States is “celebrate diversity.” Yet this approach often relies upon fixed accounts of cultural difference (Abu El Haj, 2015; Hantzopoulos et al., 2015). Situated against a backdrop of racialized surveillance in the US, this paper examines how notions of membership and belonging are constructed in classroom conversations about cultural difference. Drawing upon nine months of ethnographic fieldwork at two Midwestern high schools, I examine how schooling produces citizens by conceptualizing citizenship as a social process, one that entails recognition as a condition of membership. In such an account of citizenship, social interaction and discursive practice become prominent considerations to understand who belongs. The experiences of transnational youth—or those with identities, familial ties, and cultural practices that span more than one country—are employed to explore the following question: how do classroom conversations on difference produce, reflect, or contest dominant imaginings of transnational youth within the classroom? This paper highlights distinct moments of discursive constitution of national bodies, in which conversations delimit notions of “us” and “them.” These moments and perspectives reveals tensions over the epistemic authority of teachers and how the inquiry space of the classroom is constructed.

Student Voice in Education Policy: Understanding student participation in state-level K-12 education policy making

Based on literature on school leaders’ use of community-centered epistemologies (Author, forthcoming; McCray & Beacham, 2011; Theoharis, 2008), this work highlights how school leaders to make schooling more inclusive and humanizing for minoritized students and communities. Most specifically, this contribution examines how leaders foster culturally responsive teachers, curriculum and instruction in ways that can enhance student voice. I ask: is it enough for school leaders to be instructional leaders or transformational leaders? Based on an ethnographic study of a school principal, I argue CRSL must be thought of as apart from or in addition to these types of leadership, and
that it is more appropriate to think of it as infused throughout all other types of leadership. In particular, I conclude that culturally responsive school leaders cannot afford to focus solely on neoliberal policies such as raising test scores; those that do so are marginalizing toward minoritized students, and may be trapped in a culturally unresponsive leaders framework. My central theme for the paper is: how do culturally responsive school leaders develop curriculum and instruction in ways that humanize minoritized youth? In other words, what are observable leadership practices and behaviors that foster culturally responsive curriculum and teaching practices? Policy and practice implications are included in the presentation of this study.

Facilitator:
Karen R. Seashore, University of Minnesota

077. College Access and Readiness for Diversity and Excellence
UCEA Annual Convention
Paper Session
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A

Participants:
Exploring the Implementation of a Race- and Socioeconomic-based Student Assignment Plan on College Readiness Greg Herberger, N/A; Jason Immekus, University of Louisville; W. Kyle Ingle, University of Louisville
We examined the extent to which student, neighborhood, and school factors in Louisville predict college readiness. Hierarchical linear multiple regression analysis revealed that African-American students and students in poverty were found to have a significant disadvantage in comparison to White students. Students from Category 1 neighborhoods (lowest levels of income, parent education, and Whites) were negatively associated with ACT scores compared to students from Category 3 neighborhoods (highest levels of income, parent education, and Whites).

Intersectional Definitions of On-Time Graduation and College Readiness for Traditionally Marginalized High School Students Nakia M Gray-Nicolas, New York University; Chandler Patton Miranda, New York University
Conventional definitions of “on-time graduation” and “college readiness” discount the needs of traditionally marginalized students who are often first-generation, low-income, immigrant and/or students of color. This multi-case study explores how school leaders at two public high schools are redefining and reframing these concepts for their specific student populations. The findings suggest that extending graduation beyond four years and using an intersectional definition of college readiness benefit students and increase access to more post-secondary opportunities.

A Counter Story: Mexican Americans Getting To College on Their Own Terms Amanda Jo Cordova, University of Texas at San Antonio
This qualitative inquiry centers a counter-story to the dominant narrative of declining academic attainment of Mexican Americans. It asserts Mexican Americans are the experts of their own reality, who are best able to explain what they perceive about their school experience, as well as their academic and/or career orientation. Findings indicate participants purposefully formed their own social networks to resist assimilation and connect with affirming individuals to navigate toward college on their own terms.

Getting It Right!: Improving College Access for African American Students through Counseling Eligio Martinez Jr, California State Polytechnic University, Pomona; Frances Contreras, University of California San Diego; Thandeka K. Chapman, University of California San Diego
This paper explores the college choice process of 74 African American high school students. Using Hossler-Gallgher’s College Choice Model and Community Cultural Wealth, the authors explored how students navigated the college application and choice process within their school context. Findings can help researchers and practitioners better support African American high school students during their college application process and ensure that they have the necessary information available to apply and select the best college for them.

Facilitator:
Melissa Ann Martinez, Texas State University

078. Countering the Policy Discourse
UCEA Annual Convention
Paper Session
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B

Participants:
Global Educational Accountability Reform: A Critical Policy Analysis of Wales’ Donaldson Report Melinda Lemke, University at Buffalo, SUNY; Lei Zhu, University at Albany, SUNY
This study critically examined the Donaldson Report, a proposed comprehensive national Welsh accountability system. We contextually situated our analysis within research on new economy global accountability reform, also highlighting the Welsh context, which includes incorporation of the UNCRC into national policy. Preliminary findings indicate gaps between embedded technocratic and performance-oriented language and pedagogy respective of child rights consonant with the
UNCRC. We conclude with implications for Welsh educational practice and the exercise of children’s rights.

Policy Actor Interpretations of Youth Marginality: A Feminist Critical Policy Analysis of State Trafficking Legislation Melinda Lemke, University at Buffalo, SUNY

Despite having important implications for the field, there is a paucity of educational research on human trafficking. State policy development and the core mission of the K-12 profession necessitate increased attention to this area. This study examined Texas House Bill 1272 (2013), which brought educators into the fold of statewide trafficking prevention. Findings on political, normative, and organizational considerations that shaped legislative enactment are presented. Recommendations for research and practice also are offered.

Erecting and Breaking Down Boundaries: How Policy Contributes to Racial and Economic Segregation Between Districts Heather Nicole Bennett, Pennsylvania State University

This case study compares the zoning, housing, and school policy of two inner ring suburban school districts to determine how policy impact of racial and economic demographic segregation between these districts.

Organizing With and Against Policy: Crafting Coherence Across Institutional Logics Rodney S Whiteman, Indiana University

This paper is an ethnographic empirical investigation into ways in which teachers of a small, newly formed private school navigate a policy context in which school accountability and choice policies may be seen as conflicting. Using the Institutional Logics Perspective, the author explores ways in which various logics are used to craft coherence of a complex policy context.

Parents’ and Teachers’ Perceptions of Transitional Kindergarten as a Policy Initiative: A Critical Policy Analysis Anysia P. Mayer, California State University, Stanislaus; Laura Fong, N/A; Janet Nunez-Pineda, N/A

In the EDD program at our university in central California we believe that our graduates must leave our program with the knowledge of how to involve students, parents, and community members as they shape equitable and socially just policies. In this co-authored paper we will present findings from an interpretive study of the implementation of a statewide policy, then we will discuss how the process of inquiry advanced students’ development as policy advocates and practitioners.

Facilitator:
Janie Clark Lindle, Clemson University

079. Creating Supportive Environments for Educators
UCEA Annual Convention

Paper Session
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:
In Debt and Insecure: The Condition of the New Education Professional Michael Ian Cohen, University of Northern Colorado

The purpose of this Ignite! session is to analyze specifically how neoliberal policies promote a redesign of leaders' and teachers' identities, resulting in professionals who are entrepreneurial, flexible, willing to take risks—yet also highly accountable and subject to an ever-increasing array of standards and regulations. How do we reconcile these apparent contradictions? Maurizio Lazzarato's theory of the debt society provides some insight.

The implications of school’s cultural attributes in the relationships of participative leadership to teacher outcomes. Pascale Sarah Benoliel, Bar ILAN University; Anat Bart, Jerusalem College Michlala

Applying the Implicit Leadership Theory, we propose that differences in school cultural attributes influence the emergence of participative leaders and their influence on teachers’ outcomes. Results of General Linear Model analysis indicated significant differences in the teachers’ perceptions of participative leadership between schools characterized by different cultural attributes. Also, significant differences were found between the effects of participative leadership on teacher burnout across schools characterized by different cultural attributes. Theoretical and practical suggestions are proposed.

LGBT Educators’ Perceptions of School Climate and Implications for Best Practice Among School Leaders Tiffany Wright, Millersville University; Nancy Smith, Millersville University

This study seeks to examine how different factors have changed school climates for LGBT educators in recent years. Despite these changes, teachers in 28 states can still lose their jobs because of their sexual orientation. The proposed study further extends previous research by focusing more intentional of the experiences of transgender educators, by inquiring into LGBT educators’ experiences of transphobia, feelings of discomfort about their gender, sexual orientation, etc.

Research suggests the teaching assignment process affects teacher retention. This qualitative study examined what secondary administrators believe influences teaching assignment decisions, teachers’ perceptions of the process, and power relations between teachers and administrators. Findings demonstrated underlying conditions included
psychological contract, trust, communication, transparency, social capital, and symbolic violence.

Facilitator:
Kent Seidel, University of Colorado Denver

080. GSC Programming - Demystifying the Academic Job Search, Part I: Tips and Resources for Those Considering the Professoriate
UCEA Annual Convention
Special Session
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail

Are you interested in being a faculty member? Do you wish you had better insights into how the academic job search process works? Do you want practical tips and resources to help you be a better candidate? This session is for you! Please check out the UCEA Job Search Handbook before you arrive (http://www.ucea.org/opportunities/ucea-job-search-handbook/) and other resources for the academic job search in the UCEA Opportunities section (http://www.ucea.org/ucea-opportunities/).

Facilitator:
Rachel White, Michigan State University
Participants:
Lolita Tabron, University of Denver
Leslie Locke, University of Iowa
Emily Hodge, Montclair State University

081. Superintendents and Senior Leadership Teams
UCEA Annual Convention
Paper Session
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows

Participants:
The Unfamiliar Superintendent Sonía Rodríguez, National University

The superintendent is the slowest of all K-12 administrative roles to integrate women and people of color. This phenomenon has drawn attention by researchers to examine women in the superintendency. However, the literature explaining the underrepresentation of Mexican American women in the superintendency remains limited. The intersection of race and gender play a crucial role when it comes to women breaking the glass ceiling and this study captures the voices of a marginalized group.

Reimagining the Discourse: Media Representation of Women Superintendents in Urban Public Schools Lisa Cullington, University of Massachusetts Boston

Despite a recent increase, the number of women superintendents has remained remarkably low since the 1800s (AASA, 2015; Shakeshaft, 1999). Using feminist poststructural discourse analysis, this qualitative case study explores discourses depicting women superintendents in Boston from 1990-2016.

Women superintendents can use the information from this study in instituting reforms in their school districts.

An Exploration of a New Superintendent's Transition Team Rebecca Thessin, George Washington University; Jennifer Karyn Clayton, The George Washington University

This study examined a new superintendent’s transition team in a large city school system and how it informed the knowledge and the priorities of senior district administrators to guide their work. We utilized an organizational socialization framework with a qualitative case study approach. We found that the transition team served as a means of organizational socialization for the superintendent and his team members, as well as for community members who participated in the process.

How Superintendents Create and Manage Senior Leadership Teams: A MultiCase Study Analysis Milan Sevak, Southern Methodist University

The purpose of this paper is to explore and understand how superintendents create and lead their senior leadership teams. Multiple-case study methodology was used to study three large district senior leadership teams and the levers that three urban superintendents utilized to create and lead their senior leadership teams. The results provide a unique window into district senior leadership teams with implications for further research and practice.

The Influence of Central Office Transformation on Principal Motivation Becky Slothower, Oklahoma State University; Katherine Curry, Oklahoma State University; Jackie Mania-Singer, Oklahoma State University; Shawna Richardson, Oklahoma State University; Melissa Kay Yarbrough, Oklahoma State University

This qualitative case study examines the influence of Central Office Transformation on principal motivation to meet learning goals through the lens of Self-Determination Theory. COT situates central office administrators as “principal supervisors” to encourage enhanced instructional leadership. According to SDT, individuals are intrinsically motivated toward goal attainment through meeting the psychological needs of autonomy, competence, and relatedness. Findings suggest that principal motivation is influenced by supervisor leadership characteristics, relationship longevity, and emerging principal social networks.

Facilitator:
Lee Morgan, University of Northern Colorado

082. Creating the Next Generation of Diverse, Community Responsive Teachers and School Leaders
UCEA Annual Convention
Innovative Session / Mini-Workshop
4:40 to 5:50 pm
083. Community Schools and Cross-Sector Partnerships
UCEA Annual Convention
Critical Conversations and Networking Sessions
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore
Leaders from all sectors of society increasingly recognize the need to work collaboratively in order to achieve common goals. However, few schools or districts are equipped to deal with the complexities of managing an extensive range of partnerships that cross multiple sectors, contexts, and cultures. This session will actively engage participants in a conversation about community schools and cross sector partnerships, with a focus on implications for improved practice, research, and leadership preparation.
Facilitators:
  Allen Weeks, Austin Voices for Education and Youth
  Shital Shah, American Federation of Teachers

084. Exercising Leadership Beyond the Schoolhouse Door: Should/Can Educators Function as Advocates in Communities and Legislatures?
UCEA Annual Convention
Critical Conversations and Networking Sessions
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol
One could interpret two questions that those submitting proposals for the 2017 UCEA meeting were invited to address as implying that school and district-level leaders should begin to function as advocates in external policy arenas such as state legislatures. This session explores the implications for both administrator education programs and administrators, themselves, of administrators functioning as advocates in policy arenas “beyond the schoolhouse door.”
Facilitators:
  Robert Donmoyer, University of San Diego
  Carolyn M. Shields, Wayne State University
Participant:
  Adeeb Mozip, Wayne State University

085. Three Approaches to Supporting Powerful Student Voice in School Districts: A Dialogue with Practitioners
UCEA Annual Convention
Critical Conversations and Networking Sessions

4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado
Denver is host to a rich ecosystem of youth leadership organizations that emphasize agency, voice, and activism. This session will feature a panel consisting of representatives from three Denver-based organizations and a university. The organizations support students in different contexts but have overlapping and divergent perspectives on how to cultivate student voice. The purpose of this session is to lift up different approaches to supporting powerful student voice from both inside and outside of schools.
Facilitator:
  Ginnie Irene Logan, University of Colorado-Boulder

086. Equity-Driven Data and Decision Making
UCEA Annual Convention
Paper Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine
Participants:
The Data Culture Continuum: A Grounded Theory Examination of School Data Cultures Kara Lasater, University of Arkansas; Waheeb S Albiladi, University of Arkansas; William S. Davis, University of Arkansas; Ed Bengtson, University of Arkansas
A grounded theory approach was used to examine teacher and leaders’ experiences using data. Data were categorized into four findings: healthy data cultures foster collaboration, trust, and lead to shared ownership of data; unhealthy data cultures create fear and distrust which leads to data ownership displacement; data cultures exist on a continuum; and, data ownership influences how teacher evaluation is perceived. These findings represent the data culture continuum theory that emerged from this study.

School leaders’ data-driven decision making and student achievement: An exploratory analysis Eric M. Camburn, University of Wisconsin-Madison; Jimmy Sebastian, University of Missouri; Changhee Lee, University of Wisconsin-Madison
Data-driven decision making has recently received considerable attention from scholars and policy makers. Despite this attention, there has been a relative lack of attention to the ways in which school leaders use data in their work, and whether and to what extent, leaders’ use of data is associated with positive student outcomes. This paper examines how a number of data-use practices used by school leaders are associated with student achievement.

Leadership Distribution and Data Use Within Urban High School Career Academies Joel R Malin, Miami University; Donald G. Hackmann, University of Illinois at Urbana-Champaign
We examine how one urban school district
implemented a career academy structure to support students’ college/career readiness, how leadership is distributed to support academies, and how data are used to refine programming. Academy models were similarly structured across high schools, employing multiple informal and formal leadership positions. Business leader and external organization leadership contributions were considerable. Data were utilized to assist in decision making, but metrics did not address race/ethnicity, gender, or socioeconomic status.

Equity By The Numbers: How Principals, Coaches, and Grade-Level Leaders Enact Equity-Centered Data Use
Priya Goel La Londe, Georgetown University
Using a multifocal theoretical framework of policy enactment and strategic framing, this study examines how principals, instructional coaches, and grade-level teacher leaders enacted data use mandates aimed at improving learning and teaching for underachieving students. Leaders’ strategic framing varied across leader type and school. Motivating frames created a sense of urgency to improve equity gaps, diagnostic frames identified achievement gaps, and prognostic frames focused on incremental intervention-based responses to achievement gaps.

Implementing a Student Support System from Equity-Driven Data Dusty Palmer, Texas Tech University; Irma Laura Almager, Texas Tech University; Mary Catherine Gabro, Texas Tech University; Vanessa Deleon, Texas Tech University; Fernando Valle, Texas Tech University
The purpose of this study is to demonstrate how a principal preparation program uses equity-driven data to support the learning and engagement of all students with emphasis on supporting English language learners and special education students. Producing school leaders who are job-ready and have the skills to improve instruction through equity lenses with teachers and students is at the heart of the Principal Fellows residency program and this study.

Facilitator:
Miriam D. Ezzani, University of North Texas

087. Julie Laible Memorial Session for New UCEA Jackson Scholars
UCEA Annual Convention
Special Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom
First-year Jackson Scholars will gather with their mentors to receive an orientation to the Jackson Scholars Network. After the orientation session, new scholars and mentors will meet to make connections and build relationships to support their Jackson Scholars experience. The Jackson Scholars program is a 2-year program that provides formal networking, mentoring, and professional development for graduate students of color who intend to become professors of educational leadership.
Participants:
Lisa Bass, North Carolina State University
Hollie Mackey, University of Oklahoma

088. State-Supported Innovative Leadership Preparation Programs for High-Needs Schools
UCEA Annual Convention
Symposium
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver
This symposium focuses on state-supported, innovative leadership preparation programs to develop principals for high-needs schools. The symposium highlights the role of state policy and competitive funding as stimuli for innovation as well as the features and structures of the programs themselves. The symposium raises questions about the ways in which states serve as catalysts for change in leadership preparation and the nature of the high quality leadership programs they support.
Participants:
Bonnie C. Fusarelli, North Carolina State University
Jess Renee Weiler, Western Carolina University

089. Continuous Improvement in University, District and School contexts: Promises and Challenges, Iteration After Iteration.
UCEA Annual Convention
Symposium
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace
Over the last ten years, there has been increased interest in integrating ideas of continuous improvement into reform implementation in educational contexts. In this symposium, we examine how continuous improvement has been used in reform efforts at three educational levels: university, district, and schools. We focus on common successes, shared strategies, as well as potential challenges of the approach.
Participants:
Leadership preparation program improvement using collaborative networks and continuous improvement
Michelle D. Young, University of Virginia; Kathleen M. Winn, University of Virginia
The Drivers of a University-District Co-Design Partnership Heinrich Mintrop, University of California, Berkeley; Mahua Baral, UC Berkeley; Sergio Pirinoli, University of California, Berkeley; Elizabeth Arnett Zumpe, University of California Berkeley
Controlling commitment or committing to control?
Understanding a continuous improvement approach to school reform in two districts Stacey Rutledge, Florida State University; Marisa Cannata, Vanderbilt
090. Teacher Evaluation: Considerations for Principals
UCEA Annual Convention
Paper Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
Participants:
What Information Do Principals Consider When Evaluating Teachers? David B Reid, Seton Hall University
This study asks: (1) What information do principals consider when evaluating their teacher staff? (2) Do students have a voice in their teachers’ evaluation and if so, what does this look like? Data comes from six public school principals in Michigan and includes interviews, observations, and teacher evaluation documents. Preliminary findings show principals are increasingly attempting to include student and parent feedback while evaluating teacher performance. Implications for policy and practice are discussed.

Principal Voice within the Current Contexts of Accountability: Examining a Teacher Evaluation System in Practice Noelle A. Pauffler, University of North Texas
Despite federal policy changes, some states are implementing teacher evaluation systems with controversial student achievement measures. This study examined the perceptions of principals in a large, urban school district regarding their evaluation system. Participants’ concerns included: 1) the system’s negative impact on morale; 2) their lack of autonomy in evaluating teachers; and 3) their sense of professional value. Examining the system’s (un)intended consequences through the voices of practitioners is paramount to understanding implications in practice.

How Notions of Care Perpetuate a Deficit Positioning of Parents in Teacher Evaluations Erica Fernández, University of Connecticut; Kimberly LeChasseur, University of Connecticut; Morgaen Donaldson, University of Connecticut
Little attention has been paid to the ways stereotypes concerning students and their families influence non-instructional aspects of the teacher role and how attitudes towards parents affect teachers as they enact policy. As such, we analyze educators’ sensemaking as they are confronted with parent authority legitimized through new education policies. In this paper we ask, how do teachers perceive (and position) parents in teacher evaluation systems that reposition parents as authorities on teaching quality?

091. Creating a Culture of Care and Love
UCEA Annual Convention
Paper Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B
Participants:
Measuring Student Engagement through the Framework of Educational Caring Jason L. Johnson, University of Minnesota; Jisu Ryu, University of Minnesota; Jeff Walls, University of Minnesota
Recent scholarly works have shown that both student engagement and caring improves not only student academic learning but also their social-emotional development, creating stronger attachments to school, peers, and the broader community. Yet, little is known about how these student engagement and caring are interrelated and confounded within the organizational context. This study attempts to clarify the relationship among these factors through Confirmatory Factor Analysis (CFA) of a middle school in a Midwestern city.

Caring and Power: A Grounded Theory Study Jeff Walls, University of Minnesota
Schools are expected to be caring places, but there is evidence that many schools fall short in providing a caring environment. One reason why schools often fail has to do with the way that school staff members use their positional and relational power to encourage some student behaviors, while sanctioning others. This grounded theory study examines the relationship between caring and power at two middle schools.

Social Justice Principals Called by Love and Righteous Anger Joshua Bornstein, Felician University; George Theoharis, Syracuse University
This qualitative study explored the matters that social justice principals found most urgent in their work. Participants demonstrated a passionate...
connection to their students, resulting in outrage at injustices perpetrated against them. They analyzed and exposed White middle-class privilege explicitly in the lives of their schools. These principals felt called to the work of social justice leadership, and answered the call with aggressive efforts to reconstitute their schools for equity and excellence.

The Role of Leadership in Creating a Culture of Care: Student Voice Robert Cooper, University of California, Los Angeles; Jonathan Carvin Wayne Davis, University of California, Los Angeles

Educational scholars have documented the importance of creating caring relationships between students and teachers to address the achievement gap. While much of the literature on caring in school environments has focused on in-classroom behavior this mixed method study argues that it is also important to examine the utility of the concept of caring at the institutional level and the role school leaders play in creating the conditions for a culture of care to exist.

Supporting resilience and embracing resistance: Leadership and student homelessness in an after-school setting Alexandra E Pavlakis, Southern Methodist University

Little to no work examines how leaders support homeless and highly mobile (HHM) students in after-school settings. This paper asks: “How does a community-based after-school program for HHM youth support students’ educational experiences?” Garnering insights from resiliency theory and Critical Race Theory (CRT), this study suggests that the program built supportive relationships, expanded youths’ educational skills, and nurtured students’ sense of self. Coming from a CRT perspective however, more could be done to uplift students.

Facilitator:
Mary Ann Hollingsworth, University of West Alabama

092. Countering the trumping to Uplift and Learn from Refugee and Immigrant Students
UCEA Annual Convention
Paper Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:
On Remaining Neutral or Taking a Stand: Leadership for Supporting Immigrant Students in Uncertain Times Reva Jaffe-Walter, Montclair State University; Chandler Patton Miranda, New York University

Given the current political context, school leaders and teachers are faced with difficult questions about how to negotiate the political in classrooms and whether to maintain positions of neutrality or use controversial topics as learning opportunities. In this presentation, the authors provide ethnographic evidence from two schools in order to consider how teachers and leaders acts of “taking a stand” influence the positioning of immigrant students in classrooms.

Supporting Immigrant and Refugee Students in Complex Political Times: Lessons from Six US School Districts Megan Hopkins, University of California, San Diego; Ilana Umansky, University of Oregon; Dafney Blanca Dabach, University of Washington; Peter Bjorklund, Jr, University of California San Diego; Hayley Weddle, University of California San Diego; Kathryn Wiley, University of California San Diego

This paper explores how leaders in six US school districts have responded to growing populations of recently-arrived immigrant and refugee students (i.e., newcomers), many of whom are identified as English learners and have limited or interrupted formal education. Findings highlight the complex and multifaceted work district and school leaders undertake as they rise to this challenge, and provide important information related to the range of supports offered, as well as the tensions faced.

Expanding Opportunities to Learn for Refugee Populations Martin Scanlan, Marquette University / Boston College; Rebecca Lowenhaupt, Boston College; Francesca Lopez, University of Arizona

We first present a narrative synthesis (Popay et al., 2006; Rodgers et al., 2009) of empirical literature describing schools educating students who are refugees. This synthesis identifies practices that expand opportunities to learn for these students. We then show how schools and districts can leverage improvement science (Lewis, 2015) and design-based research (Anderson & Shattuck, 2012; McKenney & Reeves, 2013) to implement these practices.

Facilitator:
Eligio Martinez Jr, California State Polytechnic University, Pomona

093. Researching Critical Gaps in Educational Leadership: Voices 4 Moving Forward!
UCEA Annual Convention
Special Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D

The intent of Voices 4 is to explore practicing school education leaders’ perception of how the new ISLLC standards will guide their actions in creating productive schools and improving educational outcomes for all students.

Presenters:
Mariela A. Rodriguez, University of Texas at San Antonio
Betty Jane Alford, Cal Poly Pomona State University
William Ruff, Montana State University
Joanne M. Marshall, Iowa State University
Jada Phelps-Moultrie, Portland State University
Teena Paige McDonald, Washington State University
Rachel Roegman, Purdue University
Donna Augustine-Shaw, Kansas State University
Amy Luelle Reynolds, University of Virginia
Frank Perrone, University of New Mexico
Angel Miles Nash, University of Virginia
Bryan A. VanGronigen, University of Virginia
Facilitator:
A. William Place, Saint Joseph's University

094. Role-Alike Session for Sitting and Aspiring Deans
UCEA Annual Convention
Special Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail

Today's colleges and schools of education are facing increasing demands and challenges, particularly regarding the quality and relevance of leadership and teacher preparation programs. Deans, along with faculty and other institutional leaders, must address these challenges and demands while simultaneously developing the leadership capacity of their organizations, overseeing academics and accountability, developing personnel, addressing human resource management and budget issues, and engaging in development activities and public relations. This session is an opportunity to learn from each other, discuss issues of common interest about leadership in higher education and beyond about how leadership in higher education should and could be engaging with today's political, economic, and market influences.

Presenters:
Mary John O'Hair, University of Kentucky
Ann Larson, University of Louisville
Monika Shealey, Rowan University
Cindy J Reed, Northern Kentucky University
Facilitator:

095. Supporting Equity in Schools Through Restorative Practices
UCEA Annual Convention
Paper Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows

Participants:
Piloting Restorative Justice Practices in Middle School: “Giving Students Equal Voice” Zorka Karanxha, University of South Florida; Sean Dickerson, University of South Florida; Michael Bailey, University of South Florida
This longitudinal case study examines the implementation of restorative justice practices in a middle school and its impact on students. Major findings in the study are: 1) Vision and careful planning; 2) Common definition of RJ practices by participants; 3) Starting restorative circles with students in most need; 4) RJ circles as community building practices that allow students equal voice; 5) Divergent purposes, goals, and hopes; and 6) Barriers and challenges.

Leading Culture Change through the Restorative Practices Program and Promoting Leadership Efficacy
Joyce Mundy, Stetson University; Lou L. Sabina, Stetson University; Chris Colwell, Stetson University
This proposal examines a professional development initiative at two middle schools in a large School District (nicknamed Hercules County School District) in Central Florida. Using the nationally-recognized model of restorative practices, researchers in this study began implementing the practice through targeted support at the district level for two schools in the Hercules County School District.

Stumbling in the Dark: Principal Sensemaking of PBIS
Marcia Faye Carmichael-Murphy, Jefferson County Public Schools; Bradley W. Carpenter, University of Houston

Literature underscores the over disciplining of minorities and indicates programs like Positive Behavior Interventions and Supports can decrease disproportionate discipline. No studies address school leadership’s sensemaking of PBIS in the racialized context. This study explores principal sensemaking of PBIS policy in the racialized context. A collective multiple case study was conducted using Critical Race Theory and Sensemaking Theory to understand principals’ cognition and action on discipline. Findings focused on Sensemaking of policy and racialized discourses.

Re-Examining No-Excuses Charter Disciplinary Practices: Lessons for School Leaders Joanne Golann, Vanderbilt University; Chris Torres, Michigan State University

The urban education reform landscape is being transformed by the rapid spread of charter schools, and high-performing, “no-excuses” charter schools are particularly influential. Some have justified controlling, highly structured disciplinary practices on the basis that they increase student achievement. We find little evidence to support the connection between no-excuses disciplinary methods and academic measures of success, and some evidence that these methods may undermine non-academic measures, such as social and behavioral skills.

Facilitator:
Jada Phelps -Moultrie, Portland State University

096. General Session I: Social Justice Speaker
UCEA Annual Convention
Special Session
6:00 to 7:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Grand Ballroom I
097. Convention Opening Reception in Honor of UCEA Past Presidents
UCEA Annual Convention
Reception
7:30 to 9:00 pm
Hard Rock Cafe: Full Buyout
UCEA Executive Director, Michelle D. Young, and Immediate Past President of UCEA, April Peters-Hawkins, welcome all UCEA participants to the Convention Opening Reception and extend a special welcome to those faculty from new UCEA member institutions. The Convention Opening Reception was established in honor of the contributions made to the field and the UCEA consortium by UCEA’s past presidents. This year’s reception venue will be the Hard Rock Cafe located at 500 16th St., Denver, CO 80202.

FRIDAY, NOVEMBER, 17

098. Jackson Scholars Network Moment of Mindfulness
UCEA Annual Convention
Special Session
6:15 to 7:15 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine

099. Retirees in Action
UCEA Annual Convention
Special Session
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly
Professors, retired or who will retire shortly, share their experiences as groundbreakers. And their service in breaking gender lines, erasing racial barriers, undertaking nontraditional leadership roles, and/or conducting landmark studies. Each moved the academy in different ways and this session begins crucial dialogue between retired professors sharing their own experiences in academe and how through retirement they will expand their research and service to multiple transcultural communities.
Facilitator:
Maria Luisa Gonzalez, Professor Emerita
Participants:
Frances K. Kochan, Auburn University
Paula Myrick Short, University of Houston
Joan Poliner Shapiro, Temple University
Rick Reitzug, University of North Carolina at Greensboro
Diana G Pounder, University of Utah
Martha N. Ovando, University of Texas - Austin
Betty M. Merchant, University of Texas at San Antonio
Martha McCarthy, Loyola Marymount University
Steve Gross, Temple University
Margaret Grogan, Chapman University
Paul Goldman, Washington State University
Nancy A. Evers, University of Cincinnati
Gary Crow, Indiana University
Leonard C. Burrello, University of South Florida

Bruce Barnett, University of Texas at San Antonio

100. UCEA Program Center for the Advanced Study of Technology Leadership in Education (CASTLE)
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado
Facilitators:
Jayson W Richardson, University of Kentucky
Scott McLeod, University of Colorado-Denver
Participants:
John Beuhring Nash, University of Kentucky
Justin M Bathon, University of Kentucky

101. Intl Summit
UCEA Annual Convention
Special Session
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom
Facilitator:
Stephen Louis Jacobson, University at Buffalo, SUNY
Participants:
Jami Royal Berry, University of Georgia
Bruce Barnett, University of Texas at San Antonio
Monica Byrne-Jimenez, Indiana University
Gopal Midha, University of Virginia

102. Carnegie Project on the Education Doctorate (CPED)
Meeting
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver
Closed business meeting for faculty, students, and deans of CPED member institutions.
Facilitator:
Jill Alexa Perry, University of Pittsburgh

103. Indigenous Scholars and Scholarship SIG Meeting
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace
Facilitators:
Sweeney Windschief, Montana State University
Cornel Pewewardy, Portland State University
William Ruff, Montana State University
Susan Faircloth, University of North Carolina Wilmington
Participants:
Alex Red Corn, Kansas State University
Sasanehsah Pyawasay, University of Minnesota
Michael Munson, Montana State University / Salish Kootenai College
Lance Harden, University of Oklahoma
104. Politics of Education Association Breakfast and Meeting
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
Facilitator:
W. Kyle Ingle, University of Louisville
Participants:
Katherine C. Mansfield, Virginia Commonwealth University
Elizabeth DeBray, University of Georgia
Stacey Rutledge, Florida State University
Huriya Jabbar, University of Texas - Austin

105. UCEA Consortium for the Study of Leadership and Ethics in Education (CSLEE)
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B
Facilitators:
Heather Rintoul, Nipissing University
Elan N Paulson, Western University
Marla Israel, Consortium for the Study of Leadership and Ethics and Education (CSLEE) and Director of Student Learning Programs for Stevenson High School D125
Participants:
Paul Thomas Begley, Ontario Institute for the Study of Education, University of Toronto
Anthony H. Normore, California State University Dominguez Hills
Charles Burford, Australian Catholic University
Scott Eacott, University of New South Wales
Allan Walker, The Education University of Hong Kong
Olof CA Johansson, Umeå university Sweden
Katarina Norberg, Umeå University, Sweden
Steve Gross, Temple University
Joan Poliner Shapiro, Temple University
Michael Burroughs, Pennsylvania State University
William C. Frick, University of Oklahoma
Pamela Bishop, University of Western Ontario
Sharon Rich, Nipissing University
Nancy Tuana, Pennsylvania State University
Eduardo Mendieta, Pennsylvania State University
Susan Laird, Center for Leadership Ethics and Change, University of Oklahoma

106. UCEA Program Center for Educational Leadership and Social Justice
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

107. Supervision and Instructional Leadership SIG
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D
Facilitator:
Ian Mette, University of Maine

108. UCEA Joint Program Center for the Study of the Superintendence & District Governance
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows
Facilitators:
Meredith Mountford, Florida Atlantic University
Leigh Ellen Wallace, University of Wisconsin-Milwaukee

109. Transforming Challenges in Educational Leadership: An Embodied Approach Through Theater
UCEA Annual Convention
Innovative Session / Mini-Workshop
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly
Models of leadership in education emphasize that it must be humane, adaptive, socio-emotional and collaborative. Interactive theater has been used to experience how identity and experience play an important role in co-constructing knowledge (Boal, 2000). Through simulated, unscripted scenarios and improvisation, this workshop would encourage reflective conversations about the changes in educational policy and provide tools for the educational leaders to draw upon when dealing with real-life leadership issues involving uplifting student and teacher voices.

110. Social and Emotional Learning: Research, Policy, Practice, and Implications for Leadership Preparation
UCEA Annual Convention
Critical Conversations and Networking Sessions
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore
Because social and emotional learning (SEL) is a frequently discussed topic in education today, it is important that educational researchers and leadership preparation programs examine how SEL is being implemented and assessed, and how leadership preparation programs are responding to this growing trend. This session, facilitated by a university faculty member, district leader, and researcher focused on SEL, will actively engage participants in a conversation
about SEL research, policy, practice, and implications for leadership preparation.
Facilitator:
Pete Price, Texas State University

111. Gentrification and Schools: A Critical Discussion
UCEA Annual Convention
Critical Conversations and Networking Sessions
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol
This session brings together researchers in the continually emerging field of gentrification and its impact on schools. This session will give gentrification and schools researchers an opportunity to engage in critical conversations surrounding gentrification and its use as a community redevelopment tool to appeal to the middle-class and to gentrify inner-cites (Cucchiarri, 2013; Lipman, 2011). Questions to be considered center around the allocation of resources, issues of equity, as well as school closure and consolidation.

112. You Can’t Change Your DNA—How Our Race Impacts Social Justice Discourse Engagement in Schools
UCEA Annual Convention
Critical Conversations and Networking Sessions
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado
When we walk into a room, people make snap judgments about “who” they see before we even open our mouths. How do student perceptions of our race, ethnicity, gender, and other identities impact our ability to facilitate critical and anti-racist discussions in class? This critical conversation will explore reasons why asking and answering that question facilitates Leadership That Uprises and Uplifts.
Facilitator:
Willbur Parker, Bowie State University

113. Policy, Evaluation, and Improvement Within Leadership Preparation Programs
UCEA Annual Convention
Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine
Participants:
International comparative analysis of principal preparation, selection, and evaluation policies: a 20-country study Margaret (Terry) Orr, Fordham University; Liz Hollingworth, University of Iowa
Shifting national policy climates around the world brings renewed attention to the importance of school leadership as a lever to influence educational quality. This paper compares the policies and practices of a cross-section of countries world-wide (20) and contrasts these with international policy descriptions from 2008 and current US policies to identify trends and innovative and restrictive practices (standards and leader expectations) that warrant further examination, particularly in relation to leadership advocacy and community engagement.

Culturally Responsive School Leadership: The Perceptions of Cultural Liaisons and Teacher Leaders in Anti-Oppressive School Reform Muhammad Khalifa, University of Minnesota; Courtney Bell, University of Minnesota Twin Cities; Jonathan Hamilton, University of Illinois; Bodunrin Banwo, University of Minnesota; Tisa Thomas, University of Minnesota Twin Cities; Stefanie Marshall, Michigan State University; Na'im Madyun, University of Minnesota
Scholars are beginning to note that traditional forms of leadership have not been sufficient in addressing inequities in educational leadership. But there have been very few studies on the role that community/cultural liaisons, equity teams, and teachers leaders can play in establishing cultural responsiveness in schools. In this study, we look at how cultural liaisons and teacher leaders in perceived their own involvement in growing a cultural responsive district.

Learning in the Field: Reflecting on the Improvements to Administrative Internships Initiated by School District Administrators Chad Lochmiller, Indiana University
Drawing on student work and course-related data, this paper examines changes school district administrators introduce to an internship course delivered in a university-district partnership. Findings suggest that administrators adjusted course experiences to increase the intern’s familiarity with key district priorities, created tiered support for interns based on their perceived skill deficits, and used a professional learning community model to familiarize interns with facilitating collaborative conversations. I conclude by discussing implications for leadership preparation programs.

Helping and Hindering: The Role of State and University Policies Concerning School Leadership Programs Daniel Reyes-Guerra, Florida Atlantic University; Malissa Sanon, Florida Atlantic University; mounir Bourkiza, Florida Atlantic University
This mixed methods study aims to investigate what are the institutional and policy elements (of both the state and universities within the state) that either hinder or help the development of school leadership programs and in particular university and district partnerships. A conceptual framework is developed called the pragma-partnership, which describes the deep relationship between two organizations, and used to test to see if the university-district pragma-partnership is augmented or diminished by policy.

Evaluating the Effectiveness of the Leadership Internship Brenda Mendiola, University of Alabama; Jingping Sun, University of Alabama; Sijia Zhang, University
The purpose of this study is to evaluate the effectiveness of the internship program, a key component of a larger leadership preparation program, aimed at developing school turnaround specialists. Documents, interviews, school visits, data, and survey responses collected in the fall of 2016 indicated the effectiveness of the program and three areas for further improvement. Factors that might have contributed to the weaknesses and suggestions to take interns to higher levels of development are discussed.

Facilitator:
Ann O'Doherty, University of Washington

114. International Summit
UCEA Annual Convention
Special Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom
Facilitator:
Stephen Louis Jacobson, University at Buffalo, SUNY
Participants:
Jami Royal Berry, University of Georgia
Bruce Barnett, University of Texas at San Antonio
Monica Byrne-Jimenez, Indiana University
Gopal Midha, University of Virginia

115. Centering Diverse Students in Teacher Development
UCEA Annual Convention
Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver
Participants:
High School Teacher Sensemaking in the Detracked High School Classroom Shannon Holder, University of Connecticut
This qualitative study of high school teachers examines how they made sense of a detracking reform. Sensemaking theory is utilized to analyze participants’ conceptualization of detracking. I find that participants tended to have different definitions of detracking and as participants transitioned to teaching in a detracked environment those definitions became increasingly amorphous. These findings signal that teachers may create definitions of detracking that diverge from its formal intentions with implications for policymakers and practitioners.
Pre-service Teachers' Expectations of Diversity Sissi O'Reilly, University of Texas - Austin; Madeline Laurinda Haynes, University of Texas - Austin; Wesley Edwards, University of Texas - Austin; Carlton Fong, University of Texas
Using survey data of pre-service teachers, we analyze the effect of gender, ethnicity, and educational background on current pre-service teachers’ valuation of diversity at future school sites, readiness to adapt to diverse student populations in their teaching practices, and self-efficacy for equitable collaboration with diverse parents and teachers. It examines characteristics that predict the types of communities and schools they intend to work in, attitudes toward diversity, and preparedness to work with diverse populations.

Facilitator:
Nadia Coleman, University of Denver

116. Reframing School Improvement Processes to Redesign School Improvement Practices
UCEA Annual Convention
Symposium
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace
The Every Student Succeeds Act (ESSA) has created a unique opportunity to inform Texas’ education policy.
ESSA requires State Education Agencies to establish their strategic vision and determine how the new law will affect their accountability and school improvement systems. This qualitative research project gathers data from multiple stakeholders of varying perspective and contribute to policy recommendations at the state level, support structures at the regional level and systemic practices at the local level.

Participants:
- Blaine Carpenter, Texas State University
- C. Lizette Ridgeway, Texas State University
- Shannon Luis, Texas State University

**117. AERA Leadership for Social Justice (LSJ) SIG Coffee Talk: Graduate Mentoring Session**

UCEA Annual Convention

Special Session
8:00 to 9:10 am

Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A

The Coffee Talk session is open to all graduate students and seasoned faculty. LSJ professors will meet with graduate students to make connections and build relationships to support the graduates in their progression towards developing a research agenda, getting published, and building a CV and going on the market.

Facilitator:
- Vonzell Agosto, University of South Florida

Participants:
- Terah Talei Venzant Chambers, Michigan State University
- Casey D. Cobb, University of Connecticut
- Leslie Locke, University of Iowa
- Carolyn M. Shields, Wayne State University
- Kathryn Bell McKenzie, California State University Stanislaus
- Judy Alston, Ashland University

**118. Critical Issues Regarding Students With Special Educational Needs**

UCEA Annual Convention

Paper Session
8:00 to 9:10 am

Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B

Participants:
- The False Meritocracy of Texas Top 10% Plan for Black Students Receiving Special Education Services Lolita Tabron, University of Denver; Karen Ramlackhan, University of South Florida; Lorna Beckett, University of Denver

Black children are overrepresented in special education and low-level coursework affecting their pathway to higher education. Texas’ Top 10% plan was thought to help underrepresented student groups through a simplified automatic admission policy. Utilizing a Critical Race Theoretical lens and multi-level logistic models, we explored the odds of earning a college preparatory high school diploma for Black students receiving special education services to understand whether they are positioned to take advantage of the policy incentive.

Implications of Disability Studies Theories for Equity: Leadership Across Identities Colleen A. Capper, University of Wisconsin-Madison; Heather L Roth, University of Wisconsin-Madison

To date, not a single published study exists in the field of educational leadership that is conceptually grounded in the epistemology disability studies in education (DSE). We conducted a synthesis and analysis of the related literature and review the history of DSE, define it, and discuss its central tenets. Moving beyond disability and special education, we consider the implications of DSE for the field of educational leadership in research and practice across identities.

Principal sensemaking of Autism and the inclusion of students with disabilities David DeMatthews, University of Texas - El Paso; Amy Serafini, University of Texas - El Paso; Rebecca Gregory, The University of Texas at El Paso

This qualitative study explores what principals know about students with Autism Spectrum Disorder (ASD) as well as their leadership practices and challenges related to inclusive education. Specifically, we examine three research questions: (a) How do principals make sense of students with ASD in their school; (b) what practices do principals identify as key to supporting students with ASD; and (c) what are the challenges principals identify in relation to serving students with ASD?

Let’s Get Emotional: Special Education Administrators Beliefs, Efficacy and Practices Related to Students with Emotional Disturbance Laura Lajewski, University of Massachusetts, Boston

Research suggests that students with emotional disturbance (ED) struggle in both academic and social domains. Given these concerns, one can turn to the leaders in special education, the special education administrators. This study focuses on special education administrators at the district level in the Commonwealth of Massachusetts. It examines the administrators’ beliefs, efficacy and leadership related to students with ED. The study employs a sequential explanatory design consisting of surveys and follow up interviews.

Facilitator:
- Lisa Maria Grillo, Howard University

**119. Critical Leadership for Student Voice**

UCEA Annual Convention

Paper Session
8:00 to 9:10 am

Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:
- ‘Tai Echando Pa’lantepo: Latin American Student Voice
This research study brings two distinct trajectories into relation with one another by investigating student leaders’ perceptions of the effects of their national student movement on the neoliberal educational policy structure of Chile. It interprets the students’ political option for an expression of voice as a form of educational leadership in its own right. Results illuminate an emic perspective of local actions that became the catalyst for changes in the national educational policy structure.

Leadership that promotes student voice and leadership:

The story of one principal Hattie Lee Hammonds, Clemson University; Lionel Kato, N/A

This paper of practice details one principal in a diverse, rural, small high school in North Carolina fostered and maintained processes and procedures that increased student voice and leadership over a four year period. The current paper builds upon a prior paper on principals at schools that predominantly serve traditionally underserved and underrepresented students (Author, 2016). Additionally, democratic leadership, social justice leadership and distributed leadership provide conceptual lenses for the study.

Leading from the Margins: Youth of Color Accessing Their Community Cultural Wealth to Enact Change

Jason Deric Salisbury, University of Illinois at Chicago

This multiple case study highlights two group of students of students of color that brought their community cultural wealth to bare on leadership in their school and district. Findings highlight the ways that both teams of student leaders impacted socially just change and reduce existing deficit notions of students of color through their leadership activities. This research advances a call for centering the voices of marginalized youth in leadership intended to promote socially just change.

A multi-case examination of school leaders that encourage student voice and leadership Hattie Lee Hammonds, Clemson University

This paper examines how two principals at schools that participate in the early college high school (ECHS) initiative foster student voice and leadership within their schools. Descriptions of each school and principal will be included. Additionally, democratic leadership (Dewey, 1916; Rusch, 1995), social justice leadership (Freire, 1970; Brown, 2006) and distributed leadership (Spillane 2006; Mayrowetz, 2008; Robinson, 2009) provide conceptual lenses for the study.

Raising Student Voice in Education Policy: A Case Study of Prichard Committee’s Student Voice Team

Samantha E Holquist, University of Minnesota

I propose a study to understand how students, through student voice efforts, collectively participate in and influence the policy-making process for state-level K-12 education decision making. I analyze case study findings from Prichard Committee’s Student Voice Team’s participation in Kentucky HB 236. Findings increase our comprehension of how students participate in the policy-making process. Additionally, they challenge our understanding of the role of district and school leaders in facilitating student participation in decision making.

Facilitator:

Elisabeth Avila Luevanos, Texas A & M University

**120. Developing a Research Agenda on the Evaluation of Leaders and Leadership Development**

UCEA Annual Convention

Special Session

8:00 to 9:10 am

Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D

Facilitator:

Michelle D. Young, University of Virginia

Participants:

Ed Fuller, Pennsylvania State University
Andrea K. Rorrer, University of Utah
Diana G Pounder, University of Utah
Susan Korach, University of Denver
Kathleen M. Winn, University of Virginia
Jason A. Grissom, Vanderbilt University
Joseph Murphy, Vanderbilt University
Ellen Goldring, Vanderbilt University
Shelby A. Cosner, University of Illinois at Chicago
Carolyn Kelley, University of Wisconsin-Madison
Liz Hollingworth, University of Iowa
Yongmei Ni, University of Utah
Ann O’Doherty, University of Washington
Daniel Reyes-Guerra, Florida Atlantic University
Erin Anderson, University of Denver
Richard Gonzales, University of Connecticut

**121. GSC Programming - Publishing Your First Article as a Graduate Student**

UCEA Annual Convention

Special Session

8:00 to 9:10 am

Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail

The pressure on graduate students to publish before they go on the job market is increasing but it is hard to know when and how to start putting your work out there. In this session, professors and graduate students with publications in nationally recognized peer review journals will share their experiences and tips for publishing your first article.

Facilitator:

Reva Jaffe-Walter, Montclair State University
122. Mentoring Across the P-20 Pipeline
UCEA Annual Convention
Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows
Participants:
Design, Implementation, and Evaluation of a Peer Mentoring Program for Education Doctoral Students
Rachel Louise Gees, Ball State University; Kendra Lowery, Ball State University; Kat Mcconnell, Ball State University
The purpose of this paper is to first, outline our key considerations in the design, implementation, evaluation, and perceived benefits of our peer mentoring program. Second, we analyze the perceived benefits of this program based on quantitative and qualitative data collected from the mentees to develop a better understanding of students’ needs and support options available to successfully complete the EdD program.
P-20 Mentoring Partnerships: Using Leadership Development to Empower the Next Generation Andrea Bueno, University of North Florida; Cheryl Gonzalez, University of North Florida; Matthew Ohlson, University of North Florida
Nationally, the number of support structures available to at-risk students is declining. To address this problem, the “Collegiate Achievement Mentoring Program” at the University of Florida and University of North Florida and the Diverse Leadership Mentoring Program (DLMP) at Florida State University were developed to create an intergenerational network of mentors increasing academic and professional outcomes for students. This paper examines the significant role student voice played developing, implementing, expanding and replicating these leadership initiatives.
The role of the graduate advisor: Lifting doctoral students’ voices in school leadership programs Martha N. Ovando, University of Texas - Austin; Alfredo Ramirez (Jr.), N/A
This exploratory study focused on doctoral students’ voices regarding the role of the graduate advisor in school leadership programs. Findings suggest that the role of the graduate advisor is multifaceted and encompassing. The surfaced roles include: mentor, advocate, academic liaison, problem solver, and coach. Strategies to enact the various roles include: implementing and open-door policy, being accessible, practicing responsive and empathetic listening, providing instructions about processes to fulfill requirements, and applying a student-centered philosophy.
College Mentoring as an Advocacy Role in a School-University Partnership: Voices of Students and Mentors Betty Jane Alford, Cal Poly Pomona State University
The purpose of this study was to identify the key advocacy actions of leaders of a school/university partnership that resulted in 98% of a large,rural, high need school being accepted for postsecondary education and to understand what students identified as reasons for the mentoring partnership's success. The high need school served a diverse student body with 75% of the students from low-income homes. The qualitative case study illuminated leadership practices that influenced students’ success.
Facilitator:
Eligio Martinez Jr, California State Polytechnic University, Pomona

UCEA Annual Convention
Town Hall
9:20 to 10:40 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Grand Ballroom I
School leaders are facing complex financial and ethical challenges with increasing frequency and complexity. The national leadership standards guiding policy, preparation and practice require leaders to strive for equity of educational opportunity, inclusivity and culturally responsive practices to promote each student’s academic success and well-being. Now, more than ever, school leaders need the support of high-quality preparation as complex challenges demand strong judgment based in knowledge and experience. What then is the responsibility of leadership preparation and professional development to ensure that leaders are adequately prepared to meet these challenges with competence and compassion? How can universities work with state partners to develop and enact state policy that supports the development of strong, equitable and ethical school leaders?
Presenters:
Katy Anthes, Colorado Department of Education
Mark Anthony Gooden, University of Texas - Austin
Kelly Pollitt, National Association of Elementary School Principals
Beverly Hutton, National Association Secondary School Principals

124. Building Local Capacity for Educational
126. Get Out: Uplifting Dialogue on the Possibilities for Anti-Racist Leadership
UCEA Annual Convention
Critical Conversations and Networking Sessions
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol
Using the movie Get Out as a vehicle this session is for those in leadership roles to engage students and educational professionals in dialogue about race. The assumption: leadership can play a crucial role in helping students talk about the historical roots and contemporary manifestations of social injustices. Facilitating dialogues on racism intersecting with social oppressions demands courage and skills. Attendees will reflect on their feelings, experiences, and content knowledge while learning from others.
Facilitator:
Ericka Roland, University of South Florida

127. Working Together: Innovative Approaches to Principal Preparation Partnerships
UCEA Annual Convention
Innovative Session / Mini-Workshop
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado
The programs represented in this innovative session proposal have all been deeply involved in developing and sustaining robust principal preparation program partnerships. We seek to share about our collective work around a diverse set of issues centered around the common theme of developing and sustaining innovative partnerships between universities and school districts. This innovative session will build upon the extant literature to provide specific examples of university-district partnerships through an interactive and engaging format.
Facilitator:
Jon Schmidt-Davis, Southern Regional Education Board
Participants:
Daniel Reyes-Guerra, Florida Atlantic University
Tricia McManus, Hillsborough County Public Schools
Pamela D. Tucker, University of Virginia
Kimberly Kappler Hewitt, University of North Carolina at Greensboro
William Black, University of South Florida
Karen L. Sanzo, Boncana-University of U.S. Virgin Islands

128. Using Photography to Increase Engagement and Understanding
UCEA Annual Convention
Paper Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine
Participants:
Beyond Quantifiables: Using photovoice as a method to capture parental engagement experiences Michele Femc-Bagwell, University of Connecticut; Erica Fernández, University of Connecticut
This paper describes the methodology of using photovoice as an alternative strategy for capturing parental engagement experiences. This strategy was used by researchers to understand how parents/caregivers of students in a middle school and ninth grade academy, both in urban settings conceptualize parental engagement. Coupling photovoice with parent/caregiver personal narratives of parental engagement allowed researchers to prioritize and center parent perspectives -- disrupting traditional strategies for understanding parental engagement experiences.

125. #YetShePersisted: Women of Color in the Educational Leadership Professorate
UCEA Annual Convention
Critical Conversations and Networking Sessions
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore
Women of color faculty deal with the silencing, questioning of their authority and their credibility from many white and male faculty and students. One of the effects of the “shushing” phenomenon is the rise of the imposter syndrome. Thus for WOC, surviving in the academy has become a physical, intellectual, psychological, emotional, and spiritual balancing act, that is quite often out of balance.
Facilitator:
Judy Alston, Ashland University
Participants:
Janeula M. Burt, Bowie State University
Susan Faircloth, University of North Carolina Wilmington
Melissa Ann Martinez, Texas State University

Improvement: Lessons from a Collective Action Network
UCEA Annual Convention
Innovative Session / Mini-Workshop
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly
This innovative mini-workshop will engage attendees with members of a collective action network: a cross-sector collaboration to build local capacity for educational improvement. Lessons learned in the network will be shared in three ways: (1) members of the network will provide testimonials of learning and impacts; (2) a digital story from the network will be shared; and (3) additional members of the collective will join the session online, synchronously for a virtual exchange of learnings.
Participant:
Building Local Capacity for Educational Improvement:
Lessons from a Collective Action Network Rick McCown, Duquesne University; Matthew Militello, East Carolina University
Focusing on The Student Lens: Photo-Cued Interviewing and “Picturing” Student Learning Abroad Kayla M. Johnson, The Pennsylvania State University

This paper uses photo-cued interviewing to examine the subjective learning experiences of students abroad. PCI, which involves conversations around students’ photographs, makes learning observable and describable, uncovering what and how they learn through their lenses. This paper provides new understandings about curriculum/program design and interrogates what constitutes learning.

Photovoice of Urban Educational Leadership Students
Abroad W. Kyle Ingle, University of Louisville; Detra DeVerne Johnson, University of Louisville

Using photovoice, we sought to understand how educational leadership graduate students made sense of a short-term study abroad experience in Peru. Consistent across the participants was the transformative power of the experience. Students noted the disparate conditions of urban schools in Lima and rural Andean schools, parallelizing the experiences of Andean students with those in rural Appalachia. Students also noted the struggles of both nations to teacher students who do not speak the predominant language.

Using Participatory Photography to Understand Student Concepts of Place and Space Erin Atwood, Texas Christian University

The purpose of this study is to utilize student voice to learn about connections between students and their campus spaces to find out what students view as important. Using participatory photography and reflection, students documented an image of a space on campus and voiced the connections that the space has to their education. Preliminary analysis reveals themes of belonging, cultural freedom, and the ways that spaces support connectivity to others and to academics.

Facilitator:
Curtis Brewer, University of Texas at San Antonio

129. International Congress: An International Comparative Study of Challenges Facing Leadership and Leadership Development
UCEA Annual Convention
Special Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom

In an effort to generate a comparative picture of perceived challenges to educational leadership and administration as well as challenges to the development of the educational professionals who enact these roles, a nascent group of researchers representing the International Congress have extended invitations to colleagues across the globe to engage in a collaborative research project. The study makes use of a survey research strategy and during this session, we will discuss the project and invite country research coordinators to share preliminary findings. The International Congress is an evolving forum with the aim of sharing concerns and interests between countries relating to the field and practice of educational leadership and administration. The International Congress was originally initiated by BELMAS and is currently hosted by UCEA.
Facilitator:
Philip Arthur Woods, University of Hertfordshire
Participants:
Stephen Louis Jacobson, University at Buffalo, SUNY
Ian Potter, Bay House School & Sixth Form
Bruce Barnett, University of Texas at San Antonio
Amanda Roberts, University of Hertfordshire
Michelle D. Young, University of Virginia
Gopal Midha, University of Virginia

130. Centering Student Voice for College Readiness and Beyond
UCEA Annual Convention
Paper Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver

Professors teaching high school: Examining college educators’ perspectives of culture in Early College High Schools Matthew Stier, University of Iowa; Amanda Mollet, University of Iowa; Jodi Linley, University of Iowa; Leslie Locke, University of Iowa

This exploratory qualitative study examines how college educators affiliated with Early College High Schools perceive the culture. Findings illustrate patterns of norms, values, practices, beliefs, and assumptions that contribute to how these educators experience culture through their affiliation in these unique educational contexts.

Dare 2 Be Real - Systemic Development of Student Racial Equity Allies and Leaders Patrick A. Duffy, Anoka-Hennepin Public Schools

The purpose of this three-year critical ethnographic study was to examine school leaders’ perceptions of systemic anti-racism as it related to student leadership development. This study addresses how anti-racism was defined, conceptualized, and manifested as leaders struggled with the traditional paradigm of raising test scores rather than re-energizing efforts to raise racially conscious student leaders. Reframing racial equity leadership to center student development was challenged by leaders’ individual and collective racial identity development.

“It was like gliding through”: Early College and College Transition Experiences of Women from Marginalized Groups Leslie Locke, University of Iowa; Matthew Stier, University of Iowa; Carla Gonzalez, University of Iowa; Ain Grooms, University of Iowa

The purpose of this qualitative study was to understand the perceptions of women from
Marginalized groups, who attended an Early College High School (ECHS), regarding their experiences, the challenges they faced, and their preparation for postsecondary success. We also sought to understand the women’s transition from the ECHS to college. Findings suggest that the ECHS facilitated the development of self-efficacy and social capital that the women applied successfully later in their post-secondary experiences.

Model Change Agents: Teaching Students to be Powerful in Teacher-led Schools
Sara Kemper, University of Minnesota
Do schools led by teachers promote a particular kind of learning? A small but growing network of teacher-led schools has argued that when teachers are granted significant, school-level decision-making authority, they choose to adopt practices and policies that support student-centered learning. This paper explores the pedagogical approaches of teachers in three TPS schools, finding that teachers in these schools frequently leverage practices consistent with student-centered, critical pedagogy that prioritize the development of student agency.

Teacher-Student Relationships from the Voices of Minority Students
Amanda Crose, University of Northern Colorado; Courtney Lamb, University of Northern Colorado; Amie Cieminski, University of Northern Colorado
While cultural matching has been found to increase achievement scores and graduation rates, most Minority students in the United States are taught by White teachers. Positive teacher-student relationships also have been shown to increase student outcomes, yet there are few studies that include the voices of students. This qualitative study explored the perceptions of high school Minority students. Students identified teachers who demonstrated support, dedication, humor, and mutual respect as those who foster positive relationships.

Facilitator:
Jason Deric Salisbury, University of Illinois at Chicago

131. Mentoring Insights and Recommendations from Jay D. Scribner Award Recipients: Benefits for the Leadership Professoriate
UCEA Annual Convention
Critical Conversations and Networking Sessions
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace
This critical conversation and networking session describes the research-based features of quality mentoring relationships. Another purpose is to provide brief experiential accounts of such mentoring by four educational leadership professors whom UCEA has recognized as exemplary mentors of graduate students and junior faculty. Discussion questions will be posed to the panel, addressing their mentoring experiences. Participants will participate in roundtable conversations with the professors and will have an opportunity to join an informal mentoring network.

Participants:
Joel R Malin, Miami University
Linda Carole Tillman, University of North Carolina - Chapel Hill
Carol A. Mullen, Virginia Tech
Leonard C. Burrello, University of South Florida
Martha N. Ovando, University of Texas - Austin

132. Developing Policy Advocates With Youth, Leaders, and Community
UCEA Annual Convention
Paper Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
Participants:
Engaging Diverse Stakeholders in the Policymaking Process: Lessons from California, Iowa, New Hampshire, and Vermont
Elizabeth Leisy Stosich, Stanford University; Soung Bae, Stanford University
The goal of this study is to understand and explain how educational policymakers in four states conceptualize and design educational policies to create more meaningful and equitable learning opportunities for students and the role of stakeholder engagement in the policymaking process. Our findings suggest that meaningful stakeholder engagement can serve to both strengthen initial policy design and garner support for implementation.

Flipping the script on youth’s role in educational policy implementation
Catharine Biddle, University of Maine; Kristina Brezicha, Georgia State University; Seyma Dagistan Terzi, University of Maine
We examine how youth-adult partnerships may serve to support the translation of policy into practice around state mandates regarding student-centered learning. Drawing on the experience of 18 schools over four years, we examine how youth and adults worked together to communicate about Act 77, an state act mandating personalized learning plans. Youth took on the role of peer professional development, while also newly aware of the politics of school reform efforts amongst teachers and principals.

Colorblind Neoliberalism in Educational Policy: An Analysis of School Choice, Closure, and Community Response
Sarah Diem, University of Missouri; Anjale Welton, University of Illinois at Urbana-Champaign
The purpose of this paper is to advocate for anti-deficit, racially-conscious education approaches that forefront the voices and assets of urban, communities of color and include them in policymaking. We use Chicago as a case to examine how colorblind neoliberal policies—school
choice and school closure—negatively impact communities of color. We emphasize the need to reimagine educational leadership to include various stakeholders who can collectively work against racially problematic policies like school choice and school closure.

Are the Voices of Administrators Protected? Speech Rights of Administrators Under Current First Amendment Interpretation David A Brackett, University of North Texas

The First Amendment speech rights of PK-12 public school administrators is far from solid. Some federal courts apply the pursuant to official duties threshold test emanating from Garcetti v. Ceballos (2006), while other federal courts apply previous precedents. The First Amendment speech framework governing the speech rights of PK-12 public school administrators continuously evolves. Whether the First Amendment protects the speech of PK-12 public school administrators can be summed up with one phrase—“it depends”.

Thinking Outside a Shifting Box: Principals Leading Innovation in a High Stakes Policy Era Sharon Watkins, The Ohio State University; Anika Ball Anthony, Ohio State University

We conducted case studies of 10 high public school principals who enacted innovative strategies between 2008 and 2015, an era characterized by high stakes accountability and innovation educational policies. Data from semi-structured interviews and public documents were collected and used to analyze principal-led innovations using an innovation-decision continuum developed by synthesizing the multidisciplinary innovation literature. Findings indicate principals predominantly adopted existing innovations to create hybrid outcomes designed to extend the role of the existing institution.

Facilitator:
Angus Mungal, University of Texas - El Paso

133. Educational Leadership Across Africa

UCEA Annual Convention
Paper Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B

Participants:
Success by design: Educating indigent in an affluent school for girls in Kenya Teresa Wasonga, Northern Illinois University

Presented in this paper is demonstration of how theories and research have been applied in building an innovative school to educate indigent children for success. Guiding principles include: interactive, active, creative, enriched, and collaborative learning environment; empowering students to take charge of their learning, personal development, and molding of their future; implementing innovative and effective pedagogies; promoting sustainable development; and promoting socio-cultural and economic responsibility including basic skills for leadership and entrepreneurship among students.

Instructional Leadership Practices that Improve Student learning: Voices from Principals in western Kenya.
MARY M OMBONGA, Fayetteville State University; Ongaga Kennedy, KISII UNIVERSITY; Nathern Okilwa, University of Texas at San Antonio

Across the globe, countries, states, and school districts have come up with a series of frameworks, policies, and whole-school initiatives aimed at instructional improvement. These frameworks put pressure on school principals to be effective instructional leaders by requiring them to have substantive knowledge of supervisory skills, strategies, and structures that lead to student achievement. The purpose of this study was to find out instructional leadership practices principals, from southwestern Kenya, use to improve student learning.

Education Level and Teachers’ Attitude towards Gender Equality in Africa: A micro-level comparative study Jude Kyoore, University of Missouri

Teachers’ characteristics have often been studied in the context of students’ performance but less attention paid to the indirect effect of teachers’ beliefs on students. In this study, I examine the effect of education level of teachers on their attitudes towards gender equality among teachers in Africa. The results indicate that teachers who have college degrees favor gender equality but at a lower level as compared to those who became teachers without college degrees.

A Cross-contextual analysis of principal instructional Leadership practices; Perspectives from the Kenya and North Carolina Ongaga Kennedy, KISII UNIVERSITY; MARY M OMBONGA, Fayetteville State University
The purpose of this submission is to provide a cross-contextual review of principal instructional leadership practices in Kenya and North Carolina. We analyze various aspects of the principals role and their time use on a variety of leadership activities and accompanying challenges. Despite contextual differences, principals concur on the significance of serving as instructional leaders. Challenges notwithstanding, principals need support from stakeholders to ensure students learn, teachers teach, and school management issues are effectively addressed.

Educating A Nation: An Intersectional Examination of Education Policy in Ghana Ransford Pinto, University of Missouri; Rhodesia McMillian, University of Missouri

Over the past 15 years, the government of Ghana
has made conscientious efforts by committing to various programs aiming at bridging the gender gap in the formal educational system. Evidence show there remains a substantial gap in academic progress from high school to college for Ghanaian girls. Through critical ethnography, we seek to examine the unacknowledged cultural biases policies do not address, but prohibit girls making progress from high school to college.

Facilitator:
Zukiswa Mthimunye, Teachers College Columbia University

134. Technology in Educational Leadership Research
UCEA Annual Convention
Paper Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:
From Innovation to Integration: Lessons Gained from 15 Years of District Technology Leadership Research
Jayson W Richardson, University of Kentucky; William L Sterrett, University of North Carolina Wilmington; Scott McLeod, University of Colorado-Denver; Nicholas J Sauers, Georgia State University

This study compares data from technology savvy superintendents from 2001-2010 in contrast to those receiving the award between 2011-2014. A key focus of this presentation will be how these district level conversations have shifted away from technology initiatives and towards learning initiatives suffused with modern digital technologies.

Leadership for Technology Integration: Systems of Practice
Sara Dexter, University of Virginia; Jayson W Richardson, University of Kentucky

In this session, the presenters will summarize findings on what school leaders should know and be able to do with technology to position it as a support for students' and teachers' learning in their school. The presentation will also include how leadership preparation programs should / can influence these practices.

Reconceptualizing Edu-Leadership for the 21st Century: A Comparative Inquiry of ‘Sociotechnical Imaginaries’
Ethan Ohtani Chang, UC Santa Cruz

This comparative study of nonprofit organizing uses the concept of “sociotechnical imaginaries” (Jasanoff & Kim, 2015) to reconceptualize existing conceptions of 21st Century educational leadership. I contrast two imaginaries—a Silicon Valley imaginary that envisages “a world without an achievement gap,” and an Oakland imaginary that builds toward “a world of civic engagement and historical justice.” I discuss how an Oakland imaginary raises equity-oriented and community-based possibilities for conceptualizing 21st Century educational leadership.

Facilitator:
Jayson W. Richardson, University of Kentucky

135. Strategies for Supporting District Leader Development: A Wallace Foundation Sponsored Session
UCEA Annual Convention
Special Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D

This session will engage four district leader development programs in a critical conversation about the theoretical basis of their program design. The purposes of this session are to: 1) understand the theoretical basis of district leader development programs; 2) identify lessons learned in applying these theories to program design; and 3) identify implications for research that can build knowledge regarding how programs can effectively support district leader development, particularly in a changing policy context.

Participants:
Evangeline Chiang, George W. Bush Institute
Leslie Hazle Bussey, GLISI
Shelby A. Cosner, University of Illinois at Chicago
Susan Korach, University of Denver
Meredith I. Honig, University of Washington

136. GSC Programming - Gender and Tenure
UCEA Annual Convention
Special Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail

According to Mason, Goulden & Wolfiner (2013), gender still matters very much in the pursuit of tenure, particularly when it comes to having children. They find that family formation negatively affects women’s, but not men’s, academic careers. In this session, faculty members will discuss their own experiences, reflections, and research related to this topic.

Facilitator:
Amanda U. Potterton, University of Kentucky

Participants:
Terah Talei Venzant Chambers, Michigan State University

Social Media: Reviving Our Voice
Debra Sue Vance Noelk, Florida Atlantic University; Meredith Mountford, Florida Atlantic University

The purpose of this paper session is to present one finding of a larger qualitative study which described how the United Opt Out movement organized and supported local activism in a way that impacted state and federal policies regarding high stakes testing. Having a better understanding of the role social media plays in American discourse could enable school leaders to more effectively advocate for policies that promote social justice and equity in our public schools.

Facilitator:
John Beuhring Nash, University of Kentucky
Predictors of Teacher De-professionalization and Demoralization Before and After No Child Left Behind Implementation

Meredith Lea Wronowski, The George Washington University

This study examines teacher perception of de-professionalization and demoralization as unintended consequences of NCLB implementation. The validity of these constructs are examined using NCES SASS data. HLM analysis is used to determine the effect of teacher- and school-level variables on teacher perception of de-professionalization and demoralization. Preliminary results demonstrate that an increase in principal transformational leadership decreased and urban school classification and percent students of color within a school increased perception de-professionalization and demoralization.

Assessing the Impact of Teacher Leadership on Instructional Improvement

Xiu Cravens, Vanderbilt University; Seth Hunter, Vanderbilt University

We extend the research on the development and implementation of a teacher-leadership project in 27 pilot schools in six districts from 2013-2016, by linking the participants with statewide measures of teacher performance and perception, and employing a multi-level propensity score matching estimator to construct a comparison group. Our study examines the efficacy of teacher-leadership initiatives, identifies important enabling school conditions, and contributes to the effort of systematically expanding teacher leadership opportunities for instructional improvement.

How Does a Teacher Team Integrate Divergent Views and Ideas into a Shared Outcome?

Hyunjin Choi, Teachers College, Columbia University; Ellie E. Drago-Severson, Teachers College, Columbia University

This research investigated how a teacher team integrated divergent views and ideas into shared outcome by employing activity theory as an analytic lens, discourse analysis and a grounded theory approach. The teacher team integrated divergent views and ideas by having a balance between (a) building main idea through supportive and deconstructive types of discourse, and (b) refining ideas through conflictive and reflective types of discourse. Systemic factors increased or decreased a certain type of discourse.

Facilitator:
Matthew Shirrell, The George Washington University

138. Despite Our Best Intentions: Unconscious Racial Bias

UCEA Annual Convention
Innovative Session / Mini-Workshop
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly

Every day, educators respond to a range of student behaviors. Responses are inextricably linked to unconscious biases. Effective school leaders understand how bias manifests in themselves and others. They use specific strategies to ensure best intentions aren’t undermined by unexamined biases. This session provides an overview of unconscious racial bias and strategies for teaching school leaders how to address it in themselves and their school communities. We’ve planned an interactive format to model effective pedagogy.

139. Leadership and Service for Student Advocacy and Equity

UCEA Annual Convention
Ignite Session
Participants:

Increasing expelled students’ resilience in ONE easy step: An early re-admission opportunity
Nadia Coleman, University of Denver

Offering an expelled student an early re-admission opportunity is one simple step that can transform expulsion into an opportunity for growth and rehabilitation. A student can earn the privilege of returning to school before his or her official expulsion end date by meeting requirements that rectify harm caused in the expulsion incident. This restorative approach maximizes positive outcomes for the student, repairs harm inflicted on the school community, and reintegrates the student thoughtfully and deliberately.

The Para Predicament: Investigating the Intersectionality of Race, Dis/Ability, and Special Education Service Delivery Stigma
Christina V Plummer, University of Connecticut

Disability Critical Race Theory in education theorizes about the ways in which race, racism, dis/ability, and ableism are embedded and affect students of color with dis/abilities (Crenshaw, 1993; Solorzano & Yosso, 2001). What DisCrit as a theoretical framework does not address, is how paraeducator assignment as a method of special education service delivery influences aspects of student identity and perception of stigma. The student voice was dissected via this investigation.

Where Innovation is Suspicious: An Emergent Model for Boosting Rural Principal Capacity for Equity Leadership
Leslie Hazle Bussey, GLISI

This Ignite session is designed to spur critical dialog about a model-under-construction using design research to support growth of mid-career high school principals in a rural setting. The model draws on design thinking and neuroscience research to create individualized growth experiences that aim to push leaders out of complacency and compliance, and into equity leadership. Eight unique competencies encompassing skills and dispositions were identified through initial user empathy phase. A four-part delivery model is emerging.

Parental Education Savings Accounts: Will They Enhance Education in Our Nation?
Martha McCarthy, Loyola Marymount University

Recent voucher programs have extended eligibility to middle class students, and under some tax credit programs, the majority of the state’s children are eligible for private school scholarships. The most popular, expansive, and controversial privatization approach currently entails parental education savings accounts (ESAs) that operate in 5 states and have been proposed in 18 others. This session focuses on implications of ESAs and other privatization strategies for public schooling and for American education in general.

Leading for Equity as Leading Through Conflict: A framework for implementation of equity-oriented educational policies
Stephanie Forman, University of Washington

Despite widespread promotion of social-justice leadership, education leaders struggle to sustain equity-focused initiatives in the face of conflict. I argue that a critical consciousness is necessary, but not sufficient to implement equity-oriented policies. Leaders must be equipped with skills to navigate conflict through strategic action to advance an equity agenda. In this Ignite presentation, I present a framework outlining leadership for navigating conflicts in support of educational equity policies.

Still I Rise: Hijabis in American public schools
Wafa Hozien, Pennsylvania State University

Utilizing sociological and psychological perspectives this paper examines the perspectives relevant to 42 adolescent hijabis in the United States attending secular schools. Surveys, Interviews and observations provide the Qualitative foundation to formulate what is beneficial to these females and how their educational experiences can be impacted positively. The findings suggested the following: stereotypical assumptions among teachers, counselors, administrators and fellow students exist with regards to female Muslim public school students.

Facilitator:
BRADLEY DAVIS, The University of Texas at Arlington

140. If I Can’t Count It, It Doesn’t Count: What Data are “Relevant” for Equity-Focused Improvement?
UCEA Annual Convention
Critical Conversations and Networking Sessions
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol

Educational leaders across the country are seeking better ways to use data as a tool to support equity and social justice but they are not finding the right kinds of data or supports for this work. This Critical Conversation engages participants in examining the challenges of data-use for equity. The session focuses on how school leaders and their research partners can capitalize on enthusiasm for data-driven decision-making and increase their use of non-quantitative data.

Facilitator:
Meredith I. Honig, University of Washington

141. The Role of School Leaders in Developing and Supporting Critically Reflective Teachers
UCEA Annual Convention
Critical Conversations and Networking Sessions
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado
I am proposing a critical conversation and networking session on emerging research focused on the role of a school leader, particularly social justice leaders, in developing and supporting critically reflective teachers. This session will be organized as a dialogue where the organizers and attendees discuss a series of questions regarding this important topic.

142. Session with Exhibitors (IAP, SAGE/Corwin, Emerald, Rutledge/Taylor & Francis)
UCEA Annual Convention
Special Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine

143. ESSA Roundtable: An Analysis of State ESSA Plans
UCEA Annual Convention
Special Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom
The ESSA has presented states with a new opportunity to support educational leadership development. In this session, members of the UCEA Policy Associates and Fellows will present reviews and findings from a new UCEA research project focused on state ESSA plans. Each state plan was individually reviewed for its treatment of school leadership. Both individual state and cross-state findings will be shared with the goal of revealing larger trends regarding the focus of states on educational leaders.

Presenter:
Janie Clark Lindle, Clemson University
Facilitator:
Janie Clark Lindle, Clemson University
Participants:
Michelle D. Young, University of Virginia
Ed Fuller, Pennsylvania State University
Sheri Sue Williams, University of New Mexico
Erin Anderson, University of Denver
Marcy Ann Reedy, University of Virginia
Jason A. Grissom, Vanderbilt University
Erika Lee Hunt, Illinois State University
Ryan Kapa, Ohio State University
Tray Geiger, Arizona State University
Andrea Kalvesmaki, University of Utah
Rachel White, Michigan State University
Mayra Alejandra Lara, Loyola Marymount University
Lorna Beckett, University of Denver
Chelsey Lee Saunders, Teachers College, Columbia University
Andrene Castro, University of Texas - Austin
Krystal Huff, Loyola Marymount University
Rhodesia McMillian, University of Missouri
Donna Michelle Druery, Texas A & M University
Michael C Barnes, University of Texas - Austin
Craig Warner De Voto, University of Illinois at Chicago
Nicole Smerillo, University of Minnesota
Martha McCarthy, Loyola Marymount University
Casey D. Cobb, University of Connecticut
Jantina Ninette Anderson, Indiana University
Emily Germain, University of Texas - Austin
Andrea Mercado, University of Maine
Wei-Ling Sun, University of Texas - Austin
Bryan J Duarte, University of Texas at San Antonio
Daniel John Quinn, Oakland University
Sung Tae Jang, University of Minnesota
Moniqueca Nicole Hicks, University of Tennessee at Knoxville
Wesley Edwards, University of Texas - Austin
Andrew Pendola, Pennsylvania State University
Ruxandra Apostolescu, Pennsylvania State University
Dustin Hornbeck, Miami University
Becky Slothower, Oklahoma State University
Scott Matthew Richardson, University of Virginia
Diana G Pounder, University of Utah
Jacquelyn Kay Wilson, University of Delaware
W. Kyle Ingle, University of Louisville
Catharine Biddle, University of Maine
Denver Jade Fowler, The University of Mississippi

144. Rural and Remote: Underrepresentation of Giftedness among Historically Marginalized Demographic Subgroups
UCEA Annual Convention
Critical Conversations and Networking Sessions
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver

Right4Rural, a grant project funded by the Jacob K. Javits Foundation, is designed to increase the gifted identification of traditionally marginalized rural students in several demographic subgroups at each site. This Critical Conversation is designed to elicit new context-specific understandings about the impact of culturally proficient leadership behaviors in project schools.

Participants:
Norma Lu Hafenstei, University of Denver
Rachel E Taylor, University of Denver

145. Accountability and the Foundations of Public Education
UCEA Annual Convention
Paper Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace

Participants:
Positionality and Perceptions: The Functions of Public Education Christopher A Janson, University of North Florida; Matthew Militello, East Carolina University; Rudy F. Jamison Jr., University of North Florida
This Q Methodology study investigated perspectives regarding the function of public education. Thirty-one diverse participants sorted 44
items representing possible functions of public education in ways reflecting their own perspectives. These 31 Q sorts were then correlated, factor analyzed, and rotated. These analyses produced three factors which were named: Career and Academic Preparation, Social Efficiency (Factor 1); Cultural Reproduction, Social Control (Factor 2); and Political and Cultural Indoctrination, Social Justice Propagandizing (Factor 3).

Relations of Cultural Values (Collectivism and Individualism) to Principals’ and Teachers’ Accountability: A Six-country Study Zehava Rosenblatt, University of Haifa; Theo Wubbels, Utrecht University; Nora Arato, University of Michigan; Johan Booyse, University of South Africa; Chris Phielix, Utrecht University; Joris Beek, Utrecht University

The study explores external and internal accountability disposition among principals and their respective teaching faculties, focusing on cultural values. The sample included 132 principals from six countries. Results showed that while principals’ collectivism predicted both types of accountability among principals and teachers, individualism predicted internal accountability alone among principals only. Countries varied in their accountability levels. These results imply that accountability policy should consider individuals’ cultural values and dispositions as active players in accountability policy.

Responses to Accountability: Locus of Control and Organizational Capacity in Schools Taeyeon Kim, Michigan State University; John Yun, Michigan State University

This study aims to reveal how school systems generate different types of control vary by country and the degree to which they are related to critical organizational outcomes under the accountability policies. Using the TALIS 2013 data, latent class analysis and fixed effects regression analysis were conducted. The findings provide a systematic map of control across the countries and identify the linkage between types of control and school organizational capacity.

Socialization of Educational Leaders: Understanding the Impact of Neoliberal Accountability Patrick M. Jenlink, Stephen F. Austin State University

At present in society and its educational system neoliberal capitalism’s agenda is working to redefine the qualities of learning, overemphasizing standards and accountability at the expense of preparing leaders, teachers and students to value the democratic qualities of life. The purpose of this study was to analyze, using a meta-synthesis design, current research and policy analysis literature concerned with socialization of educational leaders to identify specific ideological patterns affecting leadership preparation.

Facilitator:
Priya Goel La Londe, Georgetown University

146. Distributed Leadership: Collaborative Approaches
UCEA Annual Convention
Paper Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: Floor I. M. PEI Tower - Second Level - Tower Court A

Participants:
- Distributed Leadership, Teacher Self-Efficacy and Job Satisfaction: A Multilevel SEM Approach Using 2013 TALIS Data Anna Sun, Rowan University; Jiangang Xia, University of Nebraska Lincoln
- With a multilevel SEM research methodology, this study analyzed 2013 TALIS data in attempts to expand understanding of distributed leadership through the lenses of teachers and to examine whether the approaches and mindsets of distributed leadership may be associated with teachers’ self-efficacy and job satisfaction across the global. The findings indicated that at both teacher and school level, distributed leadership presented a significant, positive, and indirect statistical effect on teacher job satisfaction through teacher self-efficacy.
- Will Distributed Leadership Help Boost Both the Principal and the Teachers' Satisfaction, Commitment and School Cohesion? Yan Liu, Central Connecticut State University; Susan M. Printy, Michigan State University
- Using large scale cross-country TALIS data, the study applied latent trait method and hierarchical linear model to have investigated the effect of distributed leadership on the educator’s emotional attitude including the perceived cohesion, satisfaction and commitment, and found shared decision-making by the teacher, the parent and the student showed a consistent, significant, and positive impact on both the principal and teacher attitudes.
- All Together Now: A Path Forward in Fostering Shared Leadership in Schools Jennie Weiner, University of Connecticut; Alexandra Lamb, University of Connecticut
- While schools benefit when principals and teachers share leadership and authority, few operate this way. One reason for this is that many principals and teachers have difficulty shifting their beliefs and behaviors to embrace such models. Using Argyris’ (1977) “theory-of-action” framework we explore views of principals and teachers participating in leadership professional development. We find that though both groups espoused theories of shared leadership, when discussing practice, (i.e., theories-in-use) autocratic decision-making ruled the day.
- Principal Leadership Practices that Promote Teacher Learning in School-Wide Instructional Reform Lynsey
Gibbons, Boston University; Elham Kazemi, University of Washington; Alison Fox, University of Washington

We report on an in-depth case study of one principal who fostered significant reorganization of teacher collaboration and instructional practices across a school. Our analysis identifies particular leadership practices that enabled the principal to coordinate teacher learning across a system of professional development settings. The case contributes to specification of how principals might effectively foster professional community, frame reform efforts, and manage instructional programs for transformation of school culture and instruction.

Facilitator:
Michael A Szolowicz, University of Arizona

147. Innovations in Principal Preparation
UCEA Annual Convention
Paper Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B

Participants:
Integrating Learning from Problems and Learning from Success in a Principal Preparation Program Haim Shaked, Bar Ilan University; Chen Schechter, Bar-Ilan University

This qualitative study explored the perceptions of aspiring principals regarding the integration of learning from problems (LFP) and learning from success (LFS) as a collaborative learning framework in a principal preparation program. Data was collected through reflective writings and focus groups. Data analysis revealed that aspiring principals attributed three main benefits to the integration of LFP and LFS: (1) seeing the whole picture; (2) making the most of school practices; and (3) drawing conclusions non-judgmentally.

Supplementing the Core Curriculum in a University-based Principal Preparation Program Jonathan Carter, University of Connecticut; Richard Gonzales, University of Connecticut

This paper documents one university principal preparation program’s development of a supplemental workshop structure to address gaps in the core curriculum. We utilize a continuous improvement as organizational learning framework to construct a qualitative account of the program’s development of a supplemental structure to close knowledge and skill gaps in the curriculum. Problem solving, experimentation, learning from history, and engaging expert practitioners empowered this program to launch, grow, and adapt the workshops over two years.

Exploring the Principal Internship Using an Internet-based, Cell Phone-optimized Assessment Technique (ICAT) Tim Drake, North Carolina State University; Lisa Swinson, North Carolina State University

In this paper we explore principal candidates' internship experiences by examining a unique dataset of candidates' responses to daily text messages during the 2016-17 academic school year. We also examine the extent to which the findings vary by preparation program and school characteristics.

Mentoring Aspiring Principals: A Vehicle for Transformative Learning Dana L. Bickmore, University of Nevada Las Vegas

Few studies have explicitly examined the benefits to practicing principals engaged in mentoring aspiring principals. Through the lens of transformative learning, the purpose of this study was to examine the professional learning of practicing principals engaged as mentors with aspiring principals in a leadership preparation program. Two questions guided this study. First, how does engaging in the mentoring process lead to professional learning? Second, how does that learning manifest itself in principal practice?

Facilitator:
Nicholas J Sauers, Georgia State University

148. Student Voice and Engagement for Community and Policy Advocacy
UCEA Annual Convention
Paper Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:
Improving Student Engagement, Relationships, and Belonging in Schools: Findings from NYC’s Expanded Success Initiative Adriana Villavicencio, New York University

This paper presents findings from a longitudinal study of a district-wide initiative focused on young men of color. Based on student survey data, this paper will show that the initiative had a positive impact on students’ 1) engagement, 2) sense of belonging, and 3) interaction with adults. In addition, the paper will draw on interviews and observations to show how these school leaders created school structures to empower students as leaders of their school communities.


School climate represent a complex and interconnected system work in the lives of students that impact student outcomes. This qualitative research presents a study of the ways that teachers in an independent school make student voice an integral part of the teaching and learning process through the use of social-emotional learning.
149. Neighbours on Different Paths - on Trust and Policymaking within Education in Finland and Sweden

UCEA Annual Convention
International Community Building Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D

In 2014 Fink (2016) initiated an international research project on trust in education. It included researchers from Australia, Canada, England, Finland, Lithuania, Sweden and the USA. The purpose of the project was to analyze teachers’ and principals’ perceptions of trust in different educational contexts. This paper focuses on Finland and Sweden, neighboring countries with a shared history, similar Nordic cultural beliefs and political systems.

Participant:

Neighbours on different paths - on trust and policymaking within education in Finland and Sweden
Petri Salo, Åbo Akademi; Torbjorn Sanden, Åbo Akademi; Lars Svedberg, Karlstad University, Sweden

In 2014 Dean Fink (2016) initiated an international research project on trust in education. It included researchers from Australia, Canada, England, Finland, Lithuania, Sweden and the USA. The purpose of the project was to analyze teachers’ and principals’ perceptions of trust in different educational contexts. This paper focuses on Finland and Sweden, neighboring countries with a shared history, similar Nordic cultural beliefs and political systems.

150. Graduate Students of Color Mentoring Session

UCEA Annual Convention
Special Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail

This session is designed to give students from underrepresented groups the opportunity to dialogue with scholars from different institutions. Panelists will interact on issues related to doctoral study and completion, research and publication, mentoring and socialization, as well as succeeding as faculty members.

Facilitators:
Mariela A. Rodriguez, University of Texas at San Antonio
Floyd D. Beachum, Lehigh University

151. Grant Making in Educational Leadership: A Conversation with Funders

UCEA Annual Convention
Special Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows

Facilitator:
Cristobal Rodriguez, Howard University

152. Interactive Educational Leadership Simulations: Implications for principal preparation

UCEA Annual Convention
Innovative Session / Mini-Workshop
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly

Attend this innovative session and immerse yourself in a first person, video-based simulation on an authentic leadership problem. Throughout the simulation, you will...
choose from the preloaded options on how to respond. After the simulation, participants will engage in a large group discussion about how these simulations could be used to enhance emergent leaders’ problem solving and communication skills. The presenters will also share ideas on how to utilize simulations in teaching, research, and service.

Facilitators:
- Ken Spero, Ed Leadership SIMS
- susan curtin, University of South Dakota
- Derrick Robinson, University of South Dakota

153. Clinical Voice: Continuing A Critical Conversation on Navigating the Clinical Line within Leadership Preparation Programs

UCEA Annual Convention
Critical Conversations and Networking Sessions
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore
Continuing a critical conversation from the 2016 conference, three clinical researchers will share follow-up research on the work of clinical faculty members in educational leadership at UCEA member institutions. Initial conversations revealed challenges for many clinical faculty members as they struggle to be heard and to be accepted within academia. Researchers will address the question, “How do clinical faculty members perceive their work, their positions, and their acceptance as colleagues in educational leadership programs?”

Participants:
- Jami Royal Berry, University of Georgia
- Karen Caldwell Bryant, University of Georgia

154. Growing Leaders, Growing Ourselves: Social Justice Strategy Sharing with Tenured Educational Leadership Faculty of Color

UCEA Annual Convention
Critical Conversations and Networking Sessions
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol
Despite the need for educational leadership for social justice, preparation programs and their faculty vary in the degree to which they engage in social justice work. This critical conversation provides a space for uplifting social justice strategies in educational leadership classrooms, research, service, and community engagement. Three tenured female faculty of color facilitate an interactive session to share strategies to grow social justice leaders, while attending to the development of social justice oriented tenure-track faculty.

Facilitators:
- Ann M. Ishimaru, University of Washington
- Anjale Welton, University of Illinois at Urbana-Champaign

155. The Right Stuff: Preparing Leaders to Hire for Learning and Equity

UCEA Annual Convention
Critical Conversations and Networking Sessions
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado
The purpose of the session is to discuss and examine how leadership preparation programs support the development of leaders equipped with the skill and will to recruit, hire, support, and retain a diverse, culturally responsive workforce. Following a collaborative review of scholarly research related to the challenges of staffing schools for learning and equity, participants will discuss opportunities for collaborative design of learning and/or assessment tasks suitable for inclusion in a leadership preparation course.

Facilitator:
- Mary A. Hooper, University of West Georgia

156. Ya Basta!: Empowerment for a Better Democracy

UCEA Annual Convention
Paper Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine
Participants:
- Uplifting Voices: Black Student Unions, Positive Youth Development, and Equity Richard Aaron Wisman, Kentucky Department of Education; Marcia Faye Carmichael-Murphy, Jefferson County Public Schools; Charles Davis, University of Louisville; W. Kyle Ingle, University of Louisville
- Black Student Unions (BSUs) have provided safe spaces and a forum for civic engagement and activism on college campuses for decades. Currently, high school campuses are experiencing an emanation of BSUs, mirroring the activism of college BSUs. Yet, little is known about BSUs in secondary schools or how they might buttress and bolster Black students. This comparative case study provides findings on the inception and the possibility of BSUs to foster Positive Youth Development.
- Yes, Virginia, There is Democracy: A Critical Ethnographic Case Study on Voice, Democracy, and Childhood Alicia Hill, Texas State University
- Alternative, more progressive models of school, such as democratic schools, are guided by practices that challenge cultural attitudes regarding children, and thus, create new spaces for student voice in education. This study examines the ways in which student voice and democratic participation are situated in a democratic school. By employing a poststructuralist perspective, I seek to disrupt essentialist understandings of student voice/democratic practice and reimagine the role students might play in their own education.
- Ya basta! (Up)lifting Student Voices through Community Advocacy and Engagement at a Reconstituted Urban School Barbara L. Pazey, University of Texas - Austin
This study examines the ways in which students attending a turnaround urban high school and the larger school community reacted to the potential closure of their school and fought for their school, using the power of student voice and advocacy. Critical Race Theory and DisCrit Theory serve as tools for analyzing the ways in which race and disability are socially constructed and interdependent; and examining the ways in which race, racism, disability, and ableism are institutionalized.

Crystal City 1969 Walkout- Student Voices of the Past: Influencing School Leaders of Today! Maricela Guerrero Guzman, University of Texas at San Antonio; Roxanne Miranda, University of Texas at San Antonio; Dora Elia Salinas, University of Texas at San Antonio; Onesimo M. Martinez II, University of Texas at San Antonio

This article takes a historical analysis view of the Crystal City 1969 Walkout. This decision came about when a group of Mexican-American students attempted to meet with the school board to VOICE their concerns regarding the lack of bilingual education, ethnic studies, teachers and counselors that looked like them and participation in extracurricular activities. This paper looks at the importance of school leadership as advocates and supporters of student voices.

Facilitator:
Melissa Ann Martinez, Texas State University

157. Faculty Engaged in Program Redesign and Improvement: Lessons from UPPI and the UCEA-PDN
UCEA Annual Convention
Special Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom

The focus of this session faculty and program learning through engagement in collaborative redesign efforts such as the UCEA Program Design Network (UCEA-PDN) and the University Principal Preparation Initiative Faculty Professional Learning Community (UPPI-FPLC). Participants will share insight into the power of such professional learning communities, promising practices, and their observations as facilitators of and participants in redesign work.

Facilitator:
Michelle D. Young, University of Virginia

Participants:
Mariela A. Rodriguez, University of Texas at San Antonio
David H. Eddy Spicer, University of Virginia
Kathleen M. Winn, University of Virginia
Sara Dexter, University of Virginia
Karen L Sanzo, Boncana-University of U.S. Virgin Islands
Casey D. Cobb, University of Connecticut

Richard Gonzales, University of Connecticut
Doug Fisher, San Diego State University
Bonnie C. Fusarelli, North Carolina State University
Tim Drake, North Carolina State University
Daniel Reyes-Guerra, Florida Atlantic University
Janis Carthon, Albany State University
Linda Noel-Batiste, Virginia State University
Robert N. Corley III, Virginia State University
Marguerita K DeSander, Western Kentucky University

UCEA Annual Convention
International Community Building Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver

This international collaborative symposium session presents the work of the International School Leadership Development Network (ISLDN) researchers, a collaboration jointly sponsored by UCEA and the British Educational Leadership, Management, and Administration Society (BELMAS). Papers from four countries, England, Hong Kong, Turkey, and the United States, will examine socially just leader practices through the lens of democratic leadership in each country’s context.

Participants:
The freedom to be free’: Principles of distributing leadership for inclusive participation, social justice and collaborative teacher learning Philip Arthur Woods, University of Hertfordshire; Amanda Roberts, University of Hertfordshire

This paper adds to knowledge about how distributed leadership can enhance inclusive participation, social justice and collaborative teacher learning. It is based on case studies generated by the EU-funded EFFeCT (European Methodological Framework for Facilitating Collaborative Learning for Teachers) project and ongoing analysis of these (Roberts & Woods 2017, Woods et al 2016). The project involves partners in the Czech Republic, Finland, Hungary, Ireland, Latvia and the UK and is aimed at improving the policy and practice of collaborative teacher learning and distributed leadership. Key principles are set out and explained in the paper for each of the defining features of good practice: participative professionalism, deep level collaboration, advancement of equity and deep learning.

Democratic leadership as a component of meeting the needs of marginalized children in schools: The case of Turkey. Kadir Beycioglu, Dokuz Eylul University; Yasar Kondakci, Middle East Technical University

We could claim that democratic leadership in school management means participative management where the principal acts as a leader and facilitator. In the current map of various education systems serving for meeting the needs of marginalized...
Democratic leadership in schools are also keys to eliminate ‘many disadvantages’. That is why, in this study, we aim to find out; 1) How do Turkish school leaders make sense of democratic leadership? 2) What are their roles and responsibilities to meet the needs of marginalized students in their schools? 3) What do Turkish principals do to meet the needs of marginalized students in their schools? 4) What factors facilitate or hinder the work of school principals as a democratic leader in meeting the needs of marginalized students? In-depth semi-structured interviews will be employed as a qualitative method to collect the narratives of 10 school principals in Turkey and holistic analysis was employed to identify the principals’ perceptions and daily practice of SJ in their schools.

Democratic Leadership: The Hong Kong Case
Elson Szeto, The Education University of Hong Kong; Annie Yan-Ni Cheng, The Education University of Hong Kong

Hong Kong is a hierarchical high-power society and it's democracy has been increasingly criticized. Yet, democracy is widely pursued by the Hong Kong youth, while democratic leadership is a new concept to Hong Kong school leaders. The aims of this presentation is to explore how the Hong Kong school leaders adopted democratic leadership as a component of meeting the needs of marginalized children in schools. Concept of democracy and democratic leadership will be discussed in a Chinese concept

“Why Can’t We Find a Way to Give Every Student More?” Women Principals and Democratic Leadership Practices
Kerry Kathleen Robinson, University of North Carolina Wilmington

Previous research on women in educational leadership often notes that female-run schools are often more collaborative, dispersive regarding power and methodically working for the overall good of the collective group (Brunner & Duncan, 1998; Eagly, Karau, & Johnson, 1992; Grogan & Shakeshaft, 2011; Normore & Jean Marie, 2008). While still attending to the “big picture,” female leaders focus on care (Gilligan, 1982; Kropiwicki & Shapiro, 2001; Regan & Brooks, 1995) allows attention to remain on individual students, especially those from marginalized groups. This study shares the experiences of two secondary school principals, one in the US and one in Pakistan, and the way they were able to democratically lead their organizations, providing opportunities and empowerment throughout these schools, not only for the other educators, but for students, families and the surrounding communities.

Democratic leadership in a US context
Anna Sun, Rowan University

Students in the United States who are from low-income families, who are of color, and for whom English is not their first language continue to be under-represented, and undereducated. For those students, social injustice is an enduring, unrelenting, and seemingly irresolvable issue and school principals need to become vocal agents for them. Using the interview method, this study was focused on how principals of color in urban schools in a mid-Atlantic state viewed social justice and what they did to achieve it. The study also reported how that process left them unsettled, having more questions than answers on how to contend with the need to rid the socially unjust practices in schools. This is a study that enhances the comprehension of how the nuances of local contexts may have a broad impact on the schooling in the increasingly globalized world.

159. Lessons in Political Savviness from the Layton Archives of the Politics of Education Association
UCEA Annual Convention
Symposium
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace

Today’s political era raises important questions about school leaders’ roles as activists and advocates which require insights from a near half-century of scholarship explicitly about politics in education. Session participants have opportunities to use the knowledge base in PEA to discover the lessons school leaders need to be savvy activists and advocates for schools and communities.

Participants:
Methods of Agility: Politics of Education and Leadership Preparation
Curtis Brewer, University of Texas at San Antonio

The purpose of this paper is to investigate the tensions around the formalization of the field of politics of education and the need for the field to be agile enough to respond to the needs of educational leadership students. Specifically, the author will use archival documents from 1968-1972 to discuss the reasons the founders of the Politics of Education Association cited as their impetuous. These reasons will be contrasted with the worries expressed by one of the early members regarding the ways in which formalization itself initiates a new set of politics in the field, which may be detrimental to the stated goals of the organization. All of this will be placed in the context of the political turmoil that characterized these years. The paper will conclude with a discussion of the pertinence of the early PEA founders desires to the present state of the field as it relates to the preparation of school leaders.

Teaching Politics in Education to School Leaders
Janie Clark Lindle, Clemson University

This paper draws heavily from work on teaching
and curriculum studies across the first two decades, 1969-1989 of the Politics of Education Association (PEA). The project, known as Politics of Education Teaching and Research project, (POETAR; Layton, 1989a) and published in the UCEA monograph series posed three questions: • What is taught in politics of education courses? • To what readings are students in these courses exposed? • How do politics of education courses fit within the broader higher education curriculum, especially in educational administration? (Layton, 1989b, p. 5)

The purpose of this paper is to discuss how present day considerations of “key areas” of interest within Educational Leadership are but a manifestation of exclusion and erasure—i.e., what is typically NOT considered to be a topic of interest for the field. Rather than suggesting a certain neutrality or apoliticality in this process, this paper argues that decades of erasure and selective privileging have resulted in topics that appear to be of “natural” interest for educational leadership scholars. In other words, memory and forgetting are central components in the knowledge production process. The author utilizes Paul Connerton’s notion of “social memory” to interrogate how the field actively remembers its own history and central figures, while interrogating those spaces, ideas, theories, and individuals who were forgotten or left out altogether. As we consider this year’s conference theme (“Echando Pa’lante”)— it is critically important to discursively examine the field's past in order to move forward in a more thoughtful and comprehensive way in the future.

Toward an activist, racially conscious politics of education

Enrique Aleman, Jr., University of Texas at San Antonio

As the first meetings of the Politics of Education Association (PEA) were being organized and held in 1968, major U.S. cities were burning after the assassination of Dr. Martin Luther King, Jr., the activist American Indian Movement (AIM) was in its initial year of formation (Lomawaima, 1999), and farmworker leader, César Chávez had just begun his first fast as a method of nonviolent action against the landowners of the central valley of California (Ross, 1989). Trained at some of the nation’s top institutions of higher education, among the most distinguished scholars of sociology, political science, economics and education, emerging scholars of educational politics were attempting to carve out a space for their research. The burgeoning field, where studies on school governance, school board relations, policy making and implementation, and the funding of schools (Scribner, Alemán, & Maxcy, 2003) were being conducted, shifted the scholarly conversation and forced the inclusion of research on schools as sites of politics for the first time. Subsequent research studies enabled the politics of education to be studied and taught in departments of educational leadership and programs that prepare school leaders. This paper seeks to re-image how preparation programs can train leaders as social justice leaders and policy advocates in the larger political arena. I conduct a parallel analysis of today’s major civil and human rights actions, arguing for the importance of moving toward an activist, racially conscious politics of education.

Facilitator:
Brendan Maxcy, Indiana University

160. Innovative Instructional Leadership

UCEA Annual Convention
Paper Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A

Participants:
From theory to practice: Uplifting innovative leadership in new urban high schools Sarah Bridich, University of Colorado, Denver; Kent Seidel, University of Colorado Denver

Transforming a charter or innovation school from the leader’s vision into a thriving school, and one responsive to district mandates, is highly
complicated and relatively unstudied. The School Leadership Study is a collaboratively designed multi-year, multi-school case study of school leaders in newly opened high schools in greater Denver. These schools want to increase student voice, engagement and learning. The early findings indicate better support for school leaders and mission alignment is needed.

Instructional Leadership Teams in High-Poverty High Schools: Membership Selection, Capacity, and Authority for Leading Educational Change Elizabeth Leisy Stosich, Stanford University

This study examines whether and how instructional leadership teams (ILTs) can serve as a structure for improving instruction and student learning in high-poverty high schools. ILTs have the potential to improve educational opportunities for historically underserved students by creating a structure in which teachers and administrators work collaboratively to develop and implement a shared vision and strategy for instructional improvement.

High School Principals’ Influence in College and Career Readiness for Students from Historically Underserved Populations Carmen Gioiosa, University of Illinois at Urbana-Champaign

This qualitative study investigated the practices of high school principals who have built a culture in their high schools focused on college and career readiness for all students, but in particular students from historically underserved backgrounds. The findings reveal that the high school principals engaged in a number of behaviors beginning with a personal, justice-oriented mindset that strives for equitable outcomes for all students through their leadership and advocacy in interpersonal and pedagogical relationships.

Culturally Sustaining Instructional Leadership: Perspectives from Native American public school principals in Wyoming and Montana William T Holmes, University of Wyoming; Suzanne Young, University of the District of Columbia

This study examines the Culturally Sustaining Instructional Leadership (CSIL) views of Wyoming and Montana principals who are leading Native American public schools located on reservations or serving predominately Native American school populations as identified by each state’s department of education. The aim of CSIL is to provide instructional leadership that supports and empowers the implementation of Culturally Sustaining Pedagogy (Paris, 2012) across classrooms, schools, and community. CSIL is comprised of instructional and cultural elements.

Instructional Leadership in Charter Schools Marytza Gawlik, Florida State University

Although the research surrounding the charter school principalship is limited, it has been suggested that these principals have some of the same demands as their traditional counterparts. To address this gap in the literature, this case study examines how four charter school principals enacted instructional leadership in their respective schools.

Facilitator:
ELEFTHERIA ARGYROPOULOU, UNIVERSITY OF CRETE, GREECE

161. Intersections in Educational Leadership Research
UCEA Annual Convention
Paper Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B

Participants:
Collaborative Critical Auto Ethnography through Youth Participatory Action Research Kimberley Jenkins, Miami University

This study examines how a community collaborative can help students find agency in their voice, and how teachers, often outsiders in the community and world of their students, recognize the legitimacy of their student’s voice, value the bases of knowledge their students bring, and empower their student’s agency for self-determination. A new cannon for embedded practices in critical pedagogy toward consistently equitable instructional practices for broad social change in the context of school are explored.

The Theory Movement and Recent Debates about Scientific Research: Why is Everything Old New Again? Robert Donmoyer, University of San Diego

Anyone familiar with the mid-20th century theory movement field and the so-called paradigm wars that occurred closer to the end of that century is likely to have experienced feelings of déjà vu while reading the National Research Council’s 2002 book, Scientific Research in Education. The paper focuses on the phenomenon of history repeating itself within research fields like educational administration/leadership and consider what might be done to interrupt this largely unproductive cycle of events.

Using a Network Analytical Approach to Connect the Conceptualizations in Educational Leadership Research and Neuroscience Yinying Wang, Georgia State University

This review study aims to connect the current conceptualizations in educational leadership research to neurobiological and neuropsychological mechanisms. Drawing on the empirical studies intersecting administrative science and neuroscience, this study uses a network analytical approach to synthesize the interconnected empirical findings on leadership behaviors, decision making, and neurological underpinnings. A conceptual framework is thus proposed by integrating the
neurological mechanisms of trust, emotion, empathy, motivation, social justice, morality, and educational leadership behaviors. Intersectionality in Quantitative Educational Research in Educational Leadership: Theoretical and Methodological Issues Tiedan Huang, Fordham University Through the lenses of critical realism and critical inquiry, the proposed study aims to illuminate (1) some of the theoretical and methodological issues associated with integrating intersectionality into quantitative educational research in educational leadership, (2) progress made in addressing some of those issues, and (3) new possibilities and opportunities in promoting intersectional approaches in educational leadership research.

A Review of Intersectionality Research within Core Educational Administration Journals Brandon L Clark, Iowa State University; Douglas M Wieczorek, Iowa State University Using conceptualizations of educational leadership for social justice and Núñez’s (2014) multilevel intersectionality framework for educational research analysis, this study systematically reviewed how research published within core educational administration journals has incorporated intersectionality frameworks to investigate social justice and leadership identity. Findings suggest intersectionality frameworks can expand our purview of educational leadership for social justice, and be employed to contest hegemonic asymmetrical power dynamics within schools, which support the silencing, and oppression of marginalized students.

Facilitator: victoria showunmi, UCL IOE

162. Examining District Practices
UCEA Annual Convention Paper Session 1:30 to 2:40 pm Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C Participants:
Instructional and Transformational Leadership in District Turnaround Kimberly Jansen, Michigan State University This study explores the instructional and transformational leadership practices of principals and superintendents undergoing district turnaround. It explores how some instructional leadership functions can be managed by central office leadership allowing for more coherence throughout the district as well as increased support for building leaders as they work to with their teachers to improve instructional practices. It also explores how individual school leader decisions can influence teacher willingness and ability to change their practices.

Whole District Transformation: Leading Change for Sustainability Cynthia L. Uline, San Diego State University; Lisa A W Kensler, Auburn University This paper presents results of a three-year study of system-wide greening/whole school sustainability reform within two large urban school districts. These two school districts received three years of support from a national not-for-profit organization. Beginning with district-defined metrics for success, an external change agent, provided by the national organization, facilitated district-wide “greening” efforts through provision of expert information, training, and guidance. Our research followed and documented change strategies and related outcomes.

A Review of Los Angeles Unified Data Following the OCR Compliance Investigation Catherine E Robert, University of Texas at San Antonio; Nathern Okilwa, University of Texas at San Antonio In 2011, the Office of Civil Rights (OCR) investigated the Los Angeles Unified School District’s (LAUSD) provision of resources to schools with predominantly African American students as compared to schools with predominantly White students. This study examines how LAUSD has responded to OCR findings. Research questions include: (1) How do LAUSD elementary schools compare? (2) What are the differences in teacher quality? (3) How successful has the OCR review been in accomplishing the desired outcomes?

Building a throughline approach to district partnerships Jessica Charles, Bank Street College of Education; Emily Sharrock, Bank Street College of Education Research indicates multiple layers of school districts must be engaged to improve student learning. This paper reports on our Throughline Approach to district partnerships that entails four steps: 1) co-constructing an essential question; 2) observing classroom instruction and reviewing district systems to better understand current practices and conditions; 3) creating an instructionally-focused initiative to strengthen classroom practice; and 4) building supports for that initiative. We describe factors that facilitated and hindered success.

Coordination and Consensus around Instruction: A Cross-Case Analysis of Five U.S. School Systems Christine M Neumerski, University of Michigan; Daniella Hall, Clemson University; Maxwell Yurkofsky, Harvard University The creation or redesign of school systems is a key reform effort, particularly for underserved students. These efforts often focus on creating coordination and consensus within a school system. We theorize that a shared vision of ideal learning environments is one critical aspect of coordination. We examine system leaders’ conceptualizations of learning environments in five different types of school systems as a means to understand the ways in which
163. Grant Writing Workshop: Guidance From Funded Faculty
UCEA Annual Convention
Special Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D

Obtaining funding for research and development scholarship has become a fairly commonplace expectation for educational leadership faculty. In this session, a panel of faculty members with records of success in seeking and receiving funding for their work will provide insight into the grant research and writing processes, working with a variety of funding organizations, and what they consider to be essential practices for success.

Presenters:
Donald J. Peurach, University of Michigan
Jason A. Grissom, Vanderbilt University
Muhammad Khalifa, University of Minnesota
Elizabeth Farley-Ripple, University of Delaware
Sheneka Williams, University of Georgia

Facilitator:
Sara Dexter, University of Virginia

164. GSC Programming - Demystifying the Academic Job Search, Part II: The Nuts and Bolts
UCEA Annual Convention
Special Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail

After listening to faculty old and new talk about their experiences with the job search process, you probably have a lot of questions about the things you heard: What does a good cover letter look like? Do I need to create a research statement, a teaching philosophy, or both? When should I start this process? In this session, we will look at examples of different parts of the application package, discuss how to tailor your package to best position yourself for the job you want, and talk about how to time and organize your job search.

Facilitator:
Madeline Mavrogordato, Michigan State University

Participants:
David DeMatthews, University of Texas - El Paso
Lolita Tabron, University of Denver
Amanda U. Potterton, University of Kentucky
Kristina Brezicha, Georgia State University

165. Politicizing the Reauthorization of the Higher Education Act
UCEA Annual Convention
Special Session
1:30 to 2:40 pm

Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows

The reauthorization of the Higher Education Act, while shrouded in some mystery, continues to remain on the national policy agenda. In this session, participants will share insights into what issues will be central to reauthorization, some of the "behind the scenes" discussions that have been particularly influential, and the interests that are characterizing the debate. Attendees should leave the session with a sense of the current state of play with regard to this important policy.

Facilitator:
Ed Fuller, Pennsylvania State University

Participants:
Karen Symms Gallagher, University of Southern California
Paula Myrick Short, University of Houston
Kelly Pollitt, National Association of Elementary School Principals

UCEA Annual Convention
Innovative Session / Mini-Workshop
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly

This workshop will engage participants in activities related to teaching aspiring principals about: 1) potential orientations and stances towards current evaluation systems given their underlying logics of measure & sort and support & develop; 2) how to serve as a literacy-focused leader who carries out evaluation to support teachers; 3) how to collaborate with literacy leaders and teachers to harness evaluation as a catalyst for professional development.

Facilitator:
Rachel Gabriel, University of Connecticut

167. Assistant Principal Research: Past, Present, and Future
UCEA Annual Convention
Critical Conversations and Networking Sessions
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore

The purpose of this session is to bring together university faculty and graduate students who have been/ are researching the assistant principalship, to prompt discussion on past and present research, and to chart research directions for the future. Assistant principals are given only marginal attention in leadership literature, yet are to be instructional leaders. Thus, it is important to study the unique benefits, issues, challenges and mentoring needs of these “middle space” leaders.

168. Leadership Preparation Programs and the Challenge of Adult Learning for Transformative School Change
UCEA Annual Convention
Critical Conversations and Networking Sessions  
2:50 to 4:00 pm  
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol  
In this Critical Conversation with leadership preparation peers, the program chairs from ASU and UA will share a concise description of their respective leadership program's goals, structure, successes, and challenges. The program descriptions will center on equity and be grounded in conceptions of structure/culture/agency (Datnow, Hubbard, & Mehan, 1998), transformative leadership (Shields, 2010), and transformative learning (Mezirow, 1997). Audience members will engage in a critical conversation around these topics.  
Participant:  
Carl Hermanns, Arizona State University  

169. The Future of Latinx Leadership Research: A conversation for/with Latinx Scholars  
UCEA Annual Convention  
Critical Conversations and Networking Sessions  
2:50 to 4:00 pm  
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado  
Latinos are the fastest growing group in the U.S. yet they are under-represented at all levels of higher education. In school leadership, Latinos represent 7% of principals and 2% of superintendents. This numeric gap between Latinx students and Latinx leaders has created a rich field of study. Latinx scholars must refine our research agendas and develop new questions, new ways of studying the structural and ideological issues that undermine Latinx educational achievement at all levels.  
Participants:  
Rebecca Burciaga, San José State University  
wellinthon garcia, Hofstra University  
Frank Hernandez, Southern Methodist University  
Gerardo R. Lopez, University of Utah  
Sylvia Méndez-Morse, Texas Tech University  
Elizabeth Murakami, University of North Texas  

170. Black Educational Leadership and Advocacy  
UCEA Annual Convention  
Paper Session  
2:50 to 4:00 pm  
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine  
Participants:  
Leading Through a Thousand Cuts: Microaggressions and the Experiences of Black Women in Educational Leadership Jennie Weiner, University of Connecticut; Laura Burton, University of Connecticut; Daron Cyr, University of Connecticut  
Black women face multiple barriers to success in educational leadership. Additionally current research often serves to juxtapose black women's experiences against those of their white female or black male colleagues. Using intersectionality, this qualitative study focused on the experiences of 10 black female school leaders as they negotiated their roles. We find that they were frequently subjected to microaggressions creating ongoing dilemmas and negatively impacting their senses of efficacy and acceptance in these roles.  
This historical paper traces the biography of pioneer Black school leader Gertrude Paul from Leeds in the 1970s and 1980s and her role as a community builder and advocate for Black children and families in an often hostile British educational establishment.  
Showing our true colors: Edifying culturally sustaining mentoring leadership development of Black male principals. Phillip A Smith, Teachers College, Columbia University  
Through a qualitative narrative study, this paper explores culturally sustaining mentoring approaches to educational leadership as described by Black male secondary school principals. The paper presents humanized portraits of Black leadership and leadership development. The research is poised to open a new line of inquiry in the study of culturally relevant/ responsive/ sustaining theory (CRRST), and principal preparation. It strives to formulate a new color-conscious definition of culturally sustaining school leadership development and mentoring.  
Black teachers across the country have experienced higher than average turnover rates, slowly eroding the success of recent minoritized teacher recruitment efforts. Research constantly highlights school leadership as a primary influence for teacher turnover (Boyd et al, 2011). However, we lack a nuanced qualitative understanding of how school leadership affects Black teacher turnover, specifically. This study expands our knowledge utilizing a qualitative case approach to explore how school leadership impacts Black teacher turnover.  
Black Leaders, White Schools: A Multi-Site Case Study of Black Suburban School Principals and Superintendents Terah Talei Venzant Chambers, Michigan State University; Courtney Camille Mauldin, Michigan State University; Alounso Antonio Gilzene, Michigan State University  
Black school superintendents and principals remain critically underrepresented, particularly in suburban environments. To address this void, this multi-site qualitative case study utilizes a racial opportunity cost framework to examine the experiences of Black school leaders in suburban schools. We conducted
171. Getting INSPIREd About Program Improvement: A "Hands-On" Working Session
UCEA Annual Convention
Special Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom

Facilitators:
Diana G Pounder, University of Utah
Andrea K. Rorrer, University of Utah
Kathleen M. Winn, University of Virginia

Participants:
Mariela A. Rodriguez, University of Texas at San Antonio
Casey D. Cobb, University of Connecticut
Karen L Sanzo, Boncana-University of U.S. Virgin Islands
David H. Eddy Spicer, University of Virginia
Richard Gonzales, University of Connecticut

UCEA Annual Convention
International Community Building Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver

Social justice is work is an important part of modern educational institutions irrespective of where they are located, who leads them or who their members are. Drawing of personal reflective accounts, five educational professionals in Jamaica and England describe their understanding of Social Justice and provide examples and accounts of how they do social justice work. The three main findings are: social justice work in education is ERR: equity, respect and rights.

Facilitator:
Kmt Shockley, Howard University

How do different education professionals do social justice work? Preliminary findings from a two-country study Paul Miller, University of Huddersfield, UK already provided!

How do different education professionals do social justice work? Preliminary findings from a two-country study Paulette Watson, N/A Already provided

173. Place and Advocacy: The Implications of Urban, Exurban, Suburban, and Rural Locations for School Leadership
UCEA Annual Convention
Symposium
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace

This symposium offers insights about locations and communities in school leaders’ advocacy roles. From the Depression era aphorism that “all politics is local” to today’s aftermath of the 2016 Presidential Election outcome, largely ascribed to rural constituencies’ dissatisfaction with urban-centric policies, the meaning of place is particularly salient to school leadership. What are the commonalities and differences in the advocacy roles of school leaders based on their students and schools’ places?

Participants:
Symposium Overview: Advocacy in Rural and Urban Spaces Janie Clark Lindle, Clemson University
U.S. education has been described as less of a system than a fragmented collection of loosely-coupled and highly bureaucratized enterprises (Goldspink, 2007; Willower, 1982). Thus, U.S. schooling is a complex set of overlapping, entangled networks (Goldspink, 2007; Waks, 2010), which set conditions that generate overly narrow or overly broad policies (Cooper, Cibulka & Fusarelli, 2008; Fowler, 2013) and stimulate politicized action (Lindle & Hampshire, 2017). As an example, a perception that the 2001 version of the Elementary and Secondary Education Act known as No Child Left Behind (NCLB) overly federalized schooling, yielded a 2016 version, dubbed the Every Student Succeeds Act (ESSA), purportedly relocating policy control to states and schools. The balancing, or (im)balancing, of education policy from the macro to the meso, even micro-levels, illustrates important political spaces in education and schooling. Further
complicating the contested spaces of federal education policies in state and local arenas, the kinds of localities have arisen as political influences on policy discourse, even election results (Roscigno, Tomaskovic-Devey, & Crowley, 2006; Harmon & Schafft, 2009). The range of local communities have reified into special definitions of rural, suburban, exurban, and urban (Roscigno et al., 2006). Conceptual work surrounding political culture supports the discourse on developing understanding of context (Elazar, 1972; 1994; Heck, Lam, & Thomas, 2014; Herzik, 1985; Lieske, 1993; Sharkansky, 1969). Most of this literature supports notions of political culture as forms of placism as a feature of nation-states (Devos et al., 2012) and regions of the U.S. states (Elazar, 1972; 1994; Fehey & Louis, 2008; Lieske, 1993). In this symposium, the definitions of political culture are scaled for places defined by geo-political measures of rurality and urbanity (Corbett, 2015; Cromartie & Bucholtz, 2008; Mawhinney, 2010). To some extent this redefinition of spaces for education’s political cultures in dimensions of rurality and urbanity reclaim progressive era notions of cosmopolitanism and scalar concerns expressed in glocalism (De Young, 1987; Hansen, 2009; Mawhinney, 2010). Are school leaders operating in these spaces? Are they prepared to be politically savvy operators in these spaces?

Activists Beyond the School Walls: The Community and State Advocacy Work of Urban School Leaders

Shelby A. Cosner, University of Illinois at Chicago

A growing body of literature sheds important light on the work of school leaders engaged in creating more socially just schools. Although this work provides a robust accounting of what leaders do within their schools (e.g., Theoharis, 2007; Theoharis, 2010), it pays much less attention to the ways in which leaders take up this work beyond the school walls. Using Hoffman’s (2009) framework for educational leaders as social activists, this manuscript explores the kinds of recent national, state, and local policies and issues that have motivated some school principals in the Chicago Public Schools to advocacy work. Hoffman’s framework features three themes: (a) political clarity, (b) political capacity, and (c) risk. For this symposium, we also examine the entailments of this “beyond the school walls” activist leadership.


Leading in the margins: Rural school and community leadership for the 21st century Catharine Biddle, University of Maine; Ian Mette, University of Maine

Twenty-first century economic change, including automatization and the outsourcing of both capital and labor, has complicated the historically close relationship between rural schools and their communities (Schafft, 2016; Sherman & Sage, 2011). Distance and isolation continue to present many organizational challenges in meeting the needs of increasingly diverse rural students (Azano & Stewart, 2016; Surface & Theobald, 2014); however, rural educational leaders must also grapple with the question of whose needs rural schools serve when a discourse of college and career readiness implies the preparation of young people for careers and educational opportunities located elsewhere (Budge, 2010; Corbett, 2015). In our paper, we discuss the complexities of navigating these challenges and the importance of educational leadership and policy that carefully considers community well-being as an educational priority.


Siloed Scholarship: Investigating Intersectionality in Research on Place-Conscious Educational Leadership

Daniella Hall, Clemson University

Contemporary education research is often siloed by geopolitical locale (Biddle & Azano, 2016), creating significant gaps in scholarship. This reaction paper draws from geopolitical bounded research on urban districts (e.g., Green, 2015; Ishimaru, 2012; Trujillo, 2013), rural districts (e.g., Bauch, 2003; Budge, 2010; Schafft, 2015) and suburban districts (e.g., Frankenberg & Orfield, 2012; Holme, Diem,


Implications of Politically Savvy School Leadership for Preparation and Development Ed Fuller, Pennsylvania State University Despite a persistent perspective that schooling in the U.S. must maintain an apolitical stance, this symposium highlights the increasing complexities of place and the problems with blunt-force education policies imbued with placism politics (Plank & Boyd, 1994; Jimerson, 2005). With this paper, we turn to the implications for leadership preparation and development of currently serving leaders, a potential example of how current federal “skinny” budget proposals have taken a blunt scalpel to funding of teacher and leader development requirements in the Every Student Succeed Act’s (ESSA), Title II. What might be the

174. ESSA and the Critical Discourse of Public Education

UESA Annual Convention
Paper Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
Participants:
ESSA in Indian Country: Problematising Self-Determination through the Relationships between Federal, State, and Tribal Governments Hollie Mackey, University of Oklahoma
The paper examines the potential effects of the new relationship between state and federal governments on tribal sovereignty and self-determination, and problematizes the devolution of power back to the states as they are entrusted to use the guiding frameworks of ESSA to ensure educational equity for American Indian and Alaska Native students. The ESSA policy was analyzed through a postcolonial interpretive policy analysis framework informed by Tribal Critical Race Theory.

Putting the Public Back in Public Education: Community Advocacy and Education Leadership under ESSA
Carrie Sampson, Arizona State University; Sonya Douglass Horsford, Teachers College, Columbia University
Drawing from a multiple case study, we explore the efforts of local community advocates in advancing equity for underserved children in three U.S. Mountain West school districts. Framed by community equity literacy, our findings illustrate how community advocates’ knowledge and actions used to address educational inequities might be leveraged by district leaders under ESSA to expand educational opportunities.
ESSA, EL Policy, and Centralization
Madeline Mavrogordato, Michigan State University; Andrew Saultz, Miami University
While it is clear that ESSA represents a meaningful shift in education authority away from Washington DC, it remains unclear whether this devolution of power will trickle down to local actors. This paper analyzes English Learner policy to understand how policy changed from NCLB to ESSA, and the political goals of local control. We find that despite rhetoric that ESSA was a return of local control, EL policy is more centralized under ESSA.

Examining the Discourse on the Every Student Succeeds Act (#ESSA) on Twitter: Three Network Analytical Approaches
Yinying Wang, Georgia State University; David Fikis, Georgia State University
This study aims to examine how opinion leaders shape public discourse on ESSA on Twitter. Using the corpus complied by the tweets containing the hashtag #ESSA retrieved since May 2016 via Twitter API, we first conduct the hashtag co-occurrence network analysis to uncover the topical structure of ESSA. Next, the communication network analysis is conducted to identify opinion leaders. Finally, the discourse network analysis is conducted to examine discourse coalitions on Twitter.
Facilitator:
Lisa S Romero, California State University Sacramento

175. Student Voices for College Readiness
UESA Annual Convention
Paper Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B
Participants:
A case study of students’ perceptions of attending an early college high school Yolanda Calhoun, Aldine Independent School District; Virginia Snodgrass rangel, University of Houston
The purpose of this study was to talk to students and learn from them about the benefits and challenges associated with participating in an ECHS program. The study also examined factors and strategies affecting the students’ successful completion of the program. This study was guided two theories: Resiliency and Self-Determination theories. This study used a qualitative research design to develop a case study of one school. 28 students in grades 10-12 were interviewed.

Student Voice: Latino/a Students’ Perspectives On Their Academic Performance In One Urban High School
Christina R. Siefert, University of West Georgia; Mary A. Hooper, University of West Georgia
This paper assesses Latino students’ perceptions regarding success in the freshmen year of high school and the factors that influenced their level of success. Sixteen Latino students were interviewed using a semi-structured interview protocol. By focusing on student voice, six categories were identified and viewed the lens of Bandura’s self-efficacy theory: 1) relationships, 2) grades, 3) responsibility, 4) meaningful and engaging work, 5) beliefs, and 6) culture. Implications for school improvement leaders are discussed.

Converging and Diverging Perspectives of Teachers, Leaders, and Students Regarding Early College High Schools
Leslie Locke, University of Iowa; Matthew Stier, University of Iowa
This study highlights where the perspectives of individuals “on the ground” (teachers, leaders, and students) in Early College High Schools are parallel or distinct—or where their perspectives and experiences converge and diverge regarding this unique school model. Qualitative analyses revealed their perspectives merge around the social justice-oriented mission of the school and college preparation of students, however the participants’ perspectives diverge around motivation and expectations. Implications for leadership, policy, and practice are discussed.

Social Capital and Academic Achievement Among Middle and High School Students
Linda Kay Mayger, College of New Jersey
Recognizing the importance of school initiatives that address students non-academic needs, this study documents the relationships between four social capital variables and academic outcomes among a national sample of students in the middle and high school years.

Facilitator:
Hattie Lee Hammonds, Clemson University

176. Reconsidering School Discipline
UCEA Annual Convention
Paper Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C
Participants:
Fighting to Be Seen: (Re)Visioning the Strengths of Persistently Disciplined Black Girls
Erica Young, Jefferson County Public Schools; Bradley W. Carpenter, University of Houston
The existing literature highlights the disproportionality in discipline for Black boys with little attention to Black girls. The purpose of this study is to discover the strengths of persistently disciplined Black adolescent girls. We conducted an embedded case study applying Appreciative Inquiry (AI) to gain insights into what inspires persistently disciplined Black girls to continue in education. The results highlight strengths of three Black girls within the conceptual framework of Strengths in Communities of Color.

Administrator Implicit Bias in School Disciplinary Decisions
Gina Laura Gullo, Lehigh University
Although research links teacher implicit bias to student discipline, the potential interference of administrator implicit bias remains unclear. Using HLM to analyze extent databases and the Implicit Associations Test, administrators’ implicit bias explained differences in the student race to discipline severity relationship for subjective infractions despite controls for student and administrative level factors. This suggests that research-based implicit bias mediation strategies hold promise for reducing the racial discipline gap through administrator professional development.

Conceptualizing the Critical Path Linked by School Disciplinary Climate
Jingping Sun, University of Alabama; Sijia Zhang, University of Alabama; Robert Przybylski, University of Alabama; Roxanne Mitchell, University of Alabama
Applying quantitative meta-analytic review methods to published and unpublished evidence in the past 20 years, this paper presents that school disciplinary climate (DC) positively impacts student learning and that school leadership positively impacts DC. This adds to our understanding of the indirect influence of school leadership on student learning by conceptualizing the critical path linked by school DC and by illustrating how school leadership improves DC. Implications of the findings for leadership practice are discussed.

Racially Conscious Discipline Culture and Climate Improvement: A Leadership Model for Rethinking Discipline Reform
Decoteau J. Irby, University of Illinois at Chicago; Jason Swanson, University of Illinois at Chicago
Racism is a driver of disciplinary inequities. The
omission of race conscious decision-making is a design flaw of most disciplinary improvement approaches. Given the importance of attending to race in the discipline problem-solving process this research manuscript generates a leadership model for developing racially conscious school discipline culture and climate continuous improvement practices through a synthesizes of race talk research and team-led cycles of inquiry.

Facilitator:
Pamela Gray, Sam Houston State University

177. Using Story to Improve Equity Leadership
Preparation and Practice: A Critical Conversation
UCEA Annual Convention
Critical Conversations and Networking Sessions
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D
Using narrative storytelling to explore four aspects of equity-focused school leadership (disrupting discourses that undergird educational inequity; doing and leading intellectual and emotional learning; developing cohesive and strategic equity-minded teams; and approaches to organizational and systemic) this session engages participants in critical dialogue to imagine equity-focused leadership that relies on and expands the wholeness, humanity, intelligence, and integrity found in each member of a school, as well as in the community as a whole.
Facilitators:
Gretchen Givens Generett, Duquesne University
Mark Anthony Gooden, University of Texas - Austin
George Theoharis, Syracuse University

178. GSC Programming - Funding Your Dissertation
UCEA Annual Convention
Special Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail
Securing a dissertation research grant has several advantages. Although requirements for applications may vary to a degree, there are some baseline tips for writing your application statement or explicating your research plan that are worth discussing. Education researchers should know some of the grants that are specific to our field as well as some of the interdisciplinary opportunities that education researchers typically pursue. This session will hold space for an in-depth discussion of these topics and several others related to funding your dissertation research.
Facilitator:
Terrance Green, University of Texas - Austin
Participants:
Donald J. Peurach, University of Michigan
Kevin L. Clay, Rutgers University

179. The Common Core State Standards: Implementation, Rejection, and the Influence on Students
UCEA Annual Convention
Paper Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows
Participants:
Cultural Capital in Common Core: Are we Preparing Children to Upwardly Mobilize? Terainer Brown, University of Colorado Colorado Springs; Bristole Ann McFee, University of Colorado Colorado Springs; Danielle Springfield, University of Colorado Colorado Springs; Justin Stoddard, University of Colorado Colorado Springs
This study takes a critical look at the position of the Common Core Standards in education and examines the degree to which ownership of exposure to cultural capital, as defined by Bourdieu, resides within the educational structure. The components of cultural capital were quantified and compared against the College and Career Readiness Standards. The results of this study indicate that essential components of cultural capital are absent from the standards as they are currently written.
Educational Order and Decay: Oklahoma's Political Experiences with the Common Core David Casalaspi, Michigan State University; Jason Burns, Michigan State University
Resistance to the Common Core (CCSS) has grown in recent years, yet little research has examined this phenomenon. Drawing on Fukuyama’s theory of political order and decay, we provide a case study of Oklahoma’s decision to repeal CCSS. We suggest that Oklahoma’s experiences were symptomatic of a broader pattern of institutional decay with three characteristics: an inability of existing institutions to adapt to changing environmental conditions; a debate over institutional legitimacy; and eroding political trust.
Common, but Coherent? Exploring Messages About Literacy Instruction in Common Core Resources Emily Hodge, Montclair State University; Serena Jean Salloum, Ball State University; Susanna Benko, Ball State University
This study describes the messages about secondary literacy instruction in a sample of state-provided curricular resources for college and career readiness standards. Because curricular resources translate policy messages into concrete ideas for instructional practice, resources that communicate mixed messages interrupt the link between policy and practice. Therefore, this paper identifies resources’ messages about literacy instruction, as well as the coherence of those messages across organizations.
Values, power, and complexity theory: Policy lessons learned from Virginia’s decisions on Common Core Standards Jay Scribner, Old Dominion University; Angela Rhett, Old Dominion University; Karen L Sanzo, Boncana-University of U.S. Virgin Islands
This longitudinal case study illustrates how complexity theory helps us understand the role of power and values in shaping education policy. Particularly in today’s highly charged and a divisive policy environment, drawing from the lessons of complexity theory helps make sense of past policy decisions and possible future policy directions. To illustrate these phenomena, we draw from Virginia’s accountability policy experience, drawing specific lessons around the decision not to adopt the Common Core Standards.

Complexity of the CCSS in Language Arts Compared to the 1997 California Standards

Christopher Tienken, National Council of Professors of Education Administration; Dario Sforza, Carlstadt-East Rutherford Regional High School District; Clifford Burns, N/A

Creators of the Common Core State Standards (CCSS) claim the Standards require greater emphasis on higher-order thinking than previous state standards in mathematics and English language arts. We compared the levels of thinking required by the grades 9-12 CCSS in English language arts (ELA) with those required by the 1997 California 9-12 ELA standards using Webb’s Depth of Knowledge framework. The results suggest the California standards offered more opportunities for complex thinking.

Facilitator:
Kristina Brezicha, Georgia State University

180. Mini-Workshop: Building Democratic Parental Participation in Schools
UCEA Annual Convention
Innovative Session / Mini-Workshop
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly

Utilizing a model collaboratively developed by the members of a Parent Teacher Association dedicated to their work conducting Participatory Action Research, this mini-workshop will offer concrete practice with the thought processes and strategies needed to build democratic parental participation in schools. The workshop will feature interactive, discussion-based preparation ranging from “train-the-trainer” activities to practice with useful online applications, providing participants with transferable tools to be used in many contexts.

UCEA Annual Convention
Critical Conversations and Networking Sessions
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore

This session will serve as a platform for scholars, practitioners and graduate students to engage in a critical conversation around the challenges, solutions and best practices faced when advocating for and uplifting student voices. Particularly the session will highlight how educational preparation programs prepare school leaders to foster spaces for the discussion of social justice issues as well as create environments that allow for collaborative work that eradicates inequities that exists within schools.

Participant:
JoAnn B. Manning, Rowan University

182. Narratives of Power: Utilizing Collective Autoethnography to Uplift the Voices of Doctoral Students of Color
UCEA Annual Convention
Critical Conversations and Networking Sessions
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol

To what extent do educational leadership preparation programs effectively support or inadequately support doctoral students of color? How do doctoral students of color construct (academic and cultural) identity in educational leadership programs? How can programs co-construct knowledge and transform practice regarding equity and cultural leadership in partnership with (and for) doctoral students of color? Through dialogic professional development about autoethnography and a call for submissions for an edited book, this session will broach these questions.

Facilitators:
Osly Flores, University of Pittsburgh
Samuel Garcia, Texas State University

Participants:
Melissa Ann Martinez, Texas State University
Muhammad Khalifa, University of Minnesota

183. The State of Online Learning in Educational Leadership Preparation Programs
UCEA Annual Convention
Critical Conversations and Networking Sessions
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado

This critical conversation invites participants to discuss the practical and epistemological implications of teaching online in a leadership preparation program. Using the results of the 2017 UCEA Distance Education Survey as a point of departure, this session examines policy and professional development implications of teaching online in UCEA institutions.

Participant:
Sara Heintzelman, University of Kentucky

184. Social Justice Leadership for Intersectionalities
UCEA Annual Convention
Paper Session
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom

Participants:
The Implications of Intersectionality of Race, Gender, and Language on Southeast Asian Students' Experiences and Outcomes Sung Tae Jang, University of Minnesota
As a critical quantitative research, this study aims to examine the relationship between students’ multiple marginalized identities (race, gender, and language) and their experiences and educational outcomes, particularly for Southeast Asian female students. In addition, this study seeks to identify characteristics in school organizations that can mediate or differentiate the patterns. It intends to provide policy suggestions to accomplish comprehensive equity reform for all students inclusive of their race/ethnicity, gender, and language.

Advocating for Inclusion of All Voices: How to Lead Learning andIntersectionality in Collaborative Settings Chelsey Lee Saunders, Teachers College, Columbia University; Ellie E. Drago-Severson, Teachers College, Columbia University
The purpose of this paper is to discuss developmentally intentional strategies that create a community of care and uplift student and adult voices. To do so, we combine our understandings of intersectionality and adult development, specifically from the Learning-Oriented Leading model, and re-introduce key tools: ice-breakers and check-ins. We offer them as intentional ways educational leaders can create spaces to help adults develop their internal capacities to connect with and advocate for all voices.

The Smog and The Tense Family Dinner: A Two Narrative Tale of Educators' Struggling Toward Inclusivity Amanda Jo Cordova, University of Texas at San Antonio; Encarnacion Garza, University of Texas at San Antonio; Juan Manuel Niño, University of Texas at San Antonio; Curtis Brewer, University of Texas at San Antonio
This qualitative study employs narrative discourse analysis to illuminate the tensions these educators reveal about their interpretation of dominant discourses of racism and heteronormativity. The scholarly significance of this research is its more realistic portrayal of how, educators learning about social justice, grapple with their own cognitive dissonance surrounding their desire to claim equitable, inclusive spaces of learning. Findings are configured by the expression of two distinct narratives illustrated in the imagery of motifs.

Black Deaf Culture and Language: Culturally Relevant Leadership Lessons for School Leaders Catherine A. O'Brien, Gallaudet University; Angela McCaskill, Gallaudet University; Carolyn McCaskill, Gallaudet University
The purpose of the study was to document the educational experiences of Black Deaf students, Black Deaf American Sign Language (ASL), Black Deaf culture, culturally relevant pedagogy, identity development and leadership practices in schools for the deaf. The research questions focused on how culturally relevant pedagogy and Black Deaf ASL impacted the education of this population. Further, survey research investigated how Black Deaf students identified with Black culture, Deaf culture, and language.

Breaking the Silence: Gay Fathers Speak Out about their Children’s Schooling Andrew Leland, Rutgers University
Little is known about the interface of gay fathers in school-to-home relationships. This phenomenological study uses Queer Theory and Ecological Systems Theory to examine gay fathers’ experiences with their children’s schooling. Without continued empirical research that focuses on gay fathers’ experiences, we will be unable to understand the extent to which institutions of learning are creating safe, inclusive, and competent environments for this population of parents and their families.

Facilitator:
James W. Koschoreck, Northern Kentucky University

185. Emotional Experiences of Principals during Political Organizational Changes: An International Comparative Perspective
UCEA Annual Convention
International Community Building Session
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver
The purpose of this session is to present an overview of the emotions school leaders experience under different social international contexts during changes in political, organizational, or reform structures. We have selected 4 qualitative research papers to explore the affective component of educational leadership that principals experience in three different countries (Lebanon, Pakistan, and United States) under various hard circumstances to understand how principals utilize their emotions to reflect and act upon these unique contexts.

Presenters:
Rima Karami, American University of Beirut
Kerry Kathleen Robinson, University of North Carolina Wilmington
Julia Mahfouz, University of Idaho

186. Leading Futures for Human Growth and the Challenges of Global Change
UCEA Annual Convention Symposium
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace
Global challenges include crises in leadership, climate change and education. How can we transform leadership and its practice to meet these challenges and develop
‘human-centred futures’ where humans are ‘consciously-evolving autonomous agents of change’ responsible for the ‘balance between humans, earth and cosmos’? This symposium connects studies concerned with complexity, human growth and sustainability, and provides a forum for participants to discuss how leadership preparation programmes might engage more fully in these challenges.

Participants:

Leadership for human growth and freedom: building on what has been learnt from research, practice and critiques of distributed leadership Philip Arthur Woods, University of Hertfordshire; Amanda Roberts, University of Hertfordshire

At the heart of leadership for education centred on human growth and responsibility is freedom properly embedded in community (Woods 2017).

The paper argues that leadership, if it is to be meaningful and worthwhile, goes further than recognising that leadership is complex and emergent, but becomes an expression of the basic human attribute of freedom through practice committed to holistic democracy. Critiques and challenges of distributed leadership as it is often understood and practised are summarised. In response to these, and founded in a critical appreciation of leadership discourses that view leadership as emergent and distributed, such as eco-leadership, complexity theory and leadership-as-practice (e.g. Raelin 2016, Stacey 2012, Tian et al 2016, Western 2013), two propositions are put forward. The first is the importance of understanding leadership as the outcome both of people’s intentions (intentionality) and the complex flow of interactions in the daily life of schools (emergence). They are set out as conceptually distinct lenses because, for the purpose of understanding and practising leadership, we need to ensure that the intentional individual is not subsumed and lost within emergence. The second proposition is the necessity of integrating into influential ideas of distributed and shared leadership values of social justice and holistic democracy, encapsulated in a philosophy of co-development. The elaboration of these propositions provides an understanding of leadership that is analytically robust (incorporating a critical understanding of distributed leadership) and ethically explicit. The paper draws on the authors’ work in international projects investigating cases of successful practice in school leadership - including an EU-funded project examining collaborative teacher learning and distributed leadership in school, local, regional and national contexts in contrasting European countries (Roberts and Woods 2017, Woods and Roberts 2016).

Understanding interactions in schools as complex, evolving, loosely linking systems (CELLS) using a school principal’s student advocacy interactions

Melissa Hawkins, University of Bath; Christopher Roy James, University of Bath, UK

The complex and highly interactional nature of schools is self-evident to all those who have direct experience of them but making sense of that complexity for practitioners and theorists is very challenging. Recent research by Hawkins and James (forthcoming) has developed an analytical perspective that captures the dimensions of the complexity of schools and the resultant characteristics. The dimensions and consequences enable schools to be conceptualised as complex, evolving, loosely linking systems (CELLS).

Hawkins and James (forthcoming) also identified the various main systems in a whole-school system: the teaching staff system; the ancillary staff system; the student system; the parent system; and significant other systems in the wider system. The CELLS perspective calls for a framework for analysing the different interactions that characterise the complexity of schools. The intention of this paper is to provide such a framework drawing on and extending Kooiman’s model of interactive governance (Kooiman 2003). The paper sets out the components of the framework: the different kinds of interactions - everyday interactions, interplays and interventions; the elements of interactions – the images, instruments and inter-acts; the (first, second and third) orders of interaction; and the modes of interaction – independent, inter-independent and hierarchical. The framework is illustrated by using examples of a school headteacher/principal interacting with and influencing those in the different systems as he/she seeks to advocate on behalf of those in the student system. We will argue that such advocacy interactions enhance the valuing of students in the whole school system and have the potential to bring about significant and beneficial whole-school evolution. Further, it is leadership interactions of this kind that nurture human growth and help students respond to the most pressing future global challenges.

Vibrant Schools: measuring our highest aspirations for our students Megan Tschannen-Moran, College of William and Mary; Davis Clement, College of William and Mary

There is a deep longing among educators and parents alike for schools to be places where children want to be rather than have to be, places where they thrive and are eager to engage in their biological imperative to connect with others, to learn, and to grow. We long for the kinds of learning spaces for all children that we would want for a child we love, environments that foster a sense of curiosity and wonder, playfulness, laughter, movement, creativity, and adventurous learning. Yet the painful lessons of the accountability movement
show us that “what gets measured gets treasured.” A fearful focus on high-stakes tests has too often resulted in a constricted curriculum and uninspiring instruction, and schools that have become places of anxiety for both students and educators alike. Multiple choice tests cannot assess student characteristics like curiosity, love of learning, idiosyncratic expertise, or resourcefulness. These and others skills, frequently termed 21st century skills—creativity, innovation, adaptability, initiative, self direction, social and cross-cultural skills, leadership, and responsibility—are characteristics beyond the scope of current standardized tests. Thus, we have developed a new measure that attempts to capture these essential elements of learning that we call the Vibrant School Scale. An exploratory factor analysis revealed four factors or subscales to our measure: social cohesion, curiosity–creativity–criticality, adventurous learning, and voice. Moreover, we discovered that vibrance is positively related to, but distinct from academic optimism (Stansberry et al 2010), and technology integration by Chair et al (2011), and was negatively related to teacher burnout (Belcastro et al 1983). Our hope is that this new measure will lead to invigorating, strengths-based conversations about our highest aspirations in schools.

Educational Restoration in Action Lisa A W Kensler, Auburn University; Cynthia L. Uline, San Diego State University; Erin Russo, Discovery Elementary School
Future-focused educational practices leave industrial models behind. Time in nature and connecting with nature is increasingly understood to play a beneficial, and even critical, role in learning (Louv, 2008; Williams, 2017). At last year’s UCEA Convention, Kensler and Uline (under review) presented a conceptual model of educational restoration. They adapted a model of ecological restoration (Jackson et al., 1995) for educational contexts as a practical pathway out of industrialized education. For the current paper, they partnered with an innovative school principal to bring their conceptual model to life with stories from the front lines. Nature plays a central role in educational restoration and in the school featured in this paper. Following the educational restoration model, we describe (a) ecological circumstances, (b) values, (c) commitment, and (d) judgements of a Net Zero Energy elementary school. The story begins with site selection and school design. An integrated team of architects, educators, community members, and others designed healthy ecological circumstances for learning into this school, with particular care to make nature a central and unifying theme throughout the building. Biocentric, more than anthropocentric, values are prominent throughout the school’s physical and social environment. The paper will describe in detail personal values, ecological values, cultural values, and socioeconomic values, as they are enacted in this school community. Our co-author principal and her faculty demonstrate commitment to facilitating conditions in which learning thrives and their work aligns well with our conception of educational restoration. Finally, we explore the training, experience, and insights, which inform this principal’s leadership practice. This paper tightly integrates theory and practice in order to demonstrate the practicality of the proposed educational restoration model.

Facilitator:
David H. Eddy Spicer, University of Virginia

187. Case Studies of District-Level Leadership
UCEA Annual Convention
Paper Session
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A

Participants:
Organizing Districts’ Systems of Support: Using Theories of Action Jessica G. Rigby, University of Washington; Stephanie Forman, University of Washington; Alison Fox, University of Washington; Elham Kazemi, University of Washington

This cross-case analysis of two districts’ Theories of Action for supporting significant instructional improvement in elementary mathematics across multiple schools provides insight into how districts might adapt reforms to their unique contexts. We argue that the districts’ distinct theories of action had different affordances and challenges and that their approaches to implementation, measurement of progress, and scale were responsive to contextual elements including resources, leadership positions, and district goals.

District Leadership and Systemic Inclusion: A Case Study of One Inclusive, Effective School District Elizabeth Collier Jekanowski, Florida Atlantic University

Inclusion is a national policy that challenges educational leaders today. The purpose of this in-depth case study was to describe the leadership practices of one inclusive and effective school district in Southeast Florida. Four findings emerged: 1) a shared inclusive mission, 2) collaborative efforts, 3) formal and informal PD, and 4) acknowledging and addressing challenges. Inclusion depends on supporting and developing educators collaborating in classrooms, schools, and across districts.

Planning for Principal Succession: A Case Study of Two Central Florida Districts Lou L. Sabina, Stetson University; Chris Colwell, Stetson University

This proposal addresses the challenges associated with succession planning in two large county school...
Right Leader Leads: Texas Case Study of Identification of Campus and District Leadership Pathway Planning Practices
Bobbie Eddins, Texas A&M University-Central Texas; William Holt, Texas A&M University-Central Texas; Gary Bigham, West Texas A&M University; Nahed AbdelRahman, Texas A&M University; Laura Cajiao-Wingenbach, Texas A&M University
A succession planning study with 100 sitting superintendents randomly selected from the 20 Education Service Centers across Texas. The superintendents are providing their campus and district leadership pathway practices. The first three interview findings which provide types of baseline information are being shared in this proposal. We are finding thus far that communication, understanding data, interpersonal skills, leadership that is dynamic, leadership supports from the district are critical to growing leaders for the principalship and superintendency.

Principal Supervision and Coaching: Implications for Central Office Supervisory Roles
Chad Lochmiller, Indiana University
Drawing upon interviews with 20 principal supervisors conducted over three academic years, my findings indicate that principal supervisors found the expectations associated with their role to be prescriptive and thus struggled to adopt coaching behaviors within their work. Consequently, data suggest supervisors relied on directive supervisory behaviors. The findings have implications for the understanding of the supervisor’s role as well as the ways in which leadership preparation programs prepare candidates for central office supervisory positions.

Facilitator:
Leslie Hazle Bussey, GLISI

188. Leadership and Advocacy for New American (Immigrant) Communities
UCEA Annual Convention
Paper Session
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B
Participants:
Transnational Civic Engagement Practices of Ethiopian Immigrant Youth in the Washington, DC Metropolitan Area
Maraki Shimelis Kebede, Pennsylvania State University
The US is the most common global destination for Ethiopians and the Washington, DC area hosts the largest community of Ethiopians in the US. In this paper, interviews with Ethiopian immigrant students

in DC capture how they perceive and practice civic engagement both locally and in Ethiopia. Legal and cultural barriers for local civic engagement alter their mechanisms for engagement, which further complicates the variable nature of what it means to be civically engaged.

Family-School Engagement in New Immigrant Destination Communities: An Exploration in Three Districts
Catherine Dunn Shiffman, Shenandoah University
This paper explores efforts to engage immigrant families in three new immigrant destination school districts. A multiple embedded case study was conducted between 2014 and 2015. Data sources include interviews with educators, parents, and adult ESL instructors; parent survey responses; field notes, and district documents. While most parents wanted to support their children’s education, many struggled. The districts found themselves at different stages of recognizing and developing responses to meet the needs of immigrant families.

Title: Culturally Responsive Leadership in Immigrant Communities: Case Studies from New York City and El Paso
Terri Nicol Watson, The City College of New York (CUNY); David DeMathews, University of Texas - El Paso
This qualitative multi-case study considers culturally responsive leadership in two immigrant communities; one in Harlem, New York, and the other in El Paso, Texas. Both urban districts have a long history of maintaining racial and economically segregated schools that view immigrant students and families through deficit-lenses and were recently engaged in cheating scandals that have led to immigrant students dropping out or being harmed.

Analyzing the achievement of immigrant and U.S.-born students: Insights from PISA 2012
Jeanne Powers, Arizona State University; Margarita Pivovarova, Arizona State University
The 2016 Presidential election propelled immigration to the center of U.S. political debates. We use data from the PISA 2012 to provide insights into the school experiences of high school-age immigrants and their U.S.-born peers. Our findings indicate that the immigrant-U.S.-born achievement gap is a race and wealth gap, and is also mediated by school factors. We conclude by highlighting the research and policy implications of our findings.

Facilitator:
Cristobal Rodriguez, Howard University

189. STEM Development and Leadership
UCEA Annual Convention
Paper Session
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C
Participants:
Who leads STEM schools? An investigation of the instructional backgrounds of high school principals

Virginia Snodgrass Rangel, University of Houston

In this qualitative research study, we examined sociocultural factors related to the successful college transition of racialized minority STEM majors from Early College High Schools who were enrolled in 4-year institutions. Two rounds of focus group interviews (n = 9) were conducted. Constant comparison analysis yielded five themes (e.g., Transitioning to College, College Persistence, Intersection of Race/Ethnicity and Culture). Implications for secondary and postsecondary leaders, policymakers and elected officials are discussed.

Self-Fulfilling prophecy of STEM: How High School Leadership Predicts student STEM Occupations

Lauren Fox, N/A; Alex J Bowers, Teachers College, Columbia University

This study examines if high school leadership characteristics are able to predict students’ future career outcomes in the field of science, technology, engineering, and math (STEM). Employing a hierarchical logistic model on a nationally representative dataset (ELS:2002), we show that high school leadership does not confidently predict STEM occupations. However, we also show that career expectation at age 15 strongly predicts career attainment at age 26 and we discuss how leadership can influence these expectations.

The STEM Achievement and Persistence of Asian American and Pacific Islander Students: Implications for Schools

Anita A. Askin-Garmager, University of Iowa; Duhita Mahatmya, University of Iowa; Soeun Park, University of Iowa

This study investigated the longitudinal impact of adolescent academic and schooling experiences on future outcomes of students from different Asian ethnic backgrounds. We studied three outcome variables: Post-secondary education enrollment, employment status, and STEM-related occupation. We used school climate measure as our independent variable. We found no differences in the perception of school climate. However, there are important differences with respect to immigration and language status, which are shown to influence educational outcomes.

Who leads STEM schools? An investigation of the instructional backgrounds of high school principals

Virginia Snodgrass Rangel, University of Houston

The purpose of this study was to examine two characteristics of principals’ preparation, and how those characteristics vary across school types. This research was guided by work on the role of content knowledge in instructional leadership. The data set used comprises 710 randomly-sampled traditional public and charter schools that have a ninth grade. School type was measured using latent class analysis, and the analysis used a chi-square test of association and multinomial logistic regression.

Investigating relationships between principal instructional leadership and inquiry-oriented mathematics instruction

Adrian Larbi-Cherif, Vanderbilt University

Few researchers have examined how principal instructional leadership influences the nature of instruction. Using data on principal instructional leadership in four large urban school districts aiming to improve mathematics instruction, I investigated relationships between principals’ understanding of inquiry-oriented mathematics instruction and implementation of instructional improvement strategies. District membership significantly predicted the implementation of improvement strategies rather than principals' understanding of inquiry-oriented mathematics instruction.

Facilitator:

Deena Khalil, Howard University

190. Mentoring Session for Faculty Seeking Promotion and Tenure

UCEA Annual Convention

Critical Conversations and Networking Sessions

4:10 to 5:20 pm

Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D

The purpose of this session is to provide assistant and associate professors with access to the cultural, political, and social capital of professors with vast experience in the promotion and tenure process. Many of these participants have received UCEA Awards and/or served in leadership roles in the organization. This session will allow attendees to informally dialogue with each of the participating professors in small groups regarding the intricacies of the promotion journey.

Participants:

Judy Alston, Ashland University

Maria Luisa Gonzalez, Professor Emerita

Mark Anthony Gooden, University of Texas - Austin

Francisco Guajardo, University of Texas Rio Grande Valley

Miguel Angel Guajardo, Texas State University

Gerardo R. Lopez, University of Utah

Hollie Mackey, University of Oklahoma

Martha N. Ovando, University of Texas - Austin

Monica Byrne-Jimenez, Indiana University

Mariela A. Rodriguez, University of Texas at San Antonio

James Joseph "Jim" Scheurich, Indiana University

Joan Poliner Shapiro, Temple University

Paula Myrick Short, University of Houston

Terah Talei Venzant Chambers, Michigan State University
191. **GSC Programming - Exploring Professional Routes Outside the Professorate**  
**UCEA Annual Convention**  
**Special Session**  
4:10 to 5:20 pm  
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail  
A doctorate degree has served as a tool to create change inside and outside academia. With today's political and economic climate, individuals with doctorate degrees must strategize to find a career that is a good fit and creates the desired change in education. This session will provide an opportunity to talk with people who have chosen routes outside the professoriate and hear their journey in choosing such routes.  
**Facilitator:**  
Rachel White, Michigan State University  
**Participants:**  
Ashley Johnson, Michigan State University  
Hugh Potter, Michigan State University  
Irmilda Almager, Texas Tech University  
Wesley Henry, University of Washington  

192. **Hope, Dignity, and Support for Students**  
**UCEA Annual Convention**  
**Paper Session**  
4:10 to 5:20 pm  
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows  
School Leaders Supporting School Counselors to Implement Comprehensive School Counseling Programs Marilynn Quick, Ball State University; Rachel Louise Geesa, Ball State University; Lori Boyland, Ball State University; Kendra Lowery, Ball State University; Renae Danielle Mayes, Ball State University  
To develop and support comprehensive school counseling (CSC) programs this research study focused on two purposes: 1) To determine the gaps in our current preparation programs for both school leadership and school counselling and 2) To create a framework for a collaborative model for principal and school counselor pre-service professionals.  
This presentation included our research results, but also outlines a model framework we have created to address the found gaps in our programs.  
Dignity-centered Leadership for School-aged Black boys: An Introduction and Implications for School Leaders  
Decoteau J. Irby, University of Illinois at Chicago  
This qualitative research study describes and analyzes organizational leaders’ efforts to cultivate success among Black boys and young men by engaging in what I refer to as dignity-centered leadership. I suggest that dignity-centered leadership adopts a primary orientation toward a duty of working with Black males as a vulnerable population that would benefit from an increased and deliberate focus on the pursuit of human rights.  

**Policy Brief on Culturally Responsive Teaching and the Academic Achievement of African American Students**  
Whitney Mignon Stewart, N/A; Amanda Santos, University of Louisville; Detra DeVerne Johnson, University of Louisville  
With the changing national climate and its impact on educational policy, culturally responsive teaching policies are needed at all levels within the American public school system. This policy brief aims to push a culturally responsive agenda to help disrupt the racial disparities in classrooms across the country as well as propose, and advocate for, the adoption of mandatory culturally responsive professional development to support education practitioners.  

**Educational Opportunities for Immigrant Students: An Ethnographic Case Study of an International High School**  
Chandler Patton Miranda, New York University  
When immigrant families arrive in the United States, schools often serve as their first contact with public U.S. institutions. The capabilities framework rests on the assumption that “our opportunities and prospects depend crucially on what institutions exist and how they function” (Sen, 1999, p. 142). Schools have the power to enhance or restrict an immigrant students’ opportunity to learn. This study explores how one school’s practices create, or impede, opportunities for their immigrant students.  

**Facilitator:**  
Rosa Rivera-McCutchen, Lehman College CUNY  

193. **General Session III: Mitstifer Lecture**  
**UCEA Annual Convention**  
**Special Session**  
5:30 to 6:50 pm  
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower -
Second Level - Grand Ballroom I

194. UCEA Barbara L. Jackson Scholars Recognition Ceremony
UCEA Annual Convention
Special Session
7:00 to 8:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Grand Ballroom I
Members of the UCEA leadership team will welcome participants, highlight new and important developments, and recognize each of the new cohort members and their mentors. Subsequently, students from the 2015-2016 cohort will present their mentors with special Barbara Jackson Scholars lapel pins. The evening will conclude with a celebratory ceremony of dedication to the careers of new and contending scholars.
Facilitators:
Lisa Bass, North Carolina State University
Hollie Mackey, University of Oklahoma

195. Jackson Scholars Network Reception
UCEA Annual Convention
Reception
8:20 to 8:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - South Convention Lobby

196. Film Festival II Sip and Screen
UCEA Annual Convention
Special Session
9:00 to 10:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Grand Ballroom I
Grab a glass of wine and enjoy an evening viewing these 5-minute films. Session will include a Q&A with the filmmakers.

SATURDAY, NOVEMBER, 18

197. Learning and Teaching in Educational Leadership (LTEL) Executive Committee SIG
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly
Facilitator:
Daniel Reyes-Guerra, Florida Atlantic University

198. UCEA Taskforce on Distance Learning
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore
This session focuses on the development of a UCEA taskforce focused on distance and digital education. UCEA will be extending its research and development efforts beyond the brick-and-mortar classroom in an effort to understand effective distance and digital teaching practices and tools, particularly those tools and practices that are meant to support the learning and development of educational leaders. All interested parties are welcome to attend and participate in this effort.
Facilitator:
John Beuhring Nash, University of Kentucky
Participant:
Sara Heintzelman, University of Kentucky

199. Journal of School Leadership Editorial Business Meeting
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado
Facilitator:
Gaëtane Jean-Marie, University of Northern Iowa
Participants:
Sonya Douglass Horsford, Teachers College, Columbia University
Natalie Tran, California State University, Fullerton
Denise Scharcs, University of Northern Iowa
Tawannah Gail Allen, High Point University
Thomas Alsbury, Seattle Pacific University
William Black, University of South Florida
Jeffrey S. Brooks, Monash University
Alan J. Daly, University of California, San Diego
William C. Frick, University of Oklahoma
Gail Furman, Washington State University
Marytza Gawlik, Florida State University
Donald G. Hackmann, University of Illinois at Urbana-Champaign
Kristina Astrid Hesbol, University of Denver
Jason Immekus, University of Louisville
W. Kyle Ingle, University of Louisville
Lisa A W Kenserl, Auburn University
Moosung Lee, University of Canberra
Catherine A. Lugg, Rutgers University
Roxanne Mitchell, University of Alabama
Elizabeth Murakami, University of North Texas
Anthony H. Normore, California State University
Dominguez Hills
Bernard Oliver, University of Florida
Izhar Oplatka, Tel Aviv University
Azadeh F. Osanloo, New Mexico State University
Craig Peck, University of North Carolina at Greensboro
Augustina Reyes, University of Houston
Chen Schechter, Bar-Ilan University
Jay Scribner, Old Dominion University
Julie Slayton, University of Southern California
George Theocharis, Syracuse University
Mario S Torres, Texas A & M University
Allan Walker, The Education University of Hong Kong
Deborah Lynn West, Eastern Kentucky University
Noelle Witherspoon Arnold, Ohio State University
200. Latino Research SIG
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine
Facilitator:
Monica Byrne-Jimenez, Indiana University
Participants:
Frank Hernandez, Southern Methodist University
Gerardo R. Lopez, University of North Texas
Elizabeth Murakami, University of Utah
Cristobal Rodriguez, Howard University
Fernando Valle, Texas Tech University
Juan Manuel Niño, University of Texas at San Antonio
Sylvia Méndez-Morose, Texas Tech University
Enrique Aleman, Jr., University of Texas at San Antonio
GLORIA M RODRIGUEZ, University of California, Davis
David Aguayo, University of Missouri
Soribel Genao, CUNY Queens College
Melissa Ann Martinez, Texas State University
Rodolfo Rincones, University of Texas - El Paso
Patricia Rocha, Texas State University
Karina C. Canaba, University of Texas - El Paso
Miguel Angel Guajardo, Texas State University
René O Guillaume, New Mexico State University
Rosa Rivera-McCutchen, Lehman College CUNY

201. UCEA Program Center for the International Study of School Leadership
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver
Facilitators:
Jami Royal Berry, University of Georgia
Charles L Slater, California State University Long Beach
Participants:
Geoffrey ROSS (known name) Notman, University of Otago
Melanie Brooks, Monash University

202. Gay Straight Alliance
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace
Facilitator:
Colleen A. Capper, University of Wisconsin-Madison

203. Jackson Scholars Network Advisory Board Meeting
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
Facilitators:
Lisa Bass, North Carolina State University
Hollie Mackey, University of Oklahoma
Participants:
Enrique Aleman, Jr., University of Texas at San Antonio
Michael Dantley, Miami University
Mark Anthony Gooden, University of Texas - Austin
Maria Luisa Gonzalez, Professor Emerita
Michael Gerard Gunzenhauser, University of Pittsburgh
Wayne D. Lewis, University of Kentucky
Gerardo R. Lopez, University of Utah
Khaula H Murtadha, Indiana University
Thu-Suong Nguyen, Indiana University
Pamela D. Tucker, University of Virginia
Fernando Valle, Texas Tech University
Irene H. Yoon, University of Utah
Michelle D. Young, University of Virginia

204. Leadership for Social Justice SIG
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B
Facilitator:
Martin Scanlan, Marquette University / Boston College
Participants:
Leslie Locke, University of Iowa
Vonzell Agosto, University of South Florida
Hollie Mackey, University of Oklahoma
LaSonja Roberts, University of South Florida

205. Leadership for School Improvement SIG
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C
Facilitator:
Angela Urick, University of Oklahoma
Participants:
Hans Klar, Clemson University
Kristin Shawn Huggins, Washington State University
Rebecca Thessin, George Washington University
Pamela A. Angelle, University of Tennessee at Knoxville
Alison Shelby Page Wilson, University of Oklahoma
David DeMatthews, University of Texas - El Paso
Douglas M Wieczorek, Iowa State University

206. UCEA Research on Women in Leadership SIG
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D
Facilitator:
Charol Shakeshaft, Virginia Commonwealth University

207. GSC Programming - AERA Divisions A & L
208. UCEA Program Centers Director Board of Directors and Advisory Board Meeting
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows
This Program Centers Advisory Board works with the Associate Director for Program Centers to support and improve the efforts of UCEA program centers. Members focus on UCEA policy, program centers review, mini-grant proposal reviews, and the selection of graduate student program center fellowships. Committee members make recommendations to UCEA for changes in policy and practice.
Facilitator:
Jayson W Richardson, University of Kentucky
Participants:
Justin M Bathon, University of Kentucky
John Beuhring Nash, University of Kentucky
Gretchen Givens Generett, Duquesne University
Launcelot Brown, Duquesne University
Elan N Paulson, Western University
Andrea K. Rorrer, University of Utah
Walter H. Gmelch, University of San Francisco
Kelly Ward, Washington State University
Meredith Mountford, Florida Atlantic University
Katie Pekel, University of Minnesota
Muhammad Khalifa, University of Minnesota
Kevin Brady, University of Arkansas
Leigh Ellen Wallace, University of Wisconsin-Milwaukee
Amy Olson, Duquesne University
Lori A Jockel, Duquesne University
Geoffrey ROSS (known name) Notman, University of Otago
Scott McLeod, University of Colorado-Denver
Heather Rintoul, Nipissing University
Jami Royal Berry, University of Georgia
Melanie Brooks, Monash University

209. Embodied Apprehensions: Jokering and Brokering
Physical Engagement
UCEA Annual Convention
Innovative Session / Mini-Workshop
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly
The collaborative project develops leadership capacity to facilitate dialogue (“joker”) on social and educational issues using games and activities from Boal’s Theatre of the Oppressed. This session offers attendees a unique opportunity to see, hear, touch and reconstruct data about apprehensions on physically engagement and apprehending the development associated with working through and with bodies.
Participant:
Embodied Apprehensions: Jokering and Brokering
Physical Engagement
Vonzell Agosto, University of South Florida; Andrew David Bratspis, University of South Florida; Tara Nkrumah, University of South Florida
The collaborative project develops leadership capacity to facilitate dialogue (“joker”) on social and educational issues using games and activities from Boal’s Theatre of the Oppressed. This session offers attendees a unique opportunity to see, hear, touch and reconstruct data about apprehensions on physically engagement and apprehending the development associated with working through and with bodies.
Facilitators:
Andrew David Bratspis, University of South Florida
Tara Nkrumah, University of South Florida
Participant:
Tanetha Grosland, University of South Florida

210. Race, Class, and Gender: Empowerment for a New Society
UCEA Annual Convention
Ignite Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore
Participants:
Black Girl Magic: An Exploration of Spirituality in African American Women in STEM
Loretta Johnson, California State University of Los Angeles
Black Girl Magic is trending in the urban Black community. But, when hearing the word magic most people often think of something that is controversial or taboo. In this proposal I want to present the essence of that magic, which is spirituality as it exist in the academic realm. The purpose of my study is to explore spirituality’s impact on professional African American women in Science, Technology, Engineering, and Mathematic (STEM) fields.
Critical Mentorship of Black Female Youth: Toward a Liberatory Mentorship Praxis
Krystal Huff, Loyola Marymount University
Mentorship has become a widely-used practice among educators throughout the public-school system to supplement the failing education provided to Black female youth. Given the relentless
imposition of mentorship there is a need to explore the following questions. How can we work towards integration of critical identity development in all mentorship programs? What should every mentor know to empower the liberation of Black female youth?

As Told Through Our Voices: Chicana/Latina Youths’ Experience with Sexual Harassment Mayra Alejandra Lara, Loyola Marymount University

The presentation describes a qualitative study employing testimonios that seeks to contribute to unveiling the experiences of sexual harassment on the schooling experiences of Chicana/Latina high school students. The study aims to give voice to Chicana/Latina high school students and humanize their experiences with sexism in schools. Further, the study aims to help raise educators and educational leaders’ critical consciousness to engender ways to humanize the schooling experiences of girls of color.

Enduring the Experience: The Formation of Black Students’ Sense of Self and Identity in Independent Schools Tina B. Evans, Loyola Marymount University

The purpose of this Ignite session is to spark discussion of the experiences of Black students in predominantly white independent private schools in large cities. It discusses a preliminary investigation on how Black students develop, negotiate, and survive their experience as a marginalized, underrepresented group. Since schools inform identity development for all adolescents, they remain integral in shaping Black students’ sense of themselves, and race and class are salient features of this process.

Ignite: Culturally Responsive Teaching for the Academic Achievement of African American Students Whitney Mignon Stewart, N/A

With the changing national climate and its impact on educational policy, culturally responsive teaching policies are needed at all levels within the American public school system. This ignite session aims to push a culturally responsive agenda to help disrupt the racial disparities in classrooms across the country as well as propose, and advocate for, the adoption of mandatory culturally responsive professional development to support education practitioners.

Policy and Disconnected Youth: Promoting student success through afterschool programs Angus Mungal, University of Texas - El Paso

In many communities, there are a large percentage of youth that are not involved in afterschool programs. This group has been labeled as vulnerable or disconnected youth. Researchers agree that afterschool programs can engage disconnected youth. This research addresses how school districts can provide low-cost afterschool programs that engages youth and focuses on their interests and motivations. The purpose of this paper is to understand policies and provide guidelines that advocate and empower students.

Facilitator:
Lisa Bass, North Carolina State University

211. Nevertheless she persisted: Women in Educational Leadership
UCEA Annual Convention
Critical Conversations and Networking Sessions
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol

This critical conversation explores the question: How can spaces in which educational leadership is researched, taught, and practiced become more inclusive in general and for women leaders in particular? Drawing from the research and their lived experiences as teachers, school leaders and professors, the facilitators will engage participants in discussions about gender bias and share resources for empowerment and connection. Participants will have opportunities to reflect on their contexts and generate strategies for their work.

Facilitators:
Laura Burton, University of Connecticut
Kerry Kathleen Robinson, University of North Carolina Wilmington

212. Educational Leadership and Music: Lessons for Tomorrow’s School Leaders
UCEA Annual Convention
Symposium
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado

In this session we considered new territory for educational leadership by looking to music for lessons and inspiration that may inform the next generation of schools leaders. Each paper focuses on an artist or group whose work serves to refine, extend, and challenge our thinking in regards to educational leadership. You will find a vast array of musical forms of expression analyzed and described by an equally diverse collection of educational leadership scholars and practitioners.

Participants:
Public Enemy, Education, and Leadership: Muse-Sick or Mess-Age? Floyd D. Beachum, Lehigh University
There are at least three leadership lessons that we can learn from examining Public Enemy. First is the all-important idea of unity as a primary theme in their work. The group realized early that they needed to do something in their music to help unify Black America and also the world in general. They have received such broad support that the unification message applies across race-ethnicities, social class, and even countries. In educational leadership, we face a similar challenge as in many
cases it seems like the setup is student vs. teacher, teacher vs. administration, school vs. community, and so on. These arrangements create situations where common ground is difficult because of mistrust, hard feelings, and imbalances in power and authority (Beachum & McCray, 2011; Brooks, 2012; Frattura & Topinka, 2006). Successful schools start from a place of unity where students have a voice, teachers are empowered, administrators are respected, and communities are involved (Green, 2015; McCray & Beachum, 2014). Critics have accused the group of seeking to divide and segregate, but that is not the case (Stapleton, 1998). To promote Black awareness and pride does not have to come at the expense of other groups. Similar tactics have been used to limit ethnic studies programs, Black History courses, and the examination of gender identity in K-12 schools (Banks, 1993; Zamudio, Russell, Rios, & Bridgeman, 2011). The tactic tries to claim that by isolating these areas, we are segregating and not being inclusive. However, these topics can create a greater sense of unity if they involve all students and have general support (Banks, 1993; Beachum & McCray, 2011, Villegas & Lucas, 2002). A major problem is that the people who need to discuss these topics (people with the most power and privilege), are usually the biggest critics who also spend their time fighting against these issues (social justice and social equity). Public Enemy ran into the similar problems as their influence grew.

Tupac Shakur: A Lesson in Critical Reflection, Truth-Telling, and Advocacy

David DeMatthews, University of Texas - El Paso

School leaders have a variety of responsibilities associated with administrative tasks, accountability, and testing while also ensuring schools are safe and orderly. However, organizational effectiveness and student learning outcomes are not sufficient leadership goals. There must be a larger, more socially-conscious set of aims that school leaders adopt. The music and messages of Tupac Shakur serve as a clarion call for school leaders to adopt a critical stance toward injustice. Tupac was a student and voice of his community who understood the lived experiences of non-recognition and cultural domination, the inequitable distribution of resources, and the lack of opportunities to participate in democracy, hold government accountable, and empower people to feel that they have ownership over their lives. His critique centers on power asymmetry between his community and mainstream white America, and how injustice spreads threw all aspects of community life. Tupac’s commentary is reflective of other political philosophers and social justice scholars that conceptualize justice as “dismantling institutionalized obstacles that prevent some people from participating on a par with others, as full partners in social interaction” (Fraser, 2010, p. 16). This commentary and emphasis on social justice is central to school leaders and the roles they can play to support their schools and communities in addressing systemic injustices. School leaders must understand the impact of systemic poverty, community violence, the school-to-prison pipeline, and other socio-political issues that plague marginalized communities. To do so, they must be critically reflective and identify not only internal problems (e.g., budget short-falls, teacher shortages, run-down campuses in disrepair, limited classroom technology, segregated classrooms, Euro-centric curricula), but also outside-of-school factors related to poverty, healthcare, housing, hunger, and employment (Berliner, 2013). Only by understanding these outside-of-school factors can school leaders recognize justice is not simply about narrowing achievement gaps, improving test scores or creating more inclusive classrooms, but through empowering students, teachers, families, and communities to organize and act on the behalf of all children and the community as a whole (Anderson, 2009; DeMatthews, Edwards, & Rincones, 2016; Khalifa, 2012).

The Evolution of a Revolution: Leadership Lessons from Al Jourgensen and Ministry Jeffrey S. Brooks, Monash University

People change and grow over the course of their lives—some moreso than others. Looking at the dramatic evolution of industrial music pioneer Al Jourgensen and his band Ministry offers an opportunity to learn lessons both through an examination of themes in the music and from the ways that Jourgensen works with—and against—other people and himself to create a unique sound. Specifically, this chapter will look at four dynamics related to Jourgensen and Ministry and consider their import for school leaders: (a) Conflict May Yield Better Results than Coexistence; (b) Allow Yourself and Your Organization to Evolve, and; (c) Surround Yourself with Creative and Talented People. Further, an analysis of themes in Ministry’s music reveal a set of tensions that may help leaders better understand certain issues in their own practice: (a) Passivity vs. Activism; (b) Authenticity vs. Hypocrisy, and; (c) Creativity vs. Conformity. This manuscript explores each of these in turn, but I begin with a brief history of the band.

Improvisation and Leadership: Lessons about direction and influence from Sonny Rollins

Stephen Louis Jacobson, University at Buffalo, SUNY

After 30 years of studying and preparing school leaders, I’ve learned a few things about what separates the most successful principals from others, and there are two key factors I’d like to focus on in
Lessons for School Leaders from Sister Sledge: “We are sisters: the siblings recorded ‘We Are Family’ after an initial meeting with the Sledge family” (Arena, 2014). Bernard Edwards and Nile Rodgers of the number two on the U.S. Billboard Hot 100 (Arena, 2014). That year the Pittsburgh Pirates defeated the Baltimore Orioles to win the pennant (Leithwood & Louis, 2012). From my own work in preparing school leaders, I would suggest that it is knowing who you are that sets your internal compass (direction), and that the willingness and ability to improvise by taking calculated risks utilizing well-honed skills, influences the behaviors of those around you. Considering leadership as direction and influence (core values and improvisation) from the perspective of jazz (my favorite genre in music), one musician stands out (one who also happens to be my favorite musician regardless of genre), Sonny Rollins, known to many as the Saxophone Colossus.

Lessons for School Leaders from Sister Sledge: “We are Family” Michael LeRoy Watson, Texas A&M - Corpus Christi

Debbie, 25, Joni, 23, Kim, 22, and Kathy, 21, were on tour when Kim stumbled across a radio station broadcasting the 1979 World Series. During the program, and to the delight of the sisters, the announcer exclaimed: “Seventy thousand people are standing and singing ‘We Are Family’!” (Robinson, 1980, p.138). That year the Pittsburgh Pirates defeated the Baltimore Orioles to win the pennant and Sister Sledge became international superstars. The title track from their third studio album “We Are Family” cinched first place on the Rhythm & Blues (R & B) chart and the album peaked at number two on the U.S. Billboard Hot 100 (Arena, 2014). Bernard Edwards and Nile Rodgers of the popular Disco band Chic composed “We Are Family” after an initial meeting with the Sledge sisters: the siblings recorded the song in one take (Robinson, 1980). In addition to being the theme song for the 1979 Pittsburg Pirates, the hit single has been featured in commercials, movie soundtracks, and bids for the presidency of the United States of America (Arena, 2014).

Interestingly, the practices espoused in “We Are Family” (community building, goal setting, and believing in oneself) are evident in the lived experiences of germinal Black women educational leaders. Despite their significant contributions to the field of education and educational leadership, the perspectives of Black women are not included in traditional leadership theories (see Blake & Mouton, 1964; Burns, 1978; Fiedler, 1967; House, 1971; Stogdill, 1974). In an effort to fill this void, this chapter compares the practices posited in Sister Sledge’s hit single to the lived experiences of Frances Jackson Coppin, Sarah Smith, and Anna Julia Cooper. Historical analysis such as this is an under utilized tool in educational leadership research and can be used to expand our knowledge base in meaningful ways (Horsford & D’Amico, 2015).

213. A Dialogue on Whiteness and White Racism in Educational Leadership and Policy

UCEA Annual Convention

Critical Conversations and Networking Sessions
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine

Paulo Freire in The Pedagogy of the Oppressed (1970) stressed the critical role of the oppressed in the liberation of both themselves and the oppressors from the system of oppression through critical and liberating dialogue, something the oppressor cannot do. So understanding whiteness and white racism in educational leadership, given the demographics and discourse within the field, is paramount with such dialogue in the liberation from the system of oppression.

Facilitator:
Cristobal Rodriguez, Howard University

Participants:
James Joseph “Jim” Scheurich, Indiana University
Cheryl E. Matias, University of Colorado Denver
Jessica Schwartz, George Mason University
Davis Clement, College of William and Mary
Thomas Joseph Peterson, Chapman University
Kris De Pedro, Chapman University

214. Social Justice Leadership Development

UCEA Annual Convention

Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom

Participants:
Access to Middle Grades Programming: Examining Relationships between Middle School Concept and Schools’ Racial/Ethnic Demographics Scott Woods,
This quantitative study examined the implementation of specific middle grades programming practices in relation to participant schools’ racial/ethnic demographics. A statewide survey of middle grades school principals in Illinois provided data on school-based middle grades practices. Statistical analysis of principal responses and school-level racial/ethnic demographic data was completed to determine whether there was a relationship between school-level demographics and access to best-practice middle grades programming.

Collaborative Equity Audit: Examining Opportunity Gaps George Theoharis, Syracuse University; Nate Franz, N/A; Christy Ashby, Syracuse University; Sarah Gentile, Syracuse City School District; Meredith Devennie, Syracuse University

Equity audits are tools for schools and districts to use to create more equitable schools. We share the results of an equity audit of 3 areas of student opportunity (Athletics, Performing Arts and Advanced Classes) in a diverse, urban school district; analyzing this participation in these areas across key demographic factors. This audit will provide key information for administrators, teachers and community members as they aim to increase educational equity.

Developing Leadership Capacity to Build and Maintain Equitable Instructional Systems Lok-Sze Wong, University of Michigan

Little is known about how to develop local leaders’ capacity to champion system reforms. However, system reforms such as Multi-Tiered System of Supports (MTSS) press on administrators and leadership teams to create instructional systems that provide all, especially at-risk, children with equitable learning opportunities. The purpose of this paper is to examine shifts in leadership practice needed to construct and lead complex, coordinated instructional systems, and the learning opportunities that would build this capacity.

Critical Moral Leadership: Toward Social Justice for English Learners Gregory Wise, California State University, Long Beach; Charles L Slater, California State University Long Beach

English learners (EL) represent a rapidly growing portion of the American public school population. EL students have traditionally experienced education in very different ways from native English speaking students, ways that frequently restrict access to educational opportunities and further systemic forms of advantage for some students and disadvantage for others. The purpose of this research was to better understand the relationship between the philosophies and practices of educational leaders, and the experiences of English learners.

Policies and Practices Supporting LGBTQ Students in Indiana’s Middle Schools Lori Boyland, Ball State University; Kim Kirkeby, Ball State University; Margaret I. Boyland, Ball State University

To support LGBTQ students in the school environment, experts recommend that administrators implement research-based practices and strong anti-bullying policies. The purpose of this study was to collect information directly from middle-school principals regarding policies and practices allied to LGBTQ students and issues. Approximately one-third of Indiana’s middle-school principals participated, providing a current statewide overview. Implications for policy development include integration of findings with essential research on bullying and best practices for supporting LGTBQ youth.

Facilitator: Soribel Genao, CUNY Queens College

215. Improving Low-Performing Schools: An International Perspective

UCEA Annual Convention
International Community Building Session 8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver

This international community-building session will focus on recent research and development activities being conducted by members of the high-need schools project. In particular, this session examines high-need schools in three different cultural contexts: Australia, Sweden, and the United States. The symposium will focus on understanding the successful leadership practices school leaders in various high-need under-performing school settings use to improve student learning.

Participants:
Leading the Rebuilding of Schools Through Disruptive Innovation and Leadership Lawrence George Drysdale, The University of Melbourne Australia; Helen Margaret Goode, The University of Melbourne AUSTRALIA; David Mark Gurr, The University of Melbourne

This paper reports on the leadership of three underperforming schools: two serving communities with relatively high educational advantage, and one with low educational advantage. The study explored how principals engaged in innovative leadership practices to improve school performance. The study used multiple perspectives, including observational case studies combined with extensive interviews with principals, other school leaders, teachers, members of the school governance board, parents, and students. Findings reveal that each principal engaged in different innovative leadership practices,
ranging from incrementally disruptive practices (School A), to moderately disruptive practices (School B), to highly disruptive practices (School C). While the principal in School A was able to achieve sustained school improvement and the principal in School B achieved incremental improvement, the improvement in school performance in School C has yet to be established. The study highlights both incremental and disruptive leadership practices that have implications of school improvement, leadership training, and practice.

Engaging Communities to Support Turnaround in High-Need Schools: How Context Matters

Glady Van Harpen, University of Wisconsin Oshkosh; Mette Lise Baran, Cardinal Stritch University

The fabric of a community is woven by its people: their ethnicity, education, work, and beliefs. Likewise, school districts across the United States uniquely reflect the communities from which they draw their students. The social and/or economic conditions of communities directly impact schools and their needs. High-need schools look different in every context. This paper focuses on identifying similarities and/or differences in the ways superintendents from urban, suburban, and rural contexts approach community advocacy and engagement to assist students in high-need schools.

Qualitative methods examined productive leadership practices for community advocacy and engagement in these different contexts. Findings demonstrate school superintendents value community engagement and building powerful alliances by focusing on relationship building, parental involvement, and community advocacy.

Co-operation for Better Schools in Sweden

Olof CA Johansson, Umeå university Sweden

The paper will analyze an ongoing Swedish government initiative for improving low-performing schools. Low-performing schools are granted an improvement period of up to three years. During that period, schools are supported by university researchers and faculty members. Superintendents and principals receive mentoring or coaching support and professional development activities and seminars are provided for teachers. The paper will provide examples of the challenges confronting these schools, including a long-term culture of poor performance, inexperienced principals, inadequate governance, and poor quality assurance systems.

Improving High-Need Schools through University-District Partnerships

Elizabeth Murakami, University of North Texas; W. Sean Kearney, Texas A&M University - San Antonio; Lawrence Lowell Scott, Texas A&M University-San Antonio; Priscilla Alfaro, Texas A&M University-San Antonio

The purpose of this study is to observe leadership strategies utilized to improve a chronically low-performing inner-city elementary school in Texas. This case study examines the implementation of a university-district partnership to meet state requirements for accountability in order to disrupt four years of low-performance. The school population is composed by 98% economically disadvantaged and 79% of students at risk of not graduating. Documents, observations, and interviews with administrators, teachers, and parents are included in the analysis. The findings confirm other research indicating that high-need school leaders intervene at different levels and use multiple strategies, reflecting the importance of context-specific solutions. The findings reveal leadership strategies catering to the needs of local students, including joint school-university identification of strategies related to: (a) attendance, (b) discipline, (c) parental involvement, (d) sub-population success, (e) teacher retention, and (f) professional development and curriculum alignment.

216. Supporting Teacher Collective Leadership and Ownership to Ensure Equitable School Environments

UCEA Annual Convention Symposium
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace

In this symposium, the authors identify institutionalized processes and conditions for teacher collective leadership and ownership wherein “everyone has a voice.” The papers presented aim to increase our understanding of how collective leadership is nested within a school climate that supports collaborative practices, assists teachers in breaking down barriers, and provides teachers with the authority to marshal the identified resources and supports needed to improve students’ educational experiences and outcomes.

Participants:

Co-Constructed Knowledge for Collective Teacher Action

Wendy Perez, Annenberg Institute for School Reform at Brown University; Michelle Renée Valladares, National Education Policy Center

Whereas, teacher knowledge was once defined narrowly as expertise in classroom content, pedagogy and skills, we argue that teacher knowledge must also include an understanding of the context in which students and teachers learn. It is through this expanded understanding of teacher knowledge that teachers can begin to feel ownership of school reform efforts. According to previous research (Blonder et al. 2008) teacher ownership occurs, at a system-level, when teachers want to make a change from existing efforts and when teachers value the philosophy and learning goals of the new curriculum (p. 297). Fullan (2001) makes clear that true understanding is a prerequisite to ownership: “…when people are apparently in favor
of a particular change, they may not “own it” in the sense of understanding it and being skilled at it; that is, they may not know what they are doing. Ownership in the sense of clarity, skill, and commitment is a progressive process” (p. 92). Building on this research, we examine teacher co-constructed knowledge and its implication for developing ownership. Based on study findings, this paper describes the knowledge teachers develop alongside other teachers through collaboration and networks of support. Teachers regularly sought out assistance from their peers—in particular, same subject and same grade level teachers. Teachers across case study sites demonstrated a need to go beyond traditional models of knowledge to fulfill the school’s goals and purpose. This practice-oriented view underscores what is learned through the practice of teaching, the practice of developing relationships with a range of stakeholders within the school setting, and the practice of learning from individuals who are provided the responsibility of sharing knowledge leads to ownership.

Critical Teacher Agency: Transformative Leadership, Teaching, and Learning Ruth Maria Lopez, University of Houston; Vianna Alcantara, Annenberg Institute for School Reform at Brown University

This paper explores the concept of critical teacher agency (CTA) at one of the case study high schools in LAUSD. Specifically, we explored the conditions necessary to create an environment that supports teachers’ agency and strengthens teachers’ voice in order to sustain a culture of ownership. We used a critical pedagogy framework (Freire, 1970) that views education as a practice of freedom (hooks, 1994). We further explore the concept of CTA, which we define as an agency that aims to transform the classroom and school oppressive practices in addition to working in solidarity with students to change structures of domination outside of the school walls. We focused on the following research questions as we explored CTA as a theoretical lens: What happens to schools when teachers feel empowered, have agency, and share critical social views of education & society? As critical agents, what are teachers doing to change the education system? We found that through teacher led professional development, intentional hiring practices, and well developed mission, school leaders were able to foster and support critical agents of change within their teaching staff. In a time when popular discourse around teachers is centered on effectiveness, we found that teachers within this school site challenged dominant narratives and provided a transformative experience for the school community. Supported through a school mission of self-actualization, teachers were able to practice critical teacher agency not only in their classrooms through student interactions, but also as leaders in their school.

Measuring Teacher Ownership, Knowledge, and Leadership Laura Cervantes, N/A; Jaime Del Razo, Annenberg Institute for School Reform at Brown University

This paper is a methodological contribution focused on how the authors conceptualized and created a survey measuring teacher ownership, knowledge, and leadership. This survey was part of a larger research study, and in this paper we focus on two specific constructs: teacher understanding (what are things teachers know) and teacher agency (what teachers do with what they know). The survey goals were aimed at inquiring how teachers acquire and disseminate knowledge through an examination of the reasons for and the conditions needed to facilitate teacher collaboration. In the exploration of these variables, this survey was able to provide information about existing supports, constraints, factors that influence and impact teacher practice and leadership within the participating schools. The instrument contains questions that explored the intrapersonal views of teachers and how they interpreted ownership, mediated through opportunities to build knowledge, and leadership within and beyond their school site. Questions were developed that aimed to measure the extent to which a teacher’s own personal values, beliefs and educational philosophy aligned with those of the larger school community. As part of a mixed-method study, our scales were able to illuminate that teacher ownership occurs when teachers express a high level of alignment between their own priorities for what matters in education and those shared by other staff members and the entire school. Further, a culture of ownership requires an environment that supports teachers’ agency and strengthens teachers’ voice. The survey can assist in the exploration of conditions and practices that support and foster teacher ownership of education reforms, as well as the conditions for collaboration that lead to teachers expanded knowledge and understanding of improvement efforts.

Can Teacher Ownership Help Create Schools of Opportunity? Adam York, National Education Policy Center; David Roll, William Smith High School; Michelle Renée Valladares, National Education Policy Center

The National Education Policy Center’s (NEPC) Schools of Opportunity project recognizes schools that are excellent because they engage in research-based practices that focus on closing gaps in opportunity for all students. Based on the principles from Closing the Opportunity Gap (Carter & Welner, 2013), the project identifies 10 criteria for recognition that go far beyond the standardized test scores for which schools are most often recognized.
Supporting teachers as professionals is one of the ten criteria for recognition. In order to assess this criterion, the project asks questions such as: Does the school employ a variety of collegial and sustained professional development activities? Does professional learning promote instruction that is culturally relevant and develop a cadre of well-trained teachers who have a deep understanding of students’ strengths, needs, and diversity? Many of the answers to these questions—rich descriptions and evidence of mentoring relationships between new teachers and experienced teachers, high-quality teacher induction programs, professional development drawing on school-level expertise, professional learning communities, collaboration among teachers, and relationships between teacher teams and social service support providers that serve students and families touch on the teacher ownership—echo the findings and recommendations provided by the other authors in this symposium. In one exemplary school, previously awarded Gold recognition, teachers are provided with paid, structured time to collaborate with each other as well as with professionals “in the field” to create outstanding experiential learning opportunities for students. This includes days built into the calendar to accommodate workshops and retreats, and support for teachers to attend institutes, and travel to successful and innovative schools across the country. In this paper, researchers engaged in a dialogue with the school leader of this recognized school, will make the findings and recommendations about teacher ownership come to life as they discuss the educational leader’s role in making this happen. In addition, authors will discuss what this support means for teachers’ abilities to grow opportunities for students, and amplify student contributions to this learning community.

Facilitator:
Marisa Saunders, Annenberg Institute for School Reform
at Brown University

UCEA Annual Convention
Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower -
Second Level - Tower Court A
Participants:
Teacher Hiring and Fit within a Diverse District Frank
Perrone, University of New Mexico; David H. Eddy
Spicer, University of Virginia
This comparative case study of two high schools
with divergent performance, socioeconomic, and
racial/ethnic characteristics located within a diverse
district explores important yet understudied aspects
of teacher hiring at the building level. In this paper,
focus on principal discretion in hiring, the
involvement of middle leaders, the differentiation of
hiring based on subject, and desired and subsequent
fit from the perspectives of building-level
administrators and teacher leaders as well as
recently-hired teachers.

Revolving Doors: The Relationship Between High
Teacher Attrition and Student Academic Outcomes
Stephen Kotok, University of Texas - El Paso
Using data from the High School Longitudinal
Study of 2009 (HSLS:09)—a nationally
representative sample of high school students, this
study examines the degree that attending a school
with high math teacher attrition affects levels of
math achievement and high school drop outs. Our
regression analyses suggest that attendance at a high
school with high math teacher attrition adversely
affects student math achievement, but had no
significant effect on students dropping out of high
school.

Principal Stability and the Rural Divide Andrew Pendola,
Pennsylvania State University; Ed Fuller,
Pennsylvania State University; Ruxandra Apostolescu,
Pennsylvania State University
This paper examines the unique features of the rural
school context and how these features are associated
with the stability of principals in these schools. We
use longitudinal data in Texas over an 8-year period
and employ logistic regression models to examine
5-year retention rates. Our data shows that rural
principals leave their position earlier than non-rural
principals and have lower levels of stability.

Principal Retention is Everyone’s Job: Practices that
Support Principal Succession Amie Cieminski,
University of Northern Colorado
School principals have a great effect on student
achievement, school climate, and improvement
efforts, and, yet, principal turnover is high,
especially in schools with high needs. This
qualitative study examined the succession practices
of several school districts by gathering perspectives
from school district leaders and principals. Findings
that are useful to district leaders and preparation
programs indicate that leaders may influence
retention by taking several actions including
differentiating support, developing leaders, and
purposefully fostering relationships.

Principals’ Work Intensification and Its Effect on Their
Work-Life Balance Fei Wang, University of British
Columbia; Katina Pollock, University of Western
Ontario; D. Cameron Hauseman, Ontario Institute for
Studies in Education/University of Toronto
This study investigates how school principals feel
about their work-life balance and what factors affect
the state of the balance in the context of work
intensification. The job demand-control model is
used as a theoretical framework. Data were
collected using an online survey distributed among 2,701 public school principals in Ontario, Canada. Logistic regression was conducted to explore how variables related to principals' work intensification impact their work-life balance.

Facilitator:
Grace J. Liang, Kansas State University

218. Familia: Vital Partners in School-Community Relationships
UCEA Annual Convention
Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B

Participants:
Gaining On-the-Ground Perspectives in Developing the Community Equity Literacy Leadership Assessment (CELLA) for Principals Terrance Green, University of Texas - Austin; Suchi Gururaj, University of Texas; Andrene Castro, University of Texas - Austin; Tracie Ann Lowe, University of Texas - Austin; Chioma MBA, University of Texas; Chloe Sikes, University of Texas

The purpose of this study is to examine how a panel of 30 “expert” community leaders reviewed and offered feedback on the emerging Community Equity Literacy Leadership Assessment (CELLA) as a way to refine and further develop the instrument. We employ the Delphi technique to achieve this purpose. Findings indicate that community leaders' perspectives were useful in refining the instruments' constructs and items, and offered preliminary validity evidence.

“It Starts With Your Heart and Radiates Out”: Building Democratic Parental Participation in Schools Courtney Wait, Texas Christian University

This Participatory Action Research project focuses on how one Parent Teacher Association collaborated to build democratic parental participation in our urban public elementary school in a gentrifying neighborhood. Through a process of collaborative inquiry and action, we learned that to increase democratic parental participation in the school, we needed to engage in critical self-reflection, build relationships across difference, identify the conditions necessary for participation, recruit more representative leaders, and collectively advocate for our children’s education.

Students Moving Forward as they Watch and Gain from their Family Members’ Learning Elizabeth Gil, St. Johns University

This study seeks to center the voices of students by examining how they describe the experiences of their adult family members who participated in a community-based technology skills program. Preliminary findings indicate that students descriptions reflected various community cultural wealth capitals (Yosso, 2005) as they described family members’ experiences, but that students own technology and leadership skills also grew.

Towards a Model of Leadership for Community-Engaged Schooling: Case Studies in Student and Family-centric School Leadership Joel Arvizo, University of Utah

Community-engaged schooling (CES) refers to diverse philosophical, methodological, and theoretical orientations to schooling that build partnerships with youth and families. CES lends itself to an immense necessity; a model of leadership that accurately describes the leadership practices of community-centric schools. Through analysis of case studies and servant leadership theory, this paper sets the foundation for a new model of leadership within schools. One that places advocacy for youth and families as central pillars of praxis.

Facilitator:
Ellen H. Reames, Auburn University

219. Legal Issues in Education
UCEA Annual Convention
Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:
Exploring Teacher and Leader Perceptions of Students’ Legal Rights in an Urban School Setting Mario S Torres, Texas A & M University; Siqi Chen, Texas A & M University; Jean Madsen, Texas A & M University; Wen Luo, Texas A & M University

It is assumed educators have sufficient knowledge to navigate their basic legal responsibilities yet minimal attention has been accorded to examining their perceptions with respect to adherence either for themselves or for others. Using a survey, researchers examined leader and teacher perceptions of the treatment of students’ rights in a diverse school district employing organizational justice as a theoretical frame. Findings suggest differences in perception between teacher and leaders. Implications for inclusive leadership are discussed.

Enacting Social Justice as a Friend of the Court: An
Examination of G.G. v. Gloucester County Maria Lewis, Pennsylvania State University; Suzanne E. Eckes, Indiana University

During the Supreme Court’s most recent term, the Court agreed to hear a highly publicized case brought by a transgender student, G.G., who was denied access to the bathroom that corresponds with his gender identity. This study poses the following research questions: What are the first-hand experiences of individuals impacted by such policies and practices, as evidenced in the amicus briefs? How can we translate these stories into meaningful implications for school districts?

Interest Convergence and the Sheff v. O’Neill Decision
Shannon Holder, University of Connecticut

To analyze the Sheff v. O’Neill ruling, I utilize Derrick Bell’s (1980) Interest Convergence principle that suggests the interest of Blacks in achieving racial equality will be accommodated only when it converges with the interests of Whites. The findings reveal two themes: interests converge in the court documents; interests have diverged since the case was decided. This study informs school leaders and policy makers about diverging interests that have slowed desegregation implementation in urban centers.

The Severity of State Truancy Policies and Rates of Chronic Absenteeism in the US Jillian Marie Conry, Southern Methodist University; Meredith Richards, Southern Methodist University

Chronic absenteeism has been linked to adverse consequences for both students and society. We seek to clarify the prevalence and severity of truancy laws and their effect on chronic absenteeism. While states exhibit considerable variation in their definition of truancy, three-quarters have truancy laws more severe than federal standards. Preliminary inferential analyses provide no evidence that the severity of truancy policy serves as deterrent to truancy. We conclude with implications for leadership and policy.

Dangers for Principals and Students When Conducting Investigations of Sexting in Schools Robert Hachiya, Kansas State University

Innovations in technology are always accompanied with new ways for students to misuse and abuse the technology. With the advent of the cell phone camera, there are additional concerns educators must face when dealing with the problem of student sexting. This paper examines dangers principals face when conducting sexting investigations in their schools. Sexting also presents clear dangers to students. How to avoid these dangers and recommendations for practice are outlined.

Facilitator:
Martha McCarthy, Loyola Marymount University

220. A Comparative National Study of Department Chair

Stress 1991-2016
UCEA Annual Convention
Special Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D

The purpose of this session is to explore chair stress over time by comparing data from a national study of department chairs in 1991 and data from a national study of chairs in 2016. What is not clear is what roles contribute to the greatest amount of stress, how stress has changed, and how stress is experienced by chairs from different demographic backgrounds, institutional types, and disciplines.

Participant:
UCEA Program Center Session: A Comparative National Study of Department Chair Stress 1991-2016 Walter H. Gmelch, University of San Francisco; Kelly Ward, Washington State University; Drew Roberts, University of San Francisco

The purpose of this session is to explore chair stress over time by comparing data from a national study of department chairs in 1991 and data from a national study of chairs in 2016. What is not clear is what roles contribute to the greatest amount of stress, how stress has changed, and how stress is experienced by chairs from different demographic backgrounds, institutional types, and disciplines.

Facilitator:
Walter H. Gmelch, University of San Francisco

221. GSC Programming - Writing Critically for an Academic Audience
UCEA Annual Convention
Special Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail

Following from the UCEA GSC summer and fall writing series, this session provides insight about and opportunities to learn how to consciously craft one's scholarship while challenging dominant power structures.

Facilitator:
Gerardo R. Lopez, University of Utah

Participants:
Erica Fernández, University of Connecticut
Sarah Diem, University of Missouri
Ty-Ron M. O. Douglas, University of Missouri
Daniel D. Liou, Arizona State University

222. Siempre Pa'lante: Youth Voice and Action
UCEA Annual Convention
Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows

Participants:
Democratizing Schools for Change: Youth-Adult Leadership for Educational Equity in Schools Marc Ian
Brasof, Arcadia University; Robert Jarvis, University of Pennsylvania; Charlotte Jacobs, University of Pennsylvania; Nicole Mittenfelner Carl, University of Pennsylvania

Youth hold important perspectives about their own experiences and school life and can leverage their social networks to seek out additional information undermining teaching, learning, and school life. Youth-Adult Leadership for Educational Equity in Schools conceptual model examines how the development of democratic and inclusive youth-adult leadership structure and processes and social justice and equity curriculum has the potential in cultivating a community of learners capable of tackling school policies and practices.

Interrogating Labels: A Discourse Analysis of Transnational Contexts of Chilean Mayores as Students (Up)Rising Tanya Alyson Long, Texas State University; Michael P O'Malley, Texas State University

In 2015, the authors conducted research on the pedagogical strategies of public institutions and the implications of their educative agendas in Santiago de Chile. It was there that they encountered the mayores—a group of elder Chileans that survived the Pinochet dictatorship. It is from within this context—a context that calls into question notions of eldership, expertise and unfinishedness—as it is juxtaposed against the UCEA call, that the concept of leaders-as-learners is problematized.

Youth Voice in a Rural Cradle-to-Career Network Sarah Zuckerman, University of Nebraska Lincoln; Jennifer R. McAtee, University of Nebraska–Lincoln

Area-based initiatives have been seen as a means for developing resiliency through social capital, civic, and economic redevelopment. Place-based education highlights the importance of youth in such efforts, and youth-adult partnerships provide positive youth development and community civic development that can support those efforts. This descriptive case study examines the engagement of youth in a rural cradle-to-career network. Network members included youth in action planning and drew connections between youth development and community resiliency.

Democratizing Schools for Improvement through Youth Participatory Action Research Nicole Mittenfelner Carl, University of Pennsylvania

This paper examines how participating in youth participatory action research (YPAR) impacts students, teachers, and schools. The primary data analyzed includes focus groups and interviews with 150 individuals involved in a YPAR program. Findings suggest that YPAR can be a powerful way to democratize schools for improvement. This study suggests important learnings for school leaders, as the success of the YPAR initiatives were mediated by the involvement and support of the school leader.

Echando Pa'lante? Urban High School Alumni Experiences While Pursing a College Degree Rosa Rivera-McCutchen, Lehman College CUNY

Bridges HS demonstrates success when compared to similar schools, and was recently honored for “beating the odds” with their students. However, previous research on the school hinted at challenges students faced in pursuing and completing college degrees (Author, 2012a, 2012b). The present study took up the issue through an explicit examination of the college experiences of a small group of Bridges Institute alumni and asked to what extent were the alumni successfully prepared for college?

Facilitator:
Daniel D. Spikes, Iowa State University

223. General Session II: Presidential Address
UCEA Annual Convention
Special Session
9:20 to 10:50 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Grand Ballroom I

224. Refusing the Test: Educational Leadership and the Dilemmas of Opt Out Activism
UCEA Annual Convention
Innovative Session / Mini-Workshop
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly

Our session focuses on a pressing policy issue—opting out of state assessments—and the distinctly ethical challenges this issue poses for school leaders. In order to explore these ethical dilemmas, we will facilitate an interactive workshop discussion of an “ethical case study,” a richly developed, carefully researched scenario that explores the ethical challenges that opt out activism poses for a school principal.

Facilitator:
Matthew Hastings, University of Colorado Boulder

225. (Re) Engaging Policy Process: Valuing and Learning from Youth Voices
UCEA Annual Convention
Critical Conversations and Networking Sessions
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore

Educational researchers must engage authentically with youth voices in order to allow those who are most impacted by educational policy, students, to have opportunities to be part of: (a) identifying problems/needs for policy intervention, (b) crafting policy that has the potential to effectively leverage students’ assets, (c) evaluating implementation of policy as it relates to student experiences and outcomes, and (d) exploring methods to engage students in the shaping and transforming of policy and systems.

Participant:
Liliana Estella Castrellon, University of Utah
Los Rincónes de Nuestros Corazones: Artistically Replenishing Ourselves for Socially Just Leadership

UCEA Annual Convention

Critical Conversations and Networking Sessions
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol

Educational leaders are experiencing high levels of stress as they navigate the current social-political climate while supporting the academic, social, and emotional well-being of children in equitable ways. Yearning to provide opportunities for students to authentically contribute their voice in these times, the leaders also need to find ways to support their own well-being. In this session, participants will artistically reflect through autoethnographic structures on personal experiences and engage in cultural replenishment with others.

Facilitators:
Rana T Razzaque, University of Denver
Cris Sandoval, University of Denver

227. Women Leading Education Across the Continents—Harnessing Our Joy

UCEA Annual Convention

Symposium
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado

This international community-building symposium is designed to provide new insights into the means by which women in educational leadership across the world harness joy as they strive to achieve a more socially just society. Addressing “Leadership that Uprises and Uplifts,” the session features three research investigations from Afghanistan, New Zealand, and United Kingdom. Presenters explore how women’s joy in leading education in international contexts creates socially just and equitable schools that are inclusive and humane.

Participants:
Your Eyes Are Beautiful: Profiles Of 21st Century Afghan Women Leaders
Elizabeth C. Reilly, Loyola Marymount University

In the tradition of their ancestral kinswomen, Afghan women today continue to challenge any attempt of others to exclude their voices from civil society and their role in their country’s future. This study profiles the leadership of three of Afghanistan’s women—Zohra Yusuf Daoud, advisor to the First Lady of Afghanistan, a television journalist, and the first and only Miss Afghanistan; Samira Hamidi, a women’s rights activist; and Hadisa Miokhail, a school headmistress from Kabul. Each embodies the values of 10th century poet, Rabia Balkhi, and lives a life committed to building a nation where every individual enjoys basic human rights and dignity.

Each woman does not stand alone in seeking equality and empowerment for women. It is the consistent and widespread message from a growing numbers within the country and from the international community (UNDP, 2013). Herein lies one of the keys for national transformation: consistency of messaging from the many sectors—government, media, non-governmental organizations, and education. The degree to which these sectors have congruent goals is the degree to which authentic change can occur. Yet, it appears that if changes in policy or the law affect women deleteriously, it is invariably from Parliament or from one of the many ministries. This may appear to be incongruous behavior coming from the very entities that have supported equality and empowerment in the past, but the national players come from an ever-changing roster of individuals who have varied educational backgrounds, experience with human rights work, and agendas. These leaders’ stories provide insight and inspiration for addressing the seemingly intractable problems women face in Afghanistan.

Women leading for Social Justice in Higher Education in New Zealand: Surfacing Joy in Challenging Times
Rachel McNae, University of Waikato, Hamilton, New Zealand

Numerous literature sources centered on women’s leadership experiences have continued to direct scholarly attention to the underrepresentation of women in formal leadership roles. However, while much of this literature reminds us of the ever-present issues associated with women leading in education, it rarely considers the embodied and contextual practices women draw on and the joy they experience from the work they do. This research explores leadership as an embodied and joy-filled activity providing insights into women’s experiences of leading from a paradigm of hope in one higher education context. This qualitative research study engaged in semi-structured interviews with seven women who held formal leadership positions within a university in Aotearoa, New Zealand. The purpose of the research was to examine women’s experiences of leadership and investigate the different ways in which women found agency and demonstrated activism through joy creation with regard to their own leadership development and practice in their specific context. Hope Theory (Snyder, 2002) was engaged as the key theoretical framework as the experiences and key attributes each woman’s leadership were explored. Findings illustrated that small moments of joy and successes in leadership were important parts of sustaining and enhancing their leadership practice. The women were faced with multiple challenges, and although numerous contextual and organizational barriers were recognized by the women as deeply entrenched, and difficult to change, different approaches to surfacing and
sustaining joy in their work were employed as they sought to disrupt these discourses. This research highlights the ways in which women can lead in, through and with hope to counter barriers and limitations which marginalize their leadership and impact on their leadership experience.

Interrupting Whiteness: An Auto-Ethnography Of A Black Female Leader In Higher Education in the United Kingdom

In recent years there has been a burgeoning literature on race and ethnicity in the British education system. Whilst the plethora of research on race in compulsory schooling abounds, higher education remains largely inconspicuous from the debate. Increasingly, however, the nature and extent of racism in the structure of academia in the United Kingdom are emerging in more recent literature.

The central focus for this paper is not only to document and critique concepts of racism embedded in institutional policies and practices, but to utilize auto-ethnography to explore a black female academics’ experience in higher education. It examines notions of whiteness from a critical race perspective (Yosso, 2005) and issues of multiple identities and explore the shifts in her identities and how these are enacted within the context of predominantly white higher education institutions in the United Kingdom. A comparative analysis of her journey and experiences in United Kingdom’s higher education sector provides the backdrop for the discussion. Whiteness interrupted by blackness vis-à-vis the narratives of a black female leader posits British higher education institutions as organizations that remain the province of mainly white men and to a lesser extent women.

Participants:
Rachel McNae, University of Waikato, Hamilton, New Zealand
Victoria Showunmi, UCL IOE

228. Leadership for Special Populations: Developing Knowledge and Skills for Success
UCEA Annual Convention
Special Session
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom

In this session, members of the UCEA Special Populations Research and Development Taskforce will share an overview of the taskforce mission and short and long term goals, which includes the development of resources for the preparation of educational leaders to expertly support the education of special populations. Subsequently, presenters will share a new resource from the Collaboration for Effective Educator Development Accountability and Reform (CEEDAR) that articulates the implications of the new Professional Standards for Educational Leaders (PSEL) for leaders of special populations and then engage session attendees in a simulated activity that is part of UCEA’s Monroe City School District Educational Leadership Development Simulations.

Facilitator:
Noelle Witherspoon Arnold, Ohio State University
Participants:
David DeMatthews, University of Texas - El Paso
Barbara L. Pazey, University of Texas - Austin
Mary M. Brabeck, New York University
James McLeskey, University of Florida
Elizabeth Kozleski, University of Kansas

229. Student-Centered Leadership in Asia
UCEA Annual Convention
Paper Session
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom

In this session, members of the UCEA Special Populations Research and Development Taskforce will share an overview of the taskforce mission and short and long term goals, which includes the development of resources for the preparation of educational leaders to expertly support the education of special populations. Subsequently, presenters will share a new resource from the Collaboration for Effective Educator Development Accountability and Reform (CEEDAR) that articulates the implications of the new Professional Standards for Educational Leaders (PSEL) for leaders of special populations and then engage session attendees in a simulated activity that is part of UCEA’s Monroe City School District Educational Leadership Development Simulations.

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Participants:
Rachel McNae, University of Waikato, Hamilton, New Zealand
Victoria Showunmi, UCL IOE

228. Leadership for Special Populations: Developing Knowledge and Skills for Success
UCEA Annual Convention
Special Session
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine

In this session, members of the UCEA Special Populations Research and Development Taskforce will share an overview of the taskforce mission and short and long term goals, which includes the development of resources for the preparation of educational leaders to expertly support the education of special populations. Subsequently, presenters will share a new resource from the Collaboration for Effective Educator Development Accountability and Reform (CEEDAR) that articulates the implications of the new Professional Standards for Educational Leaders (PSEL) for leaders of special populations and then engage session attendees in a simulated activity that is part of UCEA’s Monroe City School District Educational Leadership Development Simulations.

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229. Student-Centered Leadership in Asia
UCEA Annual Convention
Paper Session
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom

Examining the key elements of leadership that enhance student voice in a Chinese context Annie Yan-Ni Cheng, The Education University of Hong Kong; Elson Szeto, The Education University of Hong Kong

This study examines the issues of ‘student voice’ in a specific Chinese context and the key elements of leadership that could enhance student voice. It reports a case study research conducted in a community-based educational centre in Hong Kong. Although the centre promotes the principle of
student voice, the perceptions and attitudes of students and teachers towards this principle are found different. Analysis draws on several sources, including semi-structured interviews, observations and related documentation.

The Challenge of Leadership in Urban High-Poverty Chinese Schools Dongfang Liu, Southwest University; Lee Morgan, University of Northern Colorado

The purpose of this phenomenological study was to explore the experiences of leaders serving in high-poverty schools in China. Six participants completed in-depth interviews about their experiences in supporting student achievement through the avenues of student engagement, parent engagement, and instructional leadership. This study is an important contribution as it provides an uncommon insight into the unique struggles these Chinese principals faced and offers ways that the participants sought to mitigate the difficulty.

The Role of School Leaders in Shaping High School Students’ College Aspirations in Vietnam Chi Phuong Nguyen, Pennsylvania State University

Not much research has been done on the role of school leaders in shaping students’ college aspirations, especially in developing contexts. This study examines how 12 Vietnamese school leaders support their students’ pathways to college. Drawing on a survey of 4,140 students and 74 interviews with students, teachers, and school leaders in Hanoi, Vietnam, this study argues that school leaders play a significant role in college preparation and career orientation for high school students.

Facilitator:
Bruce Barnett, University of Texas at San Antonio

230. Lessons from the Field for Principal Development Programs: A Wallace Foundation Sponsored Session
UCEA Annual Convention
Special Session
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver

This session will explore a set of learning tools designed by and for The Wallace Foundation’s Principal Professional Learning Community (PLC). These tools, which reflect authentic problems of practice encountered by principals, can serve as powerful instructional tools for preparation programs. Panelists will present the tools and discuss practical applications.

Participants:
Beverly Hutton, National Association Secondary School Principals
Jacquelyn Kay Wilson, University of Delaware

231. Advocacy and Community for Strategic Leadership
UCEA Annual Convention
Paper Session

11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace

Participants:

Return to Local Control: The Future of Democratic Empowerment and Community Agency in New Orleans Emily Germain, University of Texas - Austin

Much of the research on charter schools investigates how market mechanisms function, with little research exploring the impact on community, and particularly community agency. Through content analysis and interviews this study examines the policy context surrounding Louisiana’s SB 432, which returns all of the state run charter schools to local control, and seeks to decipher whether the bill was sold, intended, and perceived as a mechanism to increase democratic participation among the New Orleans community.

Inside Out: How Principals’ Internal Experiences Influence their Leadership and Advocacy through Pressing Challenges Ellie E. Drago-Severson, Teachers College, Columbia University; Pat Maslin-Ostrowski, Florida Atlantic University; Jessica Blum-DeStefano, Teachers College, Columbia University

This paper extends mixed-methods, longitudinal research with school and district leaders (2008–present) about their most pressing leadership challenges. Here, we explore how a subsample of 40 principals described and understood their internal experiences of leading and advocating for change, building professional and organizational capacity, and supporting student learning/voice. Our findings shed light on the social-emotional and developmental capacities needed to manage the complexity and ambiguity of school leadership. Implications for leadership learning/preparation are discussed.

Theorizing Context Specific Leadership: Advocacy Through Culture Nathersm Okilwa, University of Texas at San Antonio; Curtis Brewer, University of Texas at San Antonio; Bryan J Duarte, University of Texas at San Antonio

One of the most consistent findings in the study of educational leadership is that successful leaders work in concert with their context. Despite this ubiquitous finding, few writers theorize or study exactly how one engages in context specific leadership actions. To address this gap, we will present and apply an anthropological framework that we argue is useful for understanding how one leads through the context to be an advocate for others.

Union Representatives’ Stories: From Leading the Classroom to Leading a District Holly Melissa Magaditsch, University of South Florida

Much is known about the attrition of educators from the teaching profession. Little is known about the
attirion of teachers who take leadership roles within
the field of education, outside of schools. Little is
known about teachers who work within the local
teacher union. This narrative study explores how
former teachers/teacher union representatives in two
local Florida unions story and frame their
experiences related to mobility, leadership, and
advocacy in education.

Uplifting Leadership to Support Strategic Plan
Implementation Sharon Ann Wilbur, University of
Oklahoma; Sharon Gail Dean, University of
Oklahoma; Stephanie Hyder, University of Oklahoma;
Brandy Peters, University of Oklahoma
This case study examines leadership style and
characteristics during a district's implementation of
a strategic plan. Data was collected from
interviews, agendas, strategic plan documents, and
field notes. The study was grounded in the research
on organizational change and leadership. Findings
reveal that leadership characteristics align to the
"push" or "pull" types identified in uplifting
leadership.

Facilitator:
Erin Anderson, University of Denver

232. Leadership Preparation Goals and Philosophy
UCEA Annual Convention
Paper Session
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower -
Second Level - Tower Court A
Participants:
Architect or Builder?: How Principal Supervisors Tailor
their Support to Principals Laura K Rogers, Vanderbilt
University
In this study, I analyze unique survey and
administrative data from one urban school district to
determine how principal supervisors are support
their principals and how principals experience this
support. Additionally, I explore variation in
principal support according to school characteristics
such as achievement, school size, and principal and
teacher performance metrics.

It’s More than Managing: Preparing Future ‘Inclusive-
Facilitative’ Educational Leaders Bryan A.
VanGronigen, University of Virginia; Kathleen M.
Winn, University of Virginia; Michelle D. Young,
University of Virginia
Kotter (1996) argues that today’s business schools
still prepare leaders for 20th century needs; they
teach students how to manage an organization, not
necessarily how to lead one. In this study, we
explore whether and how Kotter’s assertion applies
to a purposive sample of educational leadership
preparation programs. While the technical aspects
of the job are essential, they may be of little utility if
leaders lack the “soft skills” to effectively lead
schools and districts.

What Are We Training Educational Leaders For? A
Cross-System Analysis of School Principals’ Activities
Alexander W Wiseman, Lehigh University
This paper considers what real school leaders do
and in what type of contexts to ask and answer:
what do school leaders do both in the US and
around the world? And, what kind of training
should they receive given their real world contexts?
Results show that while all school leaders have
administrative responsibilities, their instructional
leadership activities vary significantly by context
and impact.

Integrating Teacher Leadership into Education
Leadership Programs: Theoretical and Practical
Challenges Tiffany M. Squires, Pennsylvania State
University; Gerald LeTendre, Pennsylvania State
University
As research shows the importance of distributing
leadership beyond the role of the principal (Harris,
2005; Nappi, 2014; Spillane, 2006), it behooves
faculty for leadership preparation programs to
consider development of high quality instructional
programs for teacher leadership preparation. Giving
voice to students enrolled in the Teacher Leadership
Master’s Degree program at The Pennsylvania State
University (PSU), teacher leaders were surveyed
and interviewed to provide insight into the
evaluation and continual improvement of their
program.

Got Theory?: An Exploration of the Nature of the
Theory-practice Gap in Leadership Preparation Rachel
Roegman, Purdue University; Sarah Woulfin,
University of Connecticut
In this conceptual paper, we draw on institutional
theory’s concept of coupling to reframe the theory-
practice gap, which is often seen as a deficit of
leaders or preparation programs. We posit that
school leaders and the K-12/university
collaborations that provide pre-service and in-
service preparation to leaders actively decouple
theory from practice to participate as legitimate
educators within their institutional contexts. We
conclude with implications for leadership
preparation and in-service professional development
to support school leaders.

Facilitator:
Susan Korach, University of Denver

233. Principal Expectations and Student Achievement
UCEA Annual Convention
Paper Session
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower -
Second Level - Tower Court B
Participants:
The relationship among school context, principal time
use, and school climate Tiedan Huang, Fordham
University
Leadership Practices of A Redeployed Principal: School Administrators’ Self-Concept and Expectations for Students’ Educational Success Grace J. Liang, Kansas State University; Daniel D. Liou, Arizona State University

Asian American school administrators’ experiences leading the K-12 educational system have been under-researched and under-theorized. Drawing on the traditions of critical race theory in education, this one-year qualitative study underscores the leadership experiences of four Asian American women school administrators in one Southern state. The study finds these administrators’ race and intersectional identities influential in shaping their expectations of students, and in turn, the ways in which equity is defined in their school.

“It’s no secret that assessment drives instruction”: Teaching to the portfolio at International High School Chandler Patton Miranda, New York University

Immigrant students, the fastest growing population in public schools, have been disadvantaged by recent accountability systems that rely heavily on standardized tests to make determinations about school effectiveness while neglecting to consider other important variables. This study explores how one school is using multiple rigorous and varied assessments to determine graduation readiness. Findings have implications for school leaders implementing new practices as a result of the ESSA.

Predicting Standardized Test Results at the District Level with the Living Wage Index Christopher Tienken, National Council of Professors of Education Administration; Dale Caldwell, Seton Hall University

The results of state standardized tests are influenced by factors found in students’ ecological systems (Bronfenbrenner, 1979). We investigated the accuracy of the Living Wage Index, that includes variables related to students’ ecological systems, to predict the percentages of students at the district level who scored proficient or above on the grade Massachusetts state tests of language arts and math.

Leadership Practices of A Redeployed Principal: School Culture as a Mediator on Student Outcomes Cathy Ping XIE, The University of Nottingham

This paper reports a study of how a redeployed principal enacted his leadership in a low performing urban Chinese school by reshaping school culture as the mediator to improve student learning. The principal in this study was sampled purposively and data were collected by means of a questionnaire survey, semi-structured interviews with the principal and fifteen staff, documents and field notes.

Facilitator:
Jess Renee Weiler, Western Carolina University

234. School Finance and Equity for Students, Teachers, and Buildings
UCEA Annual Convention
Paper Session
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:
Choosing a Policy Pathway: Expanding State Investment in Equitable School Facilities Marialena Dawn Rivera, Texas State University

Research questions: 1) What factors contribute to expanded state investment in equitable public school facilities? 2) How can those factors be leveraged to encourage states that make minimal investments to expand their support for facilities funding? Analysis highlighted how states with various constraints and policy preferences have taken different policy pathways to expand their investment in educational facilities and maintenance. Educational leaders, particularly at the district level, have been instrumental in advocating for policy changes.

Paying Teachers for Performance in Three Michigan School Districts Daniel John Quinn, Oakland University

Using Honig’s (2006) people, policy, and places framework, this study explored how district leaders in three Michigan school districts responded to a policy calling for performance-pay after RttT. This qualitative study analyzed in-depth, semi-structured interview questions and collective bargaining agreements. Preliminary results indicated varied implementation, with one district fully implementing an alternative pay schedule for teachers, and second district partially implementing a performance stipend for teachers. Implications for future research, leadership, and policy are discussed.

Coign of Vantage: Considering California’s Local Accountability and School Finance Plans for English Learners Julian Vasquez Heilig, California State University Sacramento; Lisa S Romero, California State University Sacramento; Megan Hopkins, University of California, San Diego

In 2013, California codified a new accountability approach for school finance. The law mandates school districts produce Local Control Accountability Plans to engage the local community in defining outcomes and funding for English Learners. Although California offered an opportunity to support locally-defined priorities and alternatives to top-down accountability, few districts did so. Districts had not engaged with the community to facilitate significant changes to accountability or redistribution of funding/resources.
to support educational equity for ELs.

School funding models and student NAEP performance
Thomas Drake, Michigan State University
Funding alone does not improve student outcomes (Rebell, Lindseth, & Hanushek, 2009), but are there models of school funding that do? This exploratory study seeks to examine if state school funding models demonstrate a significant relationship to student performance. Specifically, this study aims to understand if different categorical funding models employed by states, predict different outcomes in student performance on the National Assessment of Educational Progress (NAEP).

Facilitator:
GLORIA M RODRIGUEZ, University of California, Davis

235. Informal Session on UCEA and UCEA Membership
UCEA Annual Convention
Special Session
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D
During this session members of UCEA’s Executive Committee and Membership Committee will provide information about UCEA membership and answer any questions that attendees might have. This is an excellent way to find out more about the benefits of membership, key UCEA initiatives, and to meet and interact with members of UCEA leadership team. All attendees are welcome.

Presenters:
Mariela A. Rodriguez, University of Texas at San Antonio
Miriam D. Ezzani, University of North Texas
Sara Dexter, University of Virginia

Facilitator:
Sara Dexter, University of Virginia

236. GSC Programming - Building Networks of Support: You’re Not in This Alone
UCEA Annual Convention
Special Session
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail
Whether you are a full-time graduate student or a managing both work and graduate study, networks of support are crucial to scholarly development and personal health. Networks of support can come in different forms and from different places, including within departments and beyond campuses, with peers, more established scholars, and those not in academia. Panelists will discuss the various networks they fostered at different stages of their graduate programs and beyond.

Facilitator:
Daniella Hall, Clemson University

Participants:
Rosa Rivera-McCutchen, Lehman College CUNY

mounir Bourkiza, Florida Atlantic University
Cristobal Rodriguez, Howard University
Rhodesia McMillian, University of Missouri
Lorenda Chisolm, University at Buffalo, SUNY
Nakia M Gray-Nicolas, New York University

237. Trump-Inspired School-Based Hate Speech and Acts: Context and Response
UCEA Annual Convention
Critical Conversations and Networking Sessions
11:00 to 12:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows
Hate speech and acts have proliferated in schools with the Trump campaign and victory. This directly impacts “the educational contexts that students, teachers, principals, and superintendents will be facing within a changing national climate” in the Call. In response, this critical conversation will address: 1) actual hate speech and acts in schools, 2) the context in which this hatred has arisen, and 3) potential responses of school leadership faculty and school leaders.

Participants:
Judy Alston, Ashland University
Miguel Angel Guajardo, Texas State University
Tehalei Venzant Chambers, Michigan State University
Terrance Green, University of Texas - Austin
Gerardo R. Lopez, University of Utah

238. Secondary Students as Research Partners: Inside Low-Performing Schools
UCEA Annual Convention
Innovative Session / Mini-Workshop
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly
Secondary students from the Prichard Committee Student Voice Team, in partnership with CNA Education and the University of Kentucky, have developed a research project designed to gain new insights into underlying causes and potential solutions to improve chronically low-performing schools. Students, more than other stakeholders, are best positioned to provide new insights and perspectives about their schools, calling out difficult or controversial issues that are often avoided or unnoticed by adults.

239. Cultural Politics of Undocumented Immigrants: Dilemmas for School Leaders
UCEA Annual Convention
Critical Conversations and Networking Sessions
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore
In this critical conversation, scholars discuss the cultural politics of undocumented children and their families within the context of schooling systems. The discussion will enable participants to critically interrogate and reflect upon the current political, cultural and organizational barriers that school leaders face. Each scholar will share how to address these barriers through policy, research, and practice.
Facilitator:
Karen Ramlackhan, University of South Florida
Participants:
David DeMatthews, University of Texas - El Paso
Katherine Rodela, Washington State University
Erica Fernández, University of Connecticut

240. Supporting Principals’ Instructional Leadership Development from Central Office
UCEA Annual Convention
Critical Conversations and Networking Sessions
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol

District central offices are poised to support principals in improving classroom instruction and achieving equitable instruction, and principal supervisors are key to this support. This critical conversation, with both researchers and practitioners, will address the need to increase support for principals’ instructional leadership, often without a system of supports. We will engage in a conversation about how the research community can partner with school districts as they work to improve support for principals’ instructional leadership.

Facilitator:
Karen R. Seashore, University of Minnesota

Participants:
Meredith I. Honig, University of Washington
Jessica G. Rigby, University of Washington

UCEA Annual Convention
Symposium
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado

This session investigates ethical and legal obligations of educators in a heteronormative society, and the role of curriculum and leadership in countering LBTIQ bias. The critical pedagogical lens includes tenets of social justice, queer and conflation theories. Analysis of current LBTIQ education policies via content, context, and power dynamics explore: how social and legal context impacts safe and inclusive environments for LBTIQ youth; the advocacy role leaders play in creating vision and conditions for inclusion.

Participant:
Leading for Systemic Change: Honoring LBTIQ Voices Through Policy Reform LaSonja Roberts, University of South Florida; A. Dia Davis, University of South Florida

This session investigates ethical and legal obligations of educators in a heteronormative society, and the role of curriculum and leadership in countering LBTIQ bias. The critical pedagogical lens includes tenets of social justice, queer and conflation theories. Analysis of current LBTIQ education policies via content, context, and power dynamics explore: how social and legal context impacts safe and inclusive environments for LBTIQ youth; the advocacy role leaders play in creating vision and conditions for inclusion.

Facilitator:
A. Dia Davis, University of South Florida

242. Chairs Role-Alike
UCEA Annual Convention
Special Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine

Many among our ranks not only teach and mentor students in educational leadership but also live it daily as program coordinators or department chairs without the benefit of schooling in the special circumstances of higher education. While most faculty in educational leadership programs have advanced degrees in the field and administrative experience in PK-12 schools, we quickly learn that the challenges and rewards of leadership in a university setting are quite unique. This session is an opportunity to share and discuss the challenges and opportunities of leadership in higher education.

Presenter:
Rose Ylimaki, University of South Carolina
Facilitator:
Gerardo R. Lopez, University of Utah

Participants:
Enrique Aleman, Jr., University of Texas at San Antonio
Kevin Kinser, Pennsylvania State University
Pamela Hallam, Brigham Young University
Walter H. Gmelch, University of San Francisco

243. Are we preparing modern learners?
UCEA Annual Convention
Special Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom

This free-wheeling conversation will serve as a follow-up to Will Richardson's keynote about the needs of modern learners. This dialogue-oriented session will begin with a prompt or two from the facilitators and then open the floor for participant-driven questions, concerns, challenges, and successes. Head still whirling from what Will shared? Struggling with Will's message and its implications for us as educational leaders and faculty members? Excited about the possibilities that new technologies, innovative learning environments, and global realities bring? We invite you to join us for this interactive sense-making session sponsored by the UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE).

Facilitator:
Scott McLeod, University of Colorado-Denver

Participants:
Jayson W Richardson, University of Kentucky
244. Re-imaging the School as Crucible of Engagement and Learning for All
UCEA Annual Convention
International Community Building Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver
Devotion to leadership, while necessary, is insufficient to work with the multilayered and multidimensional nature of contemporary educational settings, especially in pursuit of engagement and learning for all. The promotion of leadership that uprises and uplifts requires that we consider alternative ways of “imaging” the school as an organization. The session convenes five contributors from three countries who will present distinctly different lenses for “re-imaging” schools as organizations, including political, cultural, and systems perspectives.
Participants:
- Boundary perspectives on schools as organizations
  Christopher Roy James, University of Bath, UK;
  David H. Eddy Spicer, University of Virginia
- Systems perspectives on schools as organizations
  Chen Schechter, Bar-Ilan University; Haim Shaked, Bar Ilan University
- Organizational culture in schools
  Sharon Kruse, Washington State University; Michael Connolly, University of South Wales
- Power and authority: Political perspectives
  Philip Arthur Woods, University of Hertfordshire

245. Advocacy for Islamic Education and Muslim Voices
UCEA Annual Convention
Paper Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace
Participants:
- Integrating African American Muslim student voices into public education conversations
  Wafa Hozien, Pennsylvania State University
  The researcher conducted a qualitative study of African American Muslim high school students in a northeastern state to determine their perspective on schooling. This study documented their voices by using five data collection methods: surveys, interviews, focus groups, observation, and document analysis. Meaning was extracted from the data collected through a constant comparative analysis. Four categories emerged from the data: teacher/student engagement, school procedures, self-image, and expectations.
- What Jihad? Muslim Voices on Educational Leadership in the United States
  Miriam D. Ezzani, University of North Texas; Kelley King, University of North Texas
  This paper begins with a historical overview of religion in U.S. public education. We review literature on Muslims in the United States and Islamophobia and Muslims in U.S. public schools. We then present the narrators and their oral history narratives. The paper concludes with a discussion of how school leaders can develop a culture that is respectful and accepting of Islam and Muslims as a way to counter hostile sociopolitical environments globally.
  Islamic Education Frames Social Justice Education
  Amaarah DeCuir, The George Washington University
  This paper proposes to explore the experience of teaching and learning social justice leadership within a commonly recognized religious framework of social norms and expectations. Through the point of view of a Muslim instructor and a class of Muslim practitioners, social justice principles of leadership will be explicitly taught and assessed through an Islamic lens in a graduate education course.

Facilitator:
- Muhammad Khalifa, University of Minnesota

246. Equity, Leadership, and Reform
UCEA Annual Convention
Paper Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
Participants:
- Leadership Competence for Equitable Schools
  Jess Renee Weiler, Western Carolina University
  The purpose of this study was to identify leadership competence of school leaders embarking on Integrated Comprehensive Systems for Equity™ across their school district. A mixed-methods study focused on leadership self-assessment using the ICS for Equity Competencies. Perceived levels of leadership competence are identified within and across schools in addition to factors encouraging and/or inhibiting competence and capacity development. Participants also identify their capacity needs in connection with reported
competence levels.

Leadership Advocacy towards Teacher and Student Success: Addressing Inequities and Opportunities in a Rural District Elizabeth Murakami, University of North Texas; W. Sean Kearney, Texas A&M University - San Antonio; Kriesti Bunch, N/A This study examines districtwide teacher development initiatives generating socially just and equitable opportunities for student learning in a rural high-need area in Texas. The convention focus on leadership that is uprising and uplifting brings about the relevance of observing leadership focused on enhancing supports for teacher and student success. We observe the effects of the Teacher Advancement Program (TAP), a system for teacher and student advancement program to improve school culture and climate.

Equity-Oriented Leadership in Tumultuous Times: Race, Competition, and the Challenges of Stakeholder Engagement Laura Elena Hernandez, University of California, Berkeley

Leaders engage stakeholders in a dissonant racial context. To secure support, leaders employ strategies to garner support from varied audiences who maintain disparate values. At the same time, they do so amid an increasingly competitive environment, forcing leaders to grapple with competing priorities. How do leaders respond to competition? How does the national discourse on race influence their stakeholder engagement? This case study investigates these questions by examining the engagement efforts of charter management organizations.

What is Diverse Enough? How “Intentionally Diverse” Charter Schools Recruit and Retain Students Terri S Wilson, University of Colorado Boulder; Huriya Jabbar, University of Texas - Austin

This paper explores how leaders of diverse charter schools make decisions about location, marketing, and recruitment in light of missions that prioritize diversity. We find that diverse charter schools face unique challenges in recruitment, and that many traditional forms of enrollment and marketing are insufficient to generate diverse student enrollment. We identify key strategies used by school leaders, but also find that many strategies were somewhat ad hoc, with uncertainty about their long-term sustainability.

Structural Inequities and Voucher Usage Jodi Saxton Moon, Indiana University

I employ logistic regression analysis techniques to explore the relationship between measurable community factors that are often associated with social capital, such as residential stability, poverty level, property crime rate, education level, family composition, and unemployment rate, and voucher usage in different school corporations. This study calls attention to community specific inequities that might be interacting with the Indiana voucher program to alter the impact of the policy on different populations.

Facilitator:
Julian Vasquez Heilig, California State University Sacramento

247. Student Voice at the Center of Leadership
UCEA Annual Convention
Paper Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B

Participants:
Measuring Students’ Perspectives: Implications for Principals in Leading Racially Diverse Schools Elisabeth Avila Luevanos, Texas A & M University

Data indicates that schools are becoming more racially and culturally diverse. Due to changing demographics, how do we know if leaders and teachers are adapting to the diverse needs of students? This research highlights students’ voices and the powerful role they play in measuring teachers and leaders practices for school inclusion. Using exploratory student survey, students were surveyed regarding their perspectives on their principals and teachers abilities to lead a school with changing demographics.

Championing student’s lives by celebrating their voices: Enhancing engagement for boys and young men of color Dionne Cowan, Georgia State University

The school to prison pipeline (STPP) is a conceptual framework reflecting the injustice that bleeds at the intersection of the educational and criminal justice systems. This phenomenological study examined the lived experiences of six men of color and their successful evasion. Constructionism and critical inquiry framed this phenomenological study. The findings pinpoint the role structures of support that champion justice, success, and equity for boys and young men of color played in the process.

“Talking Back”:: The Perceptions and Experiences of Black Girls Who Attend City High School Terri Nicol Watson, The City College of New York (CUNY)

In the last decade there has been a surge in research centered on Black girls’ schooling experiences. Few studies, however, employ a culturally relevant framework to unpack the distinct realities Black girls encounter based on the intersection of race and gender. In this study the tenets of Black Feminist Theory are operationalized to examine the perceptions and experiences of Black girls who attend City High School.

Hearing the Voices of Rural High School Youth on Leadership: Findings From a Qualitative Secondary Analysis Victoria Sherif, University of Kentucky
The study described in this paper elevates youth voices regarding leadership characteristics. A secondary analysis of qualitative data collected as part of a two-year case study explores youth perspectives on the nature of leadership described within three areas: the self, family, and community. This paper helps fill a gap in research involving rural youth and serves as a foundation for rural high school principals to foster a sense of community among youth leaders and school administration.

From Adversity to Activism: Youth-fueled Approaches to Voice and Engagement
Lyn Brown, Colby College; Mark Tappan, Colby College; Catharine Biddle, University of Maine; Ian Mette, University of Maine

The purpose of this study is to explore the values underlining principal evaluation standards across the country. Using content analysis methodology, this study answers the following research questions: 1. Utilizing statewide principal evaluation standards, what are the explicit or implicit values promoted? How do state approved rubrics compare or contrast with one another in terms of these values? 2. How Principals Are Passing the Test: An Analysis of Principal Licensure Exams Evangeline Chiang, George W. Bush Institute; Meredith Richards, Southern Methodist University; Frank Hernandez, Southern Methodist University

Principals are a key lever to improving schools. A principal licensure exam is required by 37 states, yet there is little research on the effectiveness of these tests in screening and signaling future job performance. This paper explores the variation in testing policies across states, investigates the literature on rigor and efficacy of the tests, and explores the relationship between the test required and diversity of the principal workforce in each state.

Principal Evaluation Policies on Paper and in Practice: Evidence from 20 Districts
Margaret (Terry) Orr, Fordham University

Principals shape how well schools function, teachers teach, and students learn, but we know little about what districts can do to improve principal quality. In this paper, we present findings regarding the relationship between one policy—principal evaluation—and learning-centered leadership. Based on document analysis and interviews with district leaders in 20 districts in two states, we explore the extent to which principal evaluation systems focus on learning-centered leadership in policy and practice.

Tracing Leadership Across Policy Environments: Translating, and Transforming the Comprehensive Assessment of Leadership for Learning
Sharon I Radd, St Catherine University

The purpose of this study is to understand how changes in the education policy environments of the US and Denmark, impact their respective school settings. This study examines CALL items that were translated from English into Danish and the process through which interpreted policies were applied to changing practice. In this study, document analysis is used to examine the collaborative process of translating and implementing the US version of CALL into the Danish context.

Positive influence of performance assessment on leadership preparation programs: One state’s experience
Margaret (Terry) Orr, Fordham University

The Performance Assessment for Leaders (PAL) is designed to evaluate school leadership readiness and set expectations for preparation programs. Through 2-years of survey research with faculty and candidates who completed PAL, the impact PAL has had on preparation programs was examined. Results suggest strong program alignment to PAL tasks and improving preparation and support. Findings support the promise of performance assessments as a tool to support programs and evaluate candidate readiness.

Facilitator:
Sharon I Radd, St Catherine University

249. What NO ONE Ever Tells You About Tenure and/or Promotion
UCEA Annual Convention
Special Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D
A UCEA Standing Committee’s group of professors with multiple decades in educational leadership and leaders in the field offer their expertise through ongoing mentoring supports. This session will provide valuable, engaging activities on attainment of tenure and/or promotion from beginning stages to promotion to rank of professor. A UCEA handbook will serve to guide the content and involve participants to address the professoriate’s different stages of development. Participants wishing more individualized support will be mentored throughout the year and requests for expert reviews of P&T materials can be arranged.
Facilitator:
Maria Luisa Gonzalez, Professor Emerita
Participants:
Bruce Barnett, University of Texas at San Antonio
Leonard C. Burrello, University of South Florida
Gary Crow, Indiana University
Paul Goldman, Washington State University
Steve Gross, Temple University
Margaret Grogan, Chapman University
Francis K. Kochan, Auburn University
Joan Poliner Shapiro, Temple University
Martha McCarthy, Loyola Marymount University
Betty M. Merchant, University of Texas at San Antonio
Martha N. Ovando, University of Texas - Austin
Diana G Pounder, University of Utah
Edith A Rusch, Professor Emeritus University of Nevada, Las Vegas
Paula Myrick Short, University of Houston

250. GSC Programming - Graduate Writing Ignite!: Tips for Crafting Your Best Work
UCEA Annual Convention
Special Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail
This session is designed to give quick tips on crafting your best writing work. You will hear from faculty and graduate students at various points in their development as researchers and writers and learn about the different strategies and styles to the writing process they employ to get it right. Our goal is that you will begin thinking about your own writing techniques and style!
Facilitator:
Jeffrey S. Brooks, Monash University
Participants:
Shelby A. Cosner, University of Illinois at Chicago
Mariela A. Rodriguez, University of Texas at San Antonio
Leslie Locke, University of Iowa
Jason A. Grissom, Vanderbilt University
Alex J Bowers, Teachers College, Columbia University
Jada Phelps-Moultrie, Portland State University
Chandler Patton Miranda, New York University

251. Critical Issues in Educational Reform
UCEA Annual Convention
Paper Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows
Participants:
Coaching or Cha-Ching? Conceptualizing and Challenging the Urban School Reform Industry
Craig Peck, University of North Carolina at Greensboro
Based on a review of related scholarship, I developed a conceptual model that describes urban school reform as a profitable, self-sustaining industry. It rewards existing organizations such as consulting firms and universities that are too often divorced from local K-12 school and community realities. I conclude by describing how educational leadership faculty might potentially challenge this dominant paradigm through the creation of smaller-dollar, targeted interventions that we could help develop, lead, grow, and sustain.
The Influence of District/Principal Relationships on Diffusion of School Reform
Becky Slothower, Oklahoma State University; Jackie Mania-Singer, Oklahoma State University; Katherine Curry, Oklahoma State University; Shawna Richardson, Oklahoma State University; Melissa Kay Yarbrough, Oklahoma State University
This qualitative case study used Diffusion of Innovations Theory to explore the principal perceptions of relationships with district leaders and the influence these relationships have on the spread of reforms across a school district. Findings suggest principals held varied perceptions of relationships with district leaders based on a number of factors, and the difference in relationships appears to either facilitate or disrupt the diffusion of reforms within this district.
Defining Reform, Reconstructing Dominance: White Policy Narratives of State Takeover of a Majority Black School District
Jennifer Karnopp, University of Wisconsin-Madison
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Difficult choices: how one school leader navigated the process of undoing a valued reform
Jennifer Karnopp, Indiana University
Research on school reform highlights challenges leaders face in implementing and sustaining reforms. While some efforts fade away, others are
intentionally dismantled. Considering how often reforms fail to sustain, there is value in understanding why and how school leaders undo reforms. Through a case study of one elementary school, this paper reveals how the school leader responded to changes in state policies and district resources by intentionally planning the undoing of a competency based reform.

Combatting Corporate Reform
Meredith Mountford, Florida Atlantic University; Debra Sue Vance Noell, Florida Atlantic University

The purpose of this paper session is to present the findings of a study which described how a grassroots movement, United Opt Out, was organized and the ways it competed with a concurrent corporate education reform movement. The overarching research question for the study queried the ways in which the corporate reform movement and the Opt Out Movement utilized the political spectacle theory to its advantage and the implications to educational policy and testing.

Facilitator:
Emily Hodge, Montclair State University

252. Testimonios of Formerly Incarcerated Youth in California’s Central Valley: A Participatory Documentary

UCEA Annual Convention
Innovative Session / Mini-Workshop
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly

Testimonios are the means through which people connect and build understanding for others. In the current changing political climate, this is paramount. Featured in this session is an original participatory documentary developed as the capstone project in an EdD program. The film showcases the testimonios of formerly incarcerated youth from the Central Valley of California who have gone on to complete higher education and is being used in advocacy work in P-12 schools and universities.

Participant:
Testimonios of Formerly Incarcerated Youth in California’s Central Valley: A Participatory Documentary Kathryn Bell McKenzie, California State University Stanislaus; Vickie Mulvaney-Trask, N/A
Focus: The focus of this presentation is the use of an innovative format—participatory documentary— that highlights the voices and stories of six formerly incarcerated youth from the Central Valley of California (the poorest and most uneducated region in the state) who have gone on to complete higher education. The film was made as an alternative capstone project for the EdD. The doctoral student filmmaker was a formerly incarcerated youth and is currently an educational leader in the Central Valley. The film is being used in advocacy work both in P-12 schools and communities, as well as colleges and universities, where the six testimonios of agency, transformation and resistance featured in the documentary have spurred discussion and reflexivity among the audience. We expect it will do the same in this session. Purpose: The purpose of this session is to 1) highlight and support student voices and learning, 2) offer an alternative format for EdD capstone projects in educational leadership that advances advocacy work with schools, communities and policy makers, 3) offer this film as an example of what Keels (2017) calls research translation—that is, taking research and translating it into products and formats that can be accessible to and utilized by practitioners and policymakers to inform their work, in other words making research understandable and useable.

Participant:
Kathryn Bell McKenzie, California State University Stanislaus

253. Student-Centered Leadership Development

UCEA Annual Convention
Ignite Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore

Participants:
Collaborative Leadership Development for School Principals and Counselors Lynn Wheeler, University of Indianapolis; John W. Somers, University of Indianapolis

Our university received a planning grant to conduct research focus groups in urban, suburban, and rural K-12 schools to determine needs and evidence-based practices informing school counseling programming. Information gathered is being used to plan curriculum modules to enhance our principal preparation program. We are utilizing a design-thinking format and will share our research data in a qualitative analysis format, providing sample modules developing principal knowledge and skills to support school counseling programs.

Inductive Teaching Through Structured Interviews and Coactive Analysis Linda Kay Mayger, College of New Jersey; Krista E. Leh, Neumann University

This session describes how the inductive teaching technique of structured interviewing with coactive analysis represents a useful tool for connecting theory to practice, aiding students in understanding observable phenomena, promoting the recognition of multiple perspectives, and facilitating recognition of interconnections and concepts in leadership training programs.

Teaching education leadership students to move from moral thinking to moral doing John Pijanowski, University of Arkansas

This Ignite Session proposal extends to the field of educational leadership, a completed National
Science Foundation (NSF) funded project to develop and study a new approach to teaching professional ethics to emerging scientists across the United States. Specifically, the NSF project explores more broadly the conditions and experiences that promote or inhibit ethical behavior after an ethical decision has been reached.

Preparing School Leaders to Include Student Voice: Improvement Science Deborah Peterson, Portland State University; Susan Paulette Carlile, Portland State University

Improvement Science is a democratic school improvement method which we used to increase student voice in schools. This presentation begins with a brief historical overview of IS in the healthcare, business, and education followed by how we applied IS in courses on school leadership for equity, context-based change leadership, and increasing teacher and student voice. We conclude with implications for principal preparation programs desiring to increase student voice through the use of IS.

Social Authoring of Online Leadership Simulations to Build Systems Thinking Skills Among School Leaders

Eric R. Bernstein, University of Connecticut; Michael Johanek, University of Pennsylvania; Wilbur Parker, Bowie State University

School leadership praxis can be enhanced greatly when practitioners are able to bring a systems-thinking perspective to their leadership decision-making. This IGNITE presentation will share a unique social-authoring process that engaged practitioners in the creation of multimedia online branching simulations. The result of engagement in the authoring process was a distinct effect on the systems-thinking approach the participants took to decision-making back in their leadership roles.

Transformative Youth Organizing: A Decolonizing Social Movement Framework, Pedagogy, and Practice

Emily Bautista, Loyola Marymount University

Dominant community organizing frameworks promote banking education (Martinson & Su, 2012), patriarchy (Stall & Stoecker, 1998), capitalist values (Sen, 2003), and adulthood in youth organizing (Delgado & Staples, 2008). Adults and youth engaging together in youth movements signal the need for a new paradigm and pedagogical framework that not only alters the relations of power (Alinsky, 1971) but also heals, reinvents, and transforms systems to create the equitable and democratic society we seek (Ginwright, 2016).

My Brother’s Keeper: Analyzing Principals’ Logics of Instructional Leadership to Address Chronic Absenteeism

Joshua Childs, University of Texas - Austin; Eligio Martinez Jr, California State Polytechnic University, Pomona

Using Rigby’s (2014) three logics of instructional leadership framework, the Ignite session will explore how nine school principals utilized the GAAMBK partnership to address chronic absenteeism, and improve educational outcomes and experiences for students. We analyze nine principals’ leadership practice as it relates to reducing chronic absenteeism as either incorporating prevailing logic, entrepreneurial logic, or social justice logic.

Facilitator:
Scott McLeod, University of Colorado-Denver

254. Mujeres Guerrerillas/Warrior Women Re-Uniting: Latina Scholars Writing & Researching Our Lives

UCEA Annual Convention
Critical Conversations and Networking Sessions
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol

The educational trajectories of Latinas are like passing through the eye of a needle (Gándara, 1982). For every 100 Latinas who begin elementary school less than one percent (0.3) complete a doctoral degree (Burciaga, et al., 2010). This series continues to build a space for Latina scholars to share their experiences and develop a network of support, writing, and inquiry. This plática will focus on reclaiming our “languages” and developing frameworks for Latina mentoring.

Participants:
Rebeca Burciaga, San José State University
Erica Fernández, University of Connecticut
Soribel Genao, CUNY Queens College
Rosa Rivera-McCutchen, Lehman College CUNY
Patricia Rocha, Texas State University
Adriana Villavicencio, New York University

255. The Sociocultural Conditions and Structural Arrangements that (De)Elevate Student Voice in Schools

UCEA Annual Convention
Symposium
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado

When students are included into school change processes, more socially just, democratic schools emerge. However, student leadership activity is often undermined by sociocultural conditions and structural arrangements found in schools. This symposium brings together scholars representing three continents who do community-engaged research around school leadership, student voice, and youth advocacy. Discourse will unpack theoretical understandings of why students are important change agents, and describe normative approaches to their inclusion into school leadership.

Participants:
Involving the Stakeholders that Matter Most: Student Voice in School Reform
John Weiss, the Neutral Zone
The Michigan Department of Education led efforts
using Linkage Theory to Tackle Student Voice

Distributed Leadership: Teacher Sharing Their Words: Appreciating Student's Voices in Middle and Upper Grades. Yet, student voice work is found at the individual or immediate youth and adult partnership levels. Thus, the positive outcomes associated with student voice are found across a wide range of indicators. However, educators frequently position students as vessels to be filled, or broken beings that require fixing; thus, students are positioned as passive recipients of policy and practice rather than active agents of change (Roberts & Nash, 2009). This paper highlights the powerful nature of youth-adult partnerships when the focus is shifted from “what needs improving” to “what might be possible.” As a result, learner agency developed when given opportunities to share their voices, providing insight into their words in New Zealand schools.

Distributed Leadership: Teacher and Students Negotiate and Co-construct Curriculum Jeroen Bron, N/A

Students co-constructing curriculum with their peers and teacher is one example of leadership distributed to students. By co-constructing curriculum, students have the opportunity to direct their learning, learn distributed leadership principles, and practice democratic citizenship. This paper explores practices of decision-making when students are involved in curriculum development. The body of the paper is devoted to case studies in schools for lower secondary education (age 12-14) in The Netherlands and Belgium Flanders. Findings demonstrate how different contexts (e.g., teacher reluctance, external curriculum guidelines) lead to different processes and outcomes. A model for curriculum negotiation is presented.

Using Linkage Theory to Tackle The Student Voice Organizational Improvement Paradox Marc Ian Brasof, Arcadia University

Collectively, the literature on student voice illustrates the great potential of student agency and youth-adult collaboration for improving school life across a wide-range of indicators. Though, most of the positive outcomes associated with student voice are found at the individual or immediate youth and adults in partnership levels. Yet, student voice work tends to focus on systemic issues and is less effective at addressing them. An organizational improvement paradox occurs when change agents anticipate that a particular change initiative would spread to other areas of the organization, but those anticipations are never realized. Positive outcomes in one part of the firm do happen, but they fail to translate into gains elsewhere in the organization.

Linkage theory might provide the spread necessary to connect student voice change activities, events, and outcomes to other areas of the organization.

The Essential Role of Student Voice in Schools that Serve Minoritized Learners Katherine C. Mansfield, Virginia Commonwealth University

This research focuses on secondary school leaders who created a supportive school culture centered on developing robust relationships and foregrounding the voices of students. Educators’ commitment included engaging students in reciprocal dialogue on racism, sexism, and classism. Findings illuminate ways students’ voices were developed in three bilingual themes: 1) Recuperar el Habla (To Find One’s Voice); 2) Hablar en Contra de (To Speak Against); 3) Escuchar a Otros (To Listen to Others). Commitment to students in their development of voice enabled this community of learners to confront the past, interrupt the present, and revolutionize future trajectories of historically minoritized students.

Facilitator: Katherine C. Mansfield, Virginia Commonwealth University

256. Simulations Session

UCEA Annual Convention
Special Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine
ADD ABSTRACT
Presenter:
Joseph C. Novak, University of Kansas
Facilitator:
Sara Dexter, University of Virginia

257. The Pathways of Equity in School and District Leadership

UCEA Annual Convention
Paper Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom
Participants:
Examine the influence of leadership in a Superintendents' Equity-Focused Network Sue Feldman, Lewis and Clark College, Graduate School of Education
This qualitative case study follows a group of superintendents, working within a network, explicitly organized to support their work designing
and enacting local racial equity policy. For a decade, superintendents have created an unusual opportunity for collegial support and accountability for superintendents to conceptualize immediate problems of practice, theories of action, policy aims, policy tools and standards of evidence for local equity policies. This paper presents preliminary findings from an on-going study of their work.

From Margin to Center: From Barriers to Breakthrough

Glenys Hill, Washington State University; Mary Lynne Derrington, University of Tennessee at Knoxville; Teena Paige McDonald, Washington State University; Shannon Calderone, Washington State University

The authors report on the findings of a twenty-three-year longitudinal study focusing on established and aspiring women superintendents in the state of Washington. They looked at women’s perceptions of the navigational barriers that have challenged their progress toward the superintendency. The study finds that over time women’s perceptions have changed, yet at the same time, gender issues remain significant. Study results identify key factors that influence women’s decisions to apply for a superintendency.

‘Framing’ Equity: Using Frame Analysis to Explore Superintendents’ Attempts to Implement Policies for Equity James Coviello, University of Texas - El Paso

The purpose of this paper is to critically analyze the leadership experiences of two district superintendents and examine how they utilized strategic communication to legitimize and gain support for equity-based policies in their districts. The findings from an analysis of these cases provide insight on the complex experience of leading for equity on the district level and the dilemma-laden contexts in which superintendents attempt to implement policy and effect change.

Leading While Black: The Politics of Race, Diversity, and the Urban School Superintendency Sonya Douglass Horsford, Teachers College, Columbia University; Phillip A Smith, Teachers College, Columbia University

This study explores the political and symbolic dimensions of the urban school superintendency on matters of race and diversity from an education leadership perspective. We are particularly interested in how the politics of race and diversity inform the leadership of practicing urban school superintendents who identify as Black or African American, as well as how these politics interact with the social and demographic contexts of their school districts and surrounding communities.

Visualizing the Career Pathways of Educators with Principal Certification BRADLEY DAVIS, The University of Texas at Arlington

Most educators with principal certification do not actually become principals. I sought to determine what becomes of educators that obtain principal certification by reporting which roles they enter and when those transitions occur. I analyzed data on 13,700 Texas, public school educators covering the 10 academic years following their procurement of principal certification. I then constructed an alluvial diagram that visually displays 3,065 unique career pathways embarked upon by principal certificate holders.

Facilitator:
Meredith Mountford, Florida Atlantic University

258. The Professional Identities of School Leaders: An International Perspective

UCEA Annual Convention
International Community Building Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver

This international community building session will present research on professional identities across four countries (United Kingdom, New Zealand, Sweden, and the USA). The session will discuss converging or diverging views, lingering methodological challenges, and implications to highlight the dynamic complexity of school leadership, and how gender, race, religion, and context influence identity and practice. Several of these papers are featured in an upcoming special journal issue of the BELMAS journal Educational Management Administration and Leadership.

Participants:

Professional Identity, Adaptation, and the Self: Cases of New Zealand School Principals During a Time of Change Geoffrey ROSS (known name) Notman, University of Otago

Purpose. There is developing interest in how professional identity can support educational leaders’ management of change. This paper explores the conceptualization and interplay of identity formation with adaptive and contingent forms of educational leadership. This in-depth case study of a primary and a secondary school principal in New Zealand sets out to establish the nature of professional identity factors present in each school leader’s role, and how leaders use such factors to effect school-wide change in the course of a second principalship. Methods. Qualitative data were obtained through two semi-structured interviews with each principal, and an interview with three teachers and the Board of Trustees chairperson as significant others. Initial interview questions focused on features such as principals’ life histories, values and beliefs, and how others view them as people and as professionals. Findings. Findings from this first year of a three-year study identified influential factors within each principal’s personal and professional identities. Preliminary results indicate a predominant principal and significant
Female Secondary School Principals: Development of Professional Identities in Sweden and the USA

Elizabeth Murakami, University of North Texas; Monika Tornsen, Umeå University, Sweden

Objectives. This study examines the female secondary school principals’ professional identities focusing on schools in Sweden and Texas-USA. The study is part of a larger international research project and global conversations about what successful leadership means and asks: In what ways do female secondary school principals’ professional identities inform equity issues in leadership with implications for recruitment, hiring, and evaluation practices? Methods. We employed an ISSPP (International Successful School Principals Project) protocol (Crow, 2012) which probes role identity components by inviting narratives and identity images. Findings. Using a feminist post-structural discourse analysis, the participants shared how gender, family influences and upbringing added to the challenges of the principals’ work when developing a leadership identity. Even when successful, female leaders in upper secondary schools can be evaluated negatively. A comparative examination found that school leadership has been a male-dominated area in Sweden as it has been in Texas (Cubillo & Brown, 2003; Franzén, 2005). Significance. These considerations relate to the way in which female principals are recruited, hired, and weighed when appraised. Their contributions may not be fully incorporated to establish equitable processes and procedures to sustain their success in educational leadership.

The Lives and Identities of UK Black and South Asian Headteachers: Metaphors of Leadership

Lauri Johnson, Boston College

Objectives. This paper reports on the preliminary findings from a national UK study of the life histories of 28 Black, Asian and Minority Ethnic (BAME) educators who led schools across a 47-year period (1968 – 2015). Mannheim’s (1952) notion of generational consciousness was used to analyze Black and South Asian headteachers’ life histories. Mannheim’s “sociology of generations” argues that when individuals are born can lead to a distinctive consciousness and influence their specific life chances as well as their perspective on history and role as agents of social change.

Methods. Three generations (i.e. pioneer, experienced, and novice) of BAME headteachers were recruited through purposive and snowball sampling and interviewed about the critical life experiences that influenced their path to leadership, the intersection of their professional and social identities, and their metaphors for leadership (Goodson & Sikes, 2001). Findings. Five overarching metaphors were identified which represent and synthesize their leadership perspectives: parent, ambassador, moral steward, role model, and advocate. Pioneer Black and South Asian headteachers narrated more collectivist identities as community leaders and race equality activists, while current BAME headteachers appear more individually focused on raising attainment for students who have been marginalized. Significance. A life history approach across generations emphasizes the influence of changing attitudes toward race and the shifting policy context on professional identities.

An Exploration of a Principal’s Professional Identities and Their Relationship to School Climate

Rodney S Whiteman, Indiana University; Gary Crow, Indiana University

Purpose. The purpose of this study was to investigate principals’ professional identities in successful school contexts. A principal’s professional identities are activated by social conditions most salient to the principal in that moment (Stryker, 1980), as informed by the ways the principal understands the situation and other social actors. Thus, the ways in which professional identity formation and negotiation play out have important implications for technical, affective, and moral dimensions of school leadership. Methods. The research site was selected as part of the International Successful School Principals Project (ISSPP). The focal participant was Stephen, a veteran principal (7 years) of Pine Bluff Elementary School (PBES), located in a small Midwestern city in the US. Data were collected through interviews with Stephen, shadowing, and two parent and teacher focus groups. Inductive content analysis (Elo & Kyngäs, 2008) was employed, a recursive process of coding, memo writing, deliberating, and refining codes. Codes were then abstracted to images that express a coherent corpus of identity claims. Findings. Three dominant identity claims emerged from the data: coach, pastor, and Mr. Rogers. For Stephen coaching means inspiring a shared vision, encouraging the school community to believe that they can achieve great, and a willingness to focus on a single organizing idea. In his pastoral role as principal the school provides space for fellowship focused on a moral calling to focus on students. The Mr. Rogers identity ties
together high expectations for all in service to children and their learning, a moral calling to care for children and value their uniqueness, a love of play, and a sense of authenticity. Significance. This study suggests ways in which a school leader’s identities play a role in shifting from a habitually failing school, to a successful school in which all members of the learning environment feel respected, engaged, and valued. This study also suggests that research should investigate ways in which professional identities are related to other organizational properties of schools.

259. Mindfulness in the Field of Educational Leadership
UCEA Annual Convention
Symposium
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace
Despite a number of studies demonstrating the benefits of mindfulness and SEC programs in education for students and teachers, scholars have not yet explored how leadership preparation programs and policies could facilitate the development of principals’ SECs. This symposium features research focused on investigating how mindfulness and social and emotional components of principal leadership could be embedded in PSEL standards and state-level principal preparation program requirements. These findings will markedly advance the educational leadership field.
Facilitators:
John Beuhring Nash, University of Kentucky
Jayson W Richardson, University of Kentucky
Participants:
Deborah Schussler, Pennsylvania State University
Kerry Kathleen Robinson, University of North Carolina Wilmington
Bradley W. Carpenter, University of Houston
Julia Mahfouz, University of Idaho

260. Preparing School Leaders To Be Social Justice Advocates
UCEA Annual Convention
Paper Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
Participants:
Preparing School Leaders as teacher Social Capital Advocates Ellen J. Winiarz, University of Denver
Social networks connect people who share similar interests and provide a benefit such as information, tools, and resources. Advocacy initiatives use social networks to engage and develop important initiatives such as teacher voice and engagement. Teacher social networks move practice forward by connecting people and contributing to school success. Teacher bonding social capital (TBOSC) explains 10% of the variance of school performance. TBOSC and school environmental conditions contribute 18% to school performance outcomes
Preparing Future School leaders in Indiana to Talk about Race: A Collaborative Autoethnography Rachel Roegman, Purdue University; Serena Jean Salloum, Ball State University
In this collaborative autoethnography, we analyze how we addressed issues of race in our online teaching with future Indiana school leaders. We consider opportunities and challenges of online environments in supporting the development of culturally responsive leadership (Khalifa, Gooden, & Davis, 2016) within the socio-political context of the state. We conclude with recommendations for instructors working with graduate students in education leadership programs specifically and in online classrooms more broadly around race and racism.
Challenging one’s self to be historically conscious: An exploratory study of aspiring school leaders Curtis Brewer, University of Texas at San Antonio
The purpose of this presentation is to describe an exploratory study of how educators take on the privilege/burden of historical consciousness as they choose to advocate for others. It will describe how, through the exploration of narratives regarding personal change and history, I evaluated the character of the historical thinking presented by educational leaders who aspire to be advocates.
How EdD programs Develop School Leaders who Uprise as Advocates Debby Zambo, Arizona State University; Jill Alexa Perry, University of Pittsburgh
Aligned with this year’s theme, Echando Pa’lante this session will provide research findings that spark dialogue about doctoral education as a means to develop leaders who change contexts and policies. Key to this presentation will be data from a survey study conducted by the Carnegie Project on the Education Doctorate aimed at understanding how EdD programs teach equity, ethics, and social justice and make a positive difference in the lives of individuals and communities.
Facilitator:
Ellen Miller-Brown, University of Denver

261. Voice and Teacher Leadership Development
UCEA Annual Convention
Paper Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B
Participants:
Developing Teacher Leaders in a Large Urban School System Jason Swanson, University of Illinois at Chicago; Samuel Paul Whalen, University of Illinois at Chicago
The leadership necessary to transform schools, and
to sustain them over time, requires the principal to have a deep bench of teacher leaders (Spillane, 2012). Developing teacher leaders requires the creation of a culture of disciplined organizational and collaborative learning (Timperly, 2011). The purpose of this paper is to illustrate how 12 principals are making progress toward building capacity in teacher leaders to diagnose systemic problems and implement strategies in a large urban school system.

Student Voice and Teacher Leadership—Leadership Partners for Student Success Linda M. Campbell, Johns Hopkins University

Abstract According to Covey (2004), voice is the essential Sweet Spot of communication, with voice constituting a bridge from effectiveness to greatness. Therefore, students’ voices can provide profound, creative, and critical thoughts that reflect their self-confidence, personal value, and capability as problem solvers. According to qualitative research study (Campbell, 2015 Dissertation), teacher leaders (Betof, 2009; Harris, 2008; and Spillane, 2006) can partner with students to guide and stimulate responsible and accountable student voice.

The Role of Formal Teacher Leadership in School Improvement Jonathan Supovitz, University of Pennsylvania

Using data from case studies of eight schools in England, this paper describes the roles and responsibilities of teacher leaders in a formal model where they are given the responsibility to lead instructional improvement with a sub-group of teachers in their schools. The results provide insight into the knowledge, relational skills, and authority held by teacher leaders and the structures that focus and routinize the professional improvement activities between teacher leaders and teachers.

Teacher Perceived School Leadership Processes and Student Engagement: A Multilevel SEM Approach Minerva D. Tuliao, University of Nebraska Lincoln; Minerva D. Tuliao, University of Nebraska–Lincoln

Current studies on student engagement have two gaps. First, little attention has been given to its association with a group of school leadership processes. Second, most studies analyzed the association only at school level. This study aims to address the two gaps by examining the associations of school leadership processes and student engagement both at teacher level and school level. Findings have important implications on advancing student engagement from a level-specific leadership processes perspective.

Teacher Leaders as Policy Actors: Implication for Teacher Voice and School Samantha Lea Hedges, Indiana University

Teachers have an insider perspective of the classroom and school and have hands-on knowledge of how students learn. When teachers become leaders, they are in a unique position to promote and execute change. Much research has emerged on teacher leadership within the school, but little is known about their impact outside of the school. Thus, this paper examines teacher engagement as policy leaders beyond the school walls and how school leaders can support this effort.

Facilitator:
Ellie E. Drago-Severson, Teachers College, Columbia University

262. UCEA Review Editorial Board Meeting
UCEA Annual Convention
Meeting
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Presenters:
Michael P O'Malley, Texas State University
Juan Manuel Niño, University of Texas at San Antonio
Mariela A. Rodriguez, University of Texas at San Antonio
W. Kyle Ingle, University of Louisville

Facilitator:
Michael P O'Malley, Texas State University

263. Standards for School Leadership Preparation and Practice: PSEL & NELP
UCEA Annual Convention
Special Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D

A historic shift is happening in the field of educational leadership. No longer is it enough to manage school finances, maintain a spotless and safe building and keep the busses running on time. Education leaders must also provide clear evidence that the children in their care are being better prepared for college, careers and life. Clear and consistent leadership standards can assist all educational stakeholders in understanding these expectations (Canole & Young, 2013). Over the last three years the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA), with financial support from the Wallace Foundation, have led a significant effort to revise the national standards that guide preparation and practice for educational leaders in the United States. In this session, members of the standards development teams will tell the story behind the standards, share the standards, and discuss the significance of the standards for leadership preparation and practice.

Presenters:
Michelle D. Young, University of Virginia
Beverly Hutton, National Association Secondary School Principals
Jacquelyn Kay Wilson, University of Delaware

Facilitator:
Monica Byrne-Jimenez, Indiana University
264. **GSC Programming - “Shoulda, Coulda, Woulda...”**: What We Wish We Had Known Before Becoming a Professor  
**UCEA Annual Convention**  
**Special Session**  
1:40 to 2:50 pm  
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail  
This session will provide an opportunity for graduate students to talk openly with faculty about successfully transitioning to and fostering successful careers in academe. Panelists will share insights from their own experiences and also entertain questions from the audience. This informal conversation will focus on issues graduate students should think about in preparation for the academic job market.  
Facilitator:  
Terah Talei Venzant Chambers, Michigan State University  
Participants:  
Leslie Locke, University of Iowa  
Rosa Rivera-McCutchen, Lehman College CUNY  
Jennie Weiner, University of Connecticut

265. **School Choice, Selection, and Reorganization**  
**UCEA Annual Convention**  
**Paper Session**  
1:40 to 2:50 pm  
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows  
Participants:  
Politics and the Role of Educational Leaders in School District Reorganization in the U.S. Mountain West  
Sarah Diem, University of Missouri; Carrie Sampson, University of Las Vegas, Nevada; Laura Browning, University of Missouri  
Breaking up school districts mean more than developing different district-wide boundaries. Such changes might include demographic shifts coupled with consequences associated with educational access, resources, and outcomes. In this paper, we examine the events leading up to the recent decision to reorganize the Clark County School District in Las Vegas, NV. We focus on the political context and power of the state legislature, and whether equitable educational opportunity played a role in such efforts.  
How District Public and Charter School Leaders Understand Schooling in Arizona’s Mature Education Market  
Amanda U. Potterton, University of Kentucky  
I analyze school leaders’ understanding of market-based school choice policies and how their actions influence schooling for parents, students, and community stakeholders. My analysis addresses how school leaders’ perceptions and actions in Arizona’s mature, state-wide education market can both reproduce and disrupt commonly held notions about public and neighborhood schooling. As market-based policies expand, a study that attempts to understand how leaders respond to competitive expectations related to school choice policies is timely and relevant.  

“Friendly Competition Among Our Schools”: How Principals Navigate a District Run Open Enrollment Plan  
Stephen Kotok, University of Texas - El Paso; Huriya Jabbar, University of Texas - Austin; Luis Eduardo Rivera, University of Texas - El Paso  
Although inter/intradistrict transfer programs remain two of the most popular choice mechanisms, there is a surprising lack of research on how principals behave within district-run open enrollment settings. This study utilizes qualitative data to examine how principals behave within a competitive district-run open enrollment environment in the El Paso Independent School District (EPISD). Our interviews suggest that principals were engaging in competitive practices including specialized programs, student recruitment, and marketing.  
Chartering a district: A heterogeneous approach to charter school governance  
Ann Allen, The Ohio State University; Marytza Gawlik, Florida State University  
Using a framework for responsible governance, we examine the purpose, values and responsibilities that underlie the governance of a K-12 charter school system in a small city in Florida. This paper provides insight into how the charter school movement is evolving and raises important insights into the potential of heterogeneity in school governance models.  
Charter school authorization: A gateway to school equity, parent choice, and community engagement  
Omotayo O. Adeeko, Ohio State University; Karen Stansberry Beard, Ohio State University  
One proposed solution to issues facing charter schools is to increase pressure on charter school authorizers through increased regulatory practices. Opponents argue that such regulations betray the promises of school choice. This paper addresses both sides and concludes with recommendations supporting increased regulation. While autonomy is essential to maintaining the original objectives of charter schools, states must increase regulations to ensure that authorizers and charter school operators offer high quality options to all families.  
Facilitator:  
Lolita Tabron, University of Denver

266. **Uplifting Alumni Voices: Using Teach-Ins to Build Capacity to Lead in Difficult Times**  
**UCEA Annual Convention**  
**Innovative Session / Mini-Workshop**  
3:00 to 4:10 pm  
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly  
This innovative session will have two major components. First, one university based program will present the design
for an alumni teach-in that was held the day after President Trump’s inauguration including a video documentary of the project. Second, participants will discuss how preparation programs can uplift the voices of their alumni to both build resilience in practicing leaders and to enhance the preparation of future leaders to lead socially just and equitable schools.

267. Design-based Problem-Solving, Improvement, and Social Justice as Signature Pedagogy in the Educational Leadership Doctorate

UCEA Annual Convention
Critical Conversations and Networking Sessions
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore

This conversation brings together scholars who are experimenting with signature pedagogy for EdD programs. The approach fuses design-based problem solving, improvement, and a social justice orientation for school leaders alongside the principles of the Carnegie Project on the Education Doctorate. We ask: How can we bring social justice leadership to bear within the rigor and routines of continuous quality improvement? How can dissertation generate new forms of practical design knowledge for the profession?

Participants:
Robert Crow, Western Carolina University
John Hall, Temple University
Heinrich Mintrop, University of California, Berkeley
Jill Alexa Perry, University of Pittsburgh

268. School Discipline Research Networking Session

UCEA Annual Convention
Critical Conversations and Networking Sessions
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol

School discipline is a broad area of research inclusive of many subtopics, but school leadership scholars have few opportunities to come together to discuss and examine each other’s research and future collaborations/directions. This session begins with a fish-bowl introductions and dialogue about the strengths and weaknesses of school discipline, research needs, and research to practice methods. The second half of the session is devoted to independent conversation and networking with opportunities for continued connections.

269. Leading from an Inquiry Stance

UCEA Annual Convention
Symposium
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado

The presenters in this symposium, all principals and central office administrators themselves, will share how we responded to previously unnamed problems, and found ways to bring together working groups of students, principals, central office administrators, school faculties, parents, and members of the community for joint inquiry. Our intent was to develop workable solutions through participatory processes of rethinking educational practices, categories, policies, and expectations.

Participant:
Michael Johanek, University of Pennsylvania

270. CSLEE Consortium for the Study of Leadership and Ethics in Education

UCEA Annual Convention
Symposium
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbus

These papers concern perspectives on educational leadership in a time of crisis.

Participants:
Katarina Norberg, Umeå University, Sweden; Steve Gross, Temple University

This exploratory study includes interviews with four principals whose schools experienced a large influx of refugee students, many of whom arrived as unaccompanied minors during the period in question (fall 2015 through spring 2016). During the peak of asylum seekers coming to Sweden new regulations concerning newly arrived students were passed in January 2016 as a response of a lack of a comprehensive educational strategy for this group. The legislation makes explicit demands on local school boards and school leaders to adjust the reception, organization and teaching to support the newly arrived students’ learning. This paper’s purpose is to explore how four Swedish school leaders managed to adjust their organization in order to fulfill their responsibilities concerning newly arrived students’ teaching and learning during that period.

Positive Psychology and the Organization of Schools: Leading for Human Flourishing William C. Frick, University of Oklahoma

Positive psychology is a relatively new field of study that has particular significance for examining and improving the central work of schooling – teaching and learning. Schools can become more responsive to the growth and flourishing of all students. This can be achieved, in particular, by instilling through intentional socialization a growth mindset where students, and school workers who interact with them, believe and act in ways that reveal something important about intelligence. Namely, that human aptitude is not biologically determined but rather socially constructed.

Introduction Societal shifts in expectations of educational institutions have led to calls for increased accountability in schools and for those
who lead them. This increasingly assertive move toward accountability has changed the role of school principals (and teachers) in the United States and around the world, profoundly impacting their work (Wiseman, 2005). Educational administration, in particular, has shifted dramatically over the past several decades from an authoritarian figure charged with managing buses, books, and buildings to a visionary instructional leader responsible for engaging and involving diverse stakeholders in an effort to positively drive achievement and provide opportunities to learn for an ever increasing diverse global student population (Odora Hoppers, 2009). Although student achievement has become instrumentally important in our contemporary world-wide, accountability-driven institutional environment, the basis of student academic achievement is a more challenging and complicated proposition than simply focusing on raising student test scores. The heart of the pedagogical and leadership challenge in schools sits squarely on the collective embrace of positive psychology – its foundational premises, organizing principles, and organizational arrangements. Much of the past work of schools has focused on a psychological vision and practice of deficit response and the clinical and/or pedagogical accommodation of disability and even pathology. Recasting the foundational premises of schooling purposes and approaches with students and families requires a scientifically-based reorientation toward a belief and corresponding practice focused on the flourishing of children and youth rather than remediation (Reschly, Huebner, Appleton, & Antaramian, 2008).

Bridging the Digital Divide Anthony H. Normore, California State University Dominguez Hills; Antonia Issa Lahera, California State University Dominguez Hills

Public schools can serve as the bridge to close the digital divide for students who do not have access to information technology in their homes. The advent of the internet in the mid-1990s increased the capacity and usage of microcomputers as effective tools to engage ALL students in learning the necessary skills required in a changing job market. Students have a necessity, and a right, to learn the computer skills demanded by the job market (Normore & Issa Lahera, in press; Marshall & Oliva, 2009). In the new millennium and at a time when more computers are available in schools than ever before, the digital divide continues to widen and fewer people in the lowest SES groups have the opportunity to join the world of computer technology and the internet. In response to a more equitable practice for schools, we will discuss the digital divide and advocate for social justice leadership, community and student engagement, equity, voice, and access.

The Intersectionality of School Leadership, Social Justice, Immigration and Refugee Education Anthony H. Normore, California State University Dominguez Hills; Jeffrey S. Brooks, Monash University

Immigration and school leadership are contextually bound and complicated issues. Immigrant and refugee students and their families make up an increasing part of school communities, and the educational leadership field needs research that examines how leadership activity can better serve them (Brooks, Normore, & Wilkinson, 2017). We will discuss the need for educational leadership scholars to more purposefully investigate issues of social justice, refugee education, and immigration and take into account issues related to immigration in order to respond to worldwide trends. It is striking that the immigration framework in our study places the immigrant and their needs clearly at the center of the framework, while the leadership for social justice model implies the student but centers on the leader or leadership activity. If leadership frameworks are to be viable moving forward, they must become student-centered rather than treat followers as though they were a contextual variable.

Concerns and Challenges in Graduate Education:
Transitioning from Traditional Teaching and Learning to Online Heather Rintoul, Nipissing University

The exponential expansion of virtual instruction offers an appropriate opportunity to reflect about the effectiveness of this medium from a leadership perspective as it compares to the traditional face-to-face experience. Conceptual in nature, this paper examines the role of faculty as instructional leaders of graduate online teaching and learning. I first consider two significant pieces of the backstory leading to the implementation of online instruction. Next, I speak to concerns regarding the ethics of “being present” in the graduate seminar tradition, specifically: instructor presence, interpersonal (social) presence, and cognitive presence while discussing some supplementary perceived impediments to authentic leadership and learning online. I then consider the (re)-conceptualising of online knowledge acquisition and meaning-making, understandings around the idea of communities and perceptions of relationships online, as well as un-uncertainties about online instruction and learning. Finally, I envisage possible pathways for instructional leadership interaction moving forward in the virtual realm.

The work lives of principals in high-poverty schools: Key lessons Pamela Bishop, University of Western Ontario

In this exploratory case study of the work lives of principals in elementary high-poverty schools in one southern Ontario school district, I highlight key themes that emerged from semi-structured
interviews with those educational leaders. One key theme amongst the results shows that principals lead intensified work lives in part because of their efforts to support teachers who are actively engaged in providing engaging and meaningful social and academic learning for students. Another theme to emerge points to the overly policy-bound work that principals must attend to on a regular basis. In this presentation, both findings will be discussed.

Facilitators:
Steve Gross, Temple University
Anthony H. Normore, California State University
Dominguez Hills
Heather Rintoul, Nipissing University

Participants:
Katarina Norberg, Umeå University, Sweden
William C. Frick, University of Oklahoma

271. Race, Class, and Education Across the United States
UCEA Annual Convention
Paper Session
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom

Student-Teacher Racial Congruence, Teacher Expectations, and Student Achievement: A Mediation Analysis Matthew Phillip Cunningham, University of Missouri; Brad Curs, University of Missouri

The purpose of this study is to investigate the relationship between student-teacher racial congruence, teachers’ academic expectations of their students, and student achievement throughout elementary school. Findings from the Early Childhood Longitudinal Study Kindergarten Class of 1998-99 public-use dataset show that Students of Color received more favorable evaluations from their Teachers of Color. However, it remains unclear as to if and to what extent these higher expectations affect Students of Color and their academic growth.


The image of Asian Americans has been overshadowed by two paradoxical stereotypes: the model minority and the perpetual foreigner. While Asian Americans are often viewed as high-achieving model minorities, they are also treated as unassimilated, perpetual foreigners. Reviewing educational research on this topic, this paper explores how these stereotypes influence Asian American students’ schooling experiences. Findings indicate that Asian students experience unfair treatment, distress, and racial discrimination as a result of racial stereotyping at school.

Asian American Postsecondary Students’ Reflections: The Impact of Elementary and Secondary Experiences on Racial Identity Chadrhyn Pedraza, New Mexico State University; René O Guillaume, New Mexico State University

This paper explores how experiences at the elementary and secondary education level impact the foundations from which Asian American postsecondary education students understand and live their racial identity. It argues the stories and voices of Asian Americans are central to examining how racial identity is formed, explored, and normalized within specific social contexts. This paper is situated within a larger study exploring how experiences while attending Hispanic-Serving Institutions impact Asian American students’ racial identity.

The Geographic Scale of Racial Segregation in Large U.S. School Districts 1990-2010 Kendra Taylor, Pennsylvania State University

While the magnitude of segregation is well documented, little is known about the geographic scale of segregation. I measure racial segregation at multiple scales in 50 of the largest districts in the U.S. from 1990-2010. Results reveal there are many districts where there is little variation in racial composition across large scales, indicating a number of challenges for districts interested in integration. Yet there is considerable heterogeneity across school districts and across racial groups.

The Intersection of Equity Systems Change and African American Student Success Heatherr L Roth, University of Wisconsin-Madison

The literature does not address the systems and structures of schools that perpetuate institutional and structural racism and lead to reactionary practices such as discipline in the first place. This study addresses these research questions: In schools implementing systems equity work (a) How do they engage African American students? (b)What effect have these practices had on disciplinary action for African American students? (c)What barriers remain for African American student engagement and success?

Facilitator:
Sonya Douglass Horsford, Teachers College, Columbia University

272. Community Partnerships and Stakeholders
UCEA Annual Convention
Paper Session
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver

This paper explores the family-engagement practices of administrators in rural schools to better understand these efforts in the rural context. Administrators’ portfolios of formal and informal engagement strategies are discussed. In addition, these rural administrators rely on family and community members’ cultural and vocational expertise to supplement core academic offerings. Finally, by leveraging the school as a community hub, community-wide events serve as a family-engagement strategy for discussing students’ learning in organic settings.

Collaborating for Improvement? How Teachers View Collaborative Partnerships Driven by Evaluation Data
Susan Kemper Patrick, Vanderbilt University
Increasing collaboration among teachers has been a hallmark of school improvement efforts for many decades but the mechanism by which collaboration improves teaching and learning is unclear. This study describes different forms of peer collaboration and the conditions under which these forms of collaboration may create opportunities for professional learning. In particular, this study examines collaboration within the context of the Instructional Partnership Initiative (IPI), a voluntary, state-wide teacher development program in Tennessee.

The Challenges and Triumphs of School-Community Partnerships to Enhance Arts Education Daniel Bowen, Texas A & M University; Brian Kisida, University of Missouri; Jean Madsen, Texas A & M University
A primary strategy of the AAI stakeholders has been raising funds to create and support school-community partnerships between some of HISD’s most under-resourced schools and local cultural institutions and artists. Findings from this evaluation support the conclusions that conflicting motivations of school leaders and arts organizations pose substantial challenges for these partnerships. Specifically, school and arts organizational leaders see each other’s respective roles in providing arts learning opportunities as being fundamentally different.

The Learning of Stakeholders in a Community School: A Narrative History of Gardner Pilot Academy Martin Scanlan, Marquette University / Boston College; Haerin Park, Boston College
Authentic partnerships with families and community-based organizations can help reduce educational inequities. Community schools are a model of schooling that promotes such partnerships. This case study examines the transformation of Gardner Pilot Academy (GPA) from a traditional public school into a full-service community school. Guided by the theoretical framework of communities of practice, we explore the learning of GPA stakeholders in their efforts to establish, grow, and sustain this community school.

Facilitator:
Jada Phelps - Moultrie, Portland State University

273. Closer Than You Think: Rural Schools and Leaders
UCEA Annual Convention
Paper Session
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace
Participants:
Fostering Student Success in Rural School Settings
William A, Auburn University; Ellen H. Reames, Auburn University; Frances K. Kochan, Auburn University
While many of the issues facing rural schools and their potential solutions were similar to those of the suburban/urban counterparts, the circumstances encountered by rural schools were significantly different, and therefore the solutions require an innovative and unique approach. There was a general perception about rural schools in many high poverty, high minority rural communities was a prevailing attitude of apathy and failure in both the community and school (Wilcox, Angelis, Baker, & Lawson, 2014).

Student Population Change in Rural Illinois Schools and Its Implications for School Leaders Ian Christopher Kinkley, Michigan State University; John Yun, Michigan State University
This paper examines rural public school student population change in Illinois and explores the implications of these changes on educational leadership and policy. Secondary analysis of 16 years of data from NCES Common Core of Data universe surveys illuminates population change in terms of student enrollment and demographic characteristics. Findings suggest that these changes have occurred over the 16 year period and present potentially considerable challenges for school leaders especially given the broader state climate.

Germinating, Developing, and Sustaining Partnerships to Prepare Rural School Leaders Kimberly Kappler Hewitt, University of North Carolina at Greensboro; Jon Schmidt-Davis, Southern Regional Education Board; Carl Lashley, University of North Carolina at Greensboro
Program [name removed for blind review] involves a partnership amongst 11 rural districts in the Southeastern US, a state university, and a regional educational organization. The Program partnership aims to develop strong, sustainable leadership pipelines within partner districts. Drawing on extant research as well as empirical and anecdotal data, this paper examines the processes of germinating/initiating, growing/developing, and sustaining/renewing a district-university partnership
for preparing leaders for high-needs, rural schools. Making a Difference: A Pedagogy of Care in Doctoral Studies Juan Manuel Niño, University of Texas at San Antonio; Encarnacion Garza, University of Texas at San Antonio; Mariela A. Rodriguez, University of Texas at San Antonio This study highlights the works of an off-campus doctoral cohort program that serves a predominant Latino community in South Texas. The goal of the study is to explore and examine a unique doctoral program known as the “Winter Garden” doctoral program where professors invested in this program, modify the curriculum to meet the needs of the students.

Fostering Leadership Coaching: An Analysis of a Research-Practice Partnership for Rural School Leadership Development Hans Klar, Clemson University; Frederick C. Buskey, Clemson University; Kristin Shawn Huggins, Washington State University; Julie Kelly Desmangles, Clemson University; Robin Phelps-Ward, Clemson University; Reginald D. Wilkerson, Clemson University In this paper, we report the findings of a study of a three-year research-practice partnership designed to enhance the leadership coaching capacities of experienced school and district leaders in 12 rural, high-poverty school districts in the southeastern United States. The partnership provided cross-district, job-embedded, and personalized leadership and leadership coaching development opportunities to ten school leaders and their six leadership coaches. The findings highlight the possibilities and challenges of developing the leadership coaches.

Facilitator:
Kristina Astrid Hesbol, University of Denver

274. Cultural Responsive Leaders without Borders
UCEA Annual Convention
Paper Session
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
Participants:
Culturally Responsive Leadership on the U.S.-Mexico Border David DeMatthews, University of Texas - El Paso; Elena Izquierdo, University of Texas - El Paso This qualitative case study considers culturally responsive leadership in a Mexican American immigrant community and examines two research questions: What principal actions support creating a culturally responsive school partly through dual language education? What leadership challenges arise in the development of a more culturally responsive school? We present a theoretical framework centered on culturally responsive leadership and discuss findings for this 2-year case study as well as implications for practice and research.

Taking Up Culturally-Responsive Leadership Mary Frances Jones, University of Illinois at Chicago; Christian Dallavis, University of Notre Dame This paper represents the first phase of a longitudinal study that draws on established categories of culturally-responsive leadership behaviors to design program elements to build leaders’ knowledge and skills for such leadership. We present findings on the effectiveness of such interventions, elaborating on the nuanced ways changes in knowledge and skill translate to leader practice.

Educational Leaders as Public Intellectuals and Advocates for Social Justice Patrick M. Jenlink, Stephen F. Austin State University Shifting patterns of social practice among leaders suggest a concern for naïve overspecialization engendered by disciplinarity in discourse and practice. Examined is the disciplinarity of cultural, epistemological, and pedagogical discourses and practices—the “regimes of truth”—associated with preparing the educational leader as “public intellectual.” Drawing from three years of collected data, the author examines the work of educational leaders through the lens of “public pedagogy” as taking a social justice stance.

On Democracy and Social Justice Leadership South of the Border Andrés Torres, Universidad Católica Boliviana; Robert Slater, University of Louisiana at Lafayette This paper focuses on the rise in South America of interest in “Vivir Bien” the English translation for which is “To Live Well”. The growing interest in Vivir Bien as a political and moral goal raises anew central questions in classical political theory and has been accompanied by the rise of an alternative democratic model, “developmental democracy,” a model rooted in social justice.

Culturally Responsive School Leadership James S. Wright, Michigan State University; Mohammad Khalifa, University of Minnesota; Stefanie Marshall, Michigan State University This paper examines Culturally Responsive Leadership principles. This examination seeks to contrast the effects of the turnaround policy that was implemented in a Northeast school district in the year 2010-2011. The district consists of over 80 percent Latinx and Black students while only 5 percent of administrators and teachers are Latinx and Black. As a result of turnaround a beloved Black principal was removed causing outrage from members of the Black and Latinx community.

Facilitator:
Amaarah DeCuir, The George Washington University

275. Student- and Culturally-Centered Pedagogies and
Salir adelante: Quechua students’ aspirations and the complexity of culturally responsive curriculum.

Joseph Levitan, Pennsylvania State University

This paper examines leadership dilemmas when developing a learning space that incorporates student voice in culturally responsive education. It is set in the Peruvian Andes. I reflexively report the process of a collaborative ethnography and student voice research to better understand students’ aspirations and ideas about education in order to co-create meaningful educational opportunities. The findings and discussion highlight some of the possible approaches to resolve dilemmas that arose during the student voice project.

The Built Pedagogy of Personalized Learning in K-12: Designed Opportunities for Student Voice and Choice

Julie M. Kallio, University of Wisconsin-Madison

The design of the physical learning space embodies values and assumptions into its “built pedagogy,” yet the physical spaces of K-12 classrooms are often overlooked as a component of the learning environment. In an instrumental case study, I explore the physical spaces of four personalized learning programs where leaders, teachers, and students are actively experimenting with movement, flexibility, and co-design. Focusing attention on built pedagogy challenges the assumption that the where we learn matters.

Reimagining School Leadership and Student Voice: A Sociocultural Perspectives Model for Science Curriculum and Pedagogy

Tara Nkrumah, University of South Florida

African American students face academic challenges in a science education that is largely guided by western modern science (WMS), which marginalizes non-western ways of knowing and suppresses student social development. This critical essay defends how a sociocultural perspective offers science education transformative potential to undermine traditional, western modern science and amplify student learning and use of science in ways that are coherent and responsive to the cultures and communities in which African Americans are embedded.

Out-of-School Learning: Creating Space for Students’ Perspectives

Abigail Marie Felber-Smith, University of Minnesota

Children’s voices about what matters to them in their community(ies) and what teachers should know about them are rarely heard. This case study seeks (at least in part) to fill this gap by exploring what can be learned as students assume the agency for teaching practitioners about their out-of-school learning experiences. Findings suggest teachers need to be cognizant of how they filter new information—in this case, students’ out-of-school experiences—through their existing mental models.

Student Generated Podcasts in Alternative Settings

Isaac Abram Torres, Texas State University

This phenomenological study investigated the experiences of 10 incarcerated male students who participated in a 9-week creative intervention focusing on podcasting as an instructional technology. A public pedagogical approach was used, as the juvenile facility is framed as a punitive, quasi-public space. Participants completed semi-structured interviews following the intervention. Results suggest that creative-academic programs that use podcasting as part of an adapted, ongoing service are feasible interventions for incarcerated youth, though contextual constraints are many.

Building a Culture of Feedback: Supporting Reflective Dialogue and School Change with a Developmental Approach

Ellie E. Drago-Severson, Teachers College, Columbia University; Jessica Blum-DeStefano, Teachers College, Columbia University

Drawing from adult developmental theory and 25 years of research with educational leaders, this paper highlights the critical importance of building a culture of feedback in schools and districts—as the foundation for educational change and more equitable learning environments for students and adults. Specifically, we share six developmental strategies for establishing trust, fostering rich collaboration, and exchanging generative feedback in schools, districts, and leadership development/preparation—all of which can uplift adult and student voices.

Integrating Multiple Professional Learning Formats to Assist Teachers’ Reflective Inquiry

Rachel Solis, Rawson Saunders School; Stephen P. Gordon, Texas State University

This paper reports on case studies of teachers, facilitated by a critical friend, engaged in reflective inquiry. In addition to individual conversations with the critical friend, professional learning formats integrated with the reflective inquiry included reflective writing, action research, clinical supervision provided by the critical friend, and a
collegial support group. The study found that reflective inquiry can help teachers identify incongruence between their beliefs and practice and motivate them to change their teaching behaviors.


This mixed-methods study examines the relationship between teachers’ on-the-job interactions with colleagues and changes in teacher performance. Using network, performance, and interview data, we explore whether teachers that interact with more effective colleagues become more effective themselves over time, as well as how teachers discuss their peers’ influences on their practices. Our work informs school leaders’ efforts to strategically manage the development of social capital in their organizations and promote teacher and school effectiveness.

Teacher Engagement as a Construct in Staffing Low-Performing Schools Detra DeVere Johnson, University of Louisville; Brad Shuck, Neumann University; Kevin Rose, University of Louisville; Jason Immekus, University of Louisville; Bradley W. Carpenter, University of Houston; Tiffanie Lewis-Durham, University of Louisville

School districts are just beginning to address the difficulties associated with retaining high-quality teachers, especially those working within lower-performing, hard to staff schools. While the decision to stay or leave a school is based on a myriad of decision points, including an individual’s career preferences, school and student characteristics, as well as other organizational factors (Horng, 2009; Ingersoll, 2001), the role of teacher engagement – a still emerging construct in the field of education.

New Teacher Induction Programs Lori Wilt Silver, George Mason University; Jessica Schwartzter, George Mason University; Scott C Bauer, George Mason University

Leaders at the school and district level share responsibilities for structuring and running induction programs, and have a stake in their outcomes. Because induction programs are required by many states, it is essential to understand how policy decisions and mandates influence the focus, intentions, and implications of induction programs. The purpose of this descriptive case study was to examine the concerns and issues that school system leaders, who lead induction programs, have about their programs.

Facilitator:
Yan Liu, Central Connecticut State University

277. Supporting Principal Preparation Program Redesign: First Year Work of The Wallace Foundation UPPI Project

UCEA Annual Convention
Special Session
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D

This session will engage three faculty members who are leading the efforts of three universities (University of Illinois at Chicago, University of Denver, and University of Washington) to provide “university partner preparation program” support to a small number of research intensive and non-research intensive universities that are engaged in principal preparation program redesign and improvement through The Wallace Foundation’s University Principal Preparation Initiative (UPPI).

Facilitator:
Karen L Sanzo, Boncana-University of U.S. Virgin Islands

Participants:
Susan Korach, University of Denver
Ann O’Doherty, University of Washington
Shelby A. Cosner, University of Illinois at Chicago

278. GSC Programming - Dissecting Curriculum Vita and Cover Letters for Job Winning Success

UCEA Annual Convention
Special Session
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail

Are you headed to the academy? Then you will need a CV. The CV is not a resume. It is a professional biography and a tool to market who you are to job seekers. Getting expert advice in creating a CV might be the difference between receiving that “Thank you for applying...but” message or that hoped for “Congratulations...” letter. Led by former job search committee faculty members, this session will dissect each section of the CV, provide attendees with do and don’t tips for each, highlight CV formats, and offer recommendations on getting started with them and cover letters. All the tips for creating that job winning CV and cover letter is in this session!

Facilitator:
Kristina Brezicha, Georgia State University

Participants:
Elizabeth Gil, St. Johns University
Hilary Lustick, Texas State University
Lolita Tabron, University of Denver
Amanda U. Potterton, University of Kentucky
Gary Crow, Indiana University

279. Superintendent Experiences and Leadership Practices

UCEA Annual Convention
Paper Session
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows

Beyond Setting an Instructional Vision: The Importance
of Practice to Superintendents’ Instructional Leadership Meredith I. Honig, University of Washington; Emily Kate Donaldson, University of Washington
Superintendents face increasing expectations to foster instructional improvement across their districts, particularly for students from traditionally marginalized communities. How are superintendents engaging in equity-focused instructional leadership (IL)? This paper contributes to research on the superintendency through a qualitative study including 500 hours of observations of six superintendents’ practice. Analyzed using sociocultural learning theory, findings build on broad categories of superintendent IL in extant literature to describe how leaders’ daily practice differed in ways consequential to instruction.

Superintendent Trustworthiness: Public Elementary School Principals’ Perceptions and Experiences Justin Vincent Benna, University of New Hampshire
The extant literature addressing the role of trust among school stakeholders interdependently coordinating tasks to reach intended student/school outcomes is compelling. While teachers’ trust in principals is most commonly studied, largely unexplored is trust between leaders in a broader context. This qualitative study of public elementary school principals answers the questions: How do principals make sense of superintendent trustworthiness? How does this sense of superintendent trustworthiness influence principals’ perceptions of their own school leadership?

Career Paths of Kentucky School District Superintendents: Results of A Decennial Study Victoria Sherif, University of Kentucky; Lars Bjork, University of Kentucky; Beth Rous, University of Kentucky
The purpose of this paper is to report results of a survey research conducted in 2002 and 2012 in the state of Kentucky. The survey examined superintendent career pathways and how they changed over the past decade. Findings indicate that participants of this study had strong academic credentials and relatively diversified career trajectories. They served as classroom teachers for an extensive period of time prior to superintendency and began their administrative careers at a young age.

An Exploration of Superintendent Turnover from 1990 through 2014 Ed Fuller, Pennsylvania State University; Liz Hollingworth, University of Iowa; Andrew Pendola, Pennsylvania State University
This study examines superintendent turnover in Texas for the 1990 through 2014 academic years. The study documents superintendent various turnover rates as well as identifies personal and district characteristics that influence superintendent turnover.

Advocacy Can Wait?! Lessons Learned from New Superintendents’ Goal Setting Grace J. Liang, Kansas State University; Donna Augustine-Shaw, Kansas State University
School superintendents set the course for expectations on student learning and system goals. In this exploratory study, while new superintendents and their mentors shared certain views on goal setting related to the leadership standards, statistically significant differences between the two groups were evident. Influential demographic factors on new leaders’ goal setting will be discussed, along with the themes emerged in open-ended survey questions and implications for mentoring practice.

Facilitator: Sonia Rodriguez, National University

280. Youth Policy Presentations: Co-creating, Collaborating, and Intergenerational Learning as an Approach to Action Civics
UCEA Annual Convention
Innovative Session / Mini-Workshop 4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Beverly
This session will help participants understand the praxis of student voice, with a particular focus on the ways in which youth-adult partnerships can facilitate new possibilities for sociopolitical action by young people. Drawing on community partnership work with our workshop will provide participants an opportunity to consider youth-adult partnerships as vehicles for motivating social change, specifically through policy.

281. Developing Equity Oriented Leaders: A Critical Conversation for the Practice of Social Justice in Schools
UCEA Annual Convention
Critical Conversations and Networking Sessions 4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Biltmore
This Critical Conversation will be ignited by aspiring school leaders and professors in a social justice leadership preparation program. The intent of this dialogue is to stimulate a national conversation in a participatory format about issues of race, racism, and sexual identity in public schools.

Participants: Encarnacion Garza, University of Texas at San Antonio Betty M. Merchant, University of Texas at San Antonio Vangie Aguilera, University of Texas at San Antonio Amanda Jo Cordova, University of Texas at San Antonio

282. Leaders and Systems Uplifting Voice and Educators
UCEA Annual Convention
Ignite Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Capitol
Participants:
The White Males Legacy; Offering Voice to Women of Color in Academia Sonia Rodriguez, National University
Several educational leadership programs promote diversity and cultural competency in school leadership. However, White men dominate the field and women of color are a marginalized group in educational leadership. This presentation captures the voices of distinctive women as they began to transform themselves into academia, as well as validate the White Males contribution to educational leadership, as he leaves his legacy and passes the torch of leadership to the new generation of the professorship.
Leadership support to uplift teacher and student voices that transform learning. Kathrine Gutierrez, University of Oklahoma; Sherri Pankhurst, University of Oklahoma
This Ignite session will illuminate the significance of school leadership support and communication to uplift teacher and student voices that allows for learning improvement both instructional practice with teachers-students, and students’ endeavors in learning. The session will focus on two topic areas for discourse with the audience: (a) school leadership support and (b) school leadership communication as pathways to uplift teacher and student voices.
Advancing Mexican American female school leaders to uplift student and community voices in urban schools. Kathrine Gutierrez, University of Oklahoma; Regina Lopez, University of Central Oklahoma
The purpose of this Ignite session is to illuminate the significance of Mexican American females in school leadership positions to guide and inspire Hispanic students and community voices to inform school improvement processes. The session will focus on one major topic area: (a) the further need to develop Mexican American females, a limited resource pool, to assume urban school leadership positions that serve predominantly a Hispanic community.
Tensions in Leadership for Social Justice Program Assessment Karen Huchting, Loyola Marymount University; Jill Patricia Bickett, Loyola Marymount University
The purpose of this Ignite session is to examine the tensions in assessing a leadership for social justice (LSJ) program. Leadership programs espousing social justice must train leaders to deconstruct privilege and challenge the status quo in their school and community contexts. But, how might the impact of this work be assessed, especially given a political climate that relies heavily on external evaluation based on data-driven rubrics that silence the voices of social justice leaders?
Launching from Lessons Learned: Moving Forward on System Reform Efforts Lok-Sze Wong, University of Michigan
System reforms press hard on administrators and teachers to work in ways they never have before to provide all, especially at-risk students, with equitable learning opportunities. Unfortunately, how to actualize and sustain system reforms is unclear. The purpose of this Ignite presentation is to briefly review the education and organizations literature on system reforms and present two additional mechanisms to help policymakers and local leaders realize successful system reform outcomes.
Using Data to Inform Instruction….or Pass the Test? A Study of One School’s Data Use Rachel Roegman, Purdue University; Rachael Kenney, Purdue University; Yukiko Maeda, Purdue University; Gary Johns, Purdue University
This case study examines how district administrators and high school mathematics and science teachers use data and what challenges they face in the current accountability context. Findings reveal unique aspects of data directly related to test-based accountability and illustrate how overlapping systems (state and federal policy, subject area knowledge, district norms, etc.) influence data practices. We conclude with implications for practice and policy around ways to use data to inform instruction beyond passing state assessments.
Facilitator:
Jayson W Richardson, University of Kentucky
283. The School to Prison Pipeline: The Role of Culture and Discipline in School
UCEA Annual Convention Symposium
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Colorado
The school-to-prison pipeline (STPP) has emerged through the complex interaction between the institutional culture of schools, discipline policies and practices, and the various agents (school leaders, teachers, students, and parents). Multiple perspectives presented here provide an examination of the scope and impact of STPP: Experiential testimonials from casualties of the STPP, systemic and institutional structures and cultures that bolster STPP, and a discussion of potential alternatives to disrupt STPP.
Participants:
The indignities on which the school-to-prison pipeline is built: Life Stories of two formerly incarcerated Black Male school-leavers Decoteau J. Irby, University of
The author presents personal narratives of two Black men who represent a population of people who are often talked about, but seldom heard from in the STPP research. To analyze their stories, the author employed a framework that centers on understanding human dignity and the conditions, circumstances, and experiences that threaten it. The author found that these men’s sense of self was eroded by moments of personal loss, disposal, and ways that even well-intentioned people marked them “as problems.” Consequently, these individuals engaged in disruptive and destructive behaviors. The author suggests the importance of supplementing STPP research with Black boys’ and men’s first-hand accounts of their own experiences as a way of humanizing the primary subjects of this burgeoning area of education research.

Discipline and punishment: How schools are building the school-to-prison pipeline

The authors argue that the growth of punitive school discipline in American schools has created an inequitable system of school punishment that is reflective of the development of STPP and the establishment of an educational “total institution.” The authors present data that exemplify the overreliance upon punitive school discipline in one urban school to address student behavioral problems. The authors utilize the “total institution” theory of command and control of a population to conceptualize the impact of STPP. The authors argue for alternative and more effective measures of school discipline that school leaders can pursue to address the draconian treatment of Black and Brown boys in today’s traditional public school environments.

What are we restoring?” Black teachers on restorative discipline

The author examines a group of Black teachers utilizing restorative discipline practices. Through interviews and observations, the teachers demonstrated Du Bois’s theory of Double Consciousness: They recognized both the institutional dynamics of the school’s discipline policy and the ways in which enacting the policy ultimately replicated traditional racial inequality. The teachers repeatedly challenged the relevance of restorative theory and practices to students whose everyday reality involved police injustice, community violence, and impoverished living conditions. Although the teachers recognized the potential of restorative discipline as a foundation for communication and trust building, they perceived its implementation as an immediate way to restore obedience in students and restore order in the school.

Can PBIS Build Justice Rather Than Merely Restore Order? Joshua Bornstein, Felician University

The author presents a multi-case qualitative study in which inclusive school leaders attempted to move their schools from the excessive use of suspension. In this effort they employed PBIS which they thought would be therapeutic rather than punitive. However, the author argues that the PBIS system traded a disciplinary system of control for a medicalized system of restoring order. Unwanted behavior came to be defined as evidence of possible behavioral disability. Hence, the PBIS system exchanged one deficit identity of “disorderly” student for another of “disordered” student, subsuming other considerations of race, class, and gender identity. Based on the findings of the study, the author proposes more liberatory practices for PBIS that interrupt dominant culture discourses of normal behavior and power, and hold promise for establishing justice rather than simply reinstating order.

A systems Theory Analysis for Ending the School-to-Prison Pipeline: Using Disability Rights Laws to Keep Children in Schools and Out of Courts, Jails, and Prisons. Andrea Kalvesmaki, University of Utah; Joseph Tulman, University of the District of Columbia

The authors conceptualize STPP as a network of flows and feedback loops that connect the education and delinquency systems. The authors argue, this system is heavily biased to funnel students with disabilities, disproportionately from low-income minority families, away from productive educational outcomes to a path toward incarceration. Conversely, congress intended special education and disability rights laws to ameliorate injustice and ensure long-term positive outcomes for all students. Through a system’s theory perspective, this chapter outlines the key leverage points inherent in disability rights laws, which can and should be activated to interrupt and reverse STPP.

Facilitator:
Muhammad Khalifa, University of Minnesota


UCEA Annual Convention
Symposium
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Columbine

Facilitator:
Michelle D. Young, University of Virginia

Participants:
Janie Clark Lindle, Clemson University
Ed Fuller, Pennsylvania State University
Mark Anthony Gooden, University of Texas - Austin
285. Supportive School Practices for Latinx Students
UCEA Annual Convention
Paper Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom
Participants:
The “Mash-Up”: Disentangling School Narratives and Latinx Parent Organizing through CRT and LatCrit
Samantha Paredes Scribner, Indiana University; Erica Fernández, University of Connecticut
The purpose of this research is to explore the organizational politics in cases where immigrant Latinx Parents are supported to organize within a school space. This paper in particular describes the methodology used to disentangle the complex life within an urban elementary school to highlight the ways in which organizing logics influence power relations, and position parents in ways that can limit their participation within the politics of the school.

Deaf Latino Children: A Painful State of Deaf Education
Catherine A. O'Brien, Gallaudet University; Cristobal Rodriguez, Howard University; Melissa Ann Martinez, Texas State University
The following review of literature that employs an analysis of the research using a critical theory approach to address a problem central to social justice approaches to schooling for Deaf Latinx Children: investigating the conflict between deficit and cultural and linguistic approaches to constructing the experiences and treatment of racial, ethnic, and linguistic diverse Latinx Deaf students.

Whose Children Are These Children? To Whom Do the School-to-Prison Pipeline Children Belong? Augustina Reyes, University of Houston
The purpose of this study is to follow school discipline data to show that the way children are treated in school helps to set them on a path for later life. Students who were suspended in school were more likely to be arrested than students who were never suspended (Western, 2013). This study will follow the school-to-prison pipeline from state policy to district policy to school leadership practices and to the detention center.

Empathy Mapping: A Method for Facilitating Hispanic Parents’ Voices
Elisabeth Avila Luevanos, Texas A & M University; Jose Anthony Luevanos, Texas A & M University; Jean Madsen, Texas A & M University
New ESSA Policies on parent engagement affect how principals interact with families. The principals’ capacity to garner trust, and understand parents’ needs is an active endeavor for school achievement. This research examines how leaders can use empathy maps as a vehicle for communicating parents’ concerns to school personnel. By using Empathy Mapping, leaders can improve school to home communication for cohesive parent engagement efforts. This study indicates that empathy maps build capacity in school communities.

The School is Closed, the Prison’s Open: Latino Male Middle School Students and School Discipline Trap
Eligio Martinez Jr, California State Polytechnic University, Pomona; Adrian H. Huerta, UCLA
This paper examines the disciplinary practices in middle school that target Latino males. Using Critical Race Theory and Rios’ Youth Control Complex, this comparison study explores how two distinct middle schools are excessively disciplining Latino males, causing them to miss significant learning time. Our findings demonstrate the need to look for an alternative model to improve student behavior and that does not cause students to continue to fall behind academically.

Facilitator:
Ruth Maria Lopez, University of Houston

286. Community and District Leadership for Equity and Student Voice
UCEA Annual Convention
Paper Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver
Participants:
Equity Leadership at Scale: How Central Office Leaders Support a District-wide Dual Language Program
Stephanie Forman, University of Washington
Nationally, district leaders are turning to dual language immersion programs to address inequitable academic outcomes for bilingual students. However, research shows that interpersonal conflicts threaten the ability of leaders to fully implement these programs. This paper examines how leaders influence implementation across the school system through a qualitative case study of three central office leaders. Findings illustrate how leaders use strategic actions to navigate conflicts to promote equity for bilingual students.

Uplifting Student Voice Through Collaborative District Strategic Planning
Sharon Ann Wilbur, University of Oklahoma; Sharon Gail Dean, University of Oklahoma; Stephanie Hyder, University of Oklahoma
This case study examines how leaders advocated for student voice as part of their district strategic planning process. The study is framed around the literature on Democratic Schools and Supportive Leadership. Interviews yielded various leadership beliefs, structures and processes that enabled student voices to be shared and heard. Student voice was examined from the viewpoints of both students’ abilities, expertise and opportunities. These two constructs were intersected to reflect their interdependencies.

School districts in the United States that attempt to racially and socioeconomically integrate work in a time of legal uncertainty. Given this situation, this study identifies districts using voluntary integration plans by reviewing existing research and policy reports. Interviews with district administrators, published board policy, and community reports are coded using a grounded theory approach to ascertain designations of diversity. Levels of segregation are examined to evaluate the effectiveness of the plans that districts create.

Different Vision, Same Lens: How District Leaders (Re)articulate Status Quos While Espousing Community School Change Gwendolyn Baxley, University of Wisconsin-Madison

Full-service community schools -- community-school partnerships that emphasize community-driven, holistic and asset-based school ideals, norms and practices -- are increasingly implemented across the nation. Yet, little attention in educational research has been paid to how educational leaders and staff think differently (or not) about schooling, youth and families in the context of community schools than in prior years. Bridging this gap within the literature, this study examines the meaning-making among district leaders implementing community schools.

Equity Meets Accountability in Ferguson: The Role of Consultants in Perpetuating and Interrupting the Status Quo John Hall, Temple University; Courtney Lemon-Tate, Temple University

This paper describes the challenges faced when a school district embarks on an ambitious reform project in response to both accountability pressures and a renewed commitment to social justice. As university researchers providing support to the Ferguson-Florissant School District, we have witnessed a wide array of activities initiated subsequent to the events of 2014. Most of the initiatives are framed from an equity perspective, yet technical — guided by external consultants who reinforce the status quo.

Facilitator:
Miguel Angel Guajardo, Texas State University

287. Uplifting the Voices of Minoritized and Undocumented Youth From the Shadows
UCEA Annual Convention
Paper Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Terrace Level - Terrace
Participants:

Madrinas: Social Catalysts Uplifting DACAmented Students Melodie Wyttbenbach, University of Notre Dame

Examination of how these marginalized youth leverage social capital to overcome barriers and navigate higher education in the United States, reveal the critical presence of social catalysts or “Madrinas”. These “Madrinas” are anchors in a DACAmented students’ social network, facilitating connections and abriendo puertas, opening doors, that create opportunities and increase support structures necessary for academic success. This paper examines the role of the “Madrina,” from the perspective of the DACAmented student.

“We don't talk about undocumented status…”: How School Leaders Shape School Climate for Undocumented Immigrants Emily Crawford, University of Missouri; Noelle Witherspoon Arnold, Ohio State University

School can (re)produce and maintain discourses in society that become articulated as institutional policies that can further marginalize or support undocumented immigrant children and the children of undocumented immigrants. This paper unpacks K-12 leaders’ “talk” and discussions through conversation analysis (Atkinson & Heritage, 1984) regarding newly arrived and undocumented students, and how certain discourses contribute to shaping the school climate and reception for immigrant students of varying legal status.

Cultivating Critical Subjectivities: Participatory Action Research in a Teacher Pipeline Program for Minoritized Youth Van Lac, University of Wisconsin-Madison

This qualitative study documents the perspectives of minoritized youth in a teacher pipeline program who engage in youth participatory action research (YPAR) and study socially just educators. Findings suggest that youth researchers develop a social justice orientation toward teaching and an urgency to create change as future teachers. The author concludes with recommendations on how to leverage YPAR to promote the teaching profession as an act of social justice for racially marginalized students.

A Student Population Hidden in Plain Sight: Chronically Absent Migrant Students in US Schools Aleksandra Malinowska, University of Texas - Austin; Joshua Childs, University of Texas - Austin

There are about 40,000 migrant students in Texas. Migrant students follow seasonal work and miss a number of school days. This study uses longitudinal data to measure chronic absenteeism among migrant students in Texas. Findings indicate that migrant students are more likely to be chronically absent compared to general student population. Incorporating professional development and data-
Facilitator:
Lisa S Romero, California State University Sacramento

288. School Leaders: Approaches for Role Support
UCEA Annual Convention
Paper Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A
Participants:
Leadership-Focused Coaching: An Uplifting Approach for Supporting Aspiring Leaders Julie Gray, University of West Florida
Educational leadership professors prepare aspiring leaders by providing opportunities to connect theory and practice. This paper proposes a research-based model called leadership-focused coaching, an approach to support graduate students in developing and honing instructional leadership skills and responsibilities (Author, 2016). There has been a shift in principal preparation programs from theory-to-practice to a knowledge-to-practice approach over the last 20 years (Browne-Ferrigno, 2007; Browne-Ferrigno & Muth, 2004; Cunningham, 2007; Cunningham & Sherman, 2008; Daresh, 2004).
Vice Principals Leading Learning Through a Generative Dialogue Process Carmen P. Mombourquette, University of Lethbridge; Pamela Adams, University of Lethbridge
Through the use of Generative Dialogue teachers in the role of vice principal were able to demonstrate increased proficiency in their instructional leadership mandates. The findings centered around seven themes that emanate from the research: growing professional practice; growing levels of trust; sustained focused; the power of expectation; building quality relationships; growing capacity of vice principals; and indicators of cultural shift that accompanied evidence of student voice.
Value Added to Students Success – Roles of Assistant Principals Anna Sun, Rowan University
With the quantitative methodologies, this study investigated the perceptions of assistant principals in the states of Pennsylvania and Texas on their evolving roles and responsibilities to improve students’ learning outcomes. The research results suggest there was a consistency in terms of the importance of the 56 school activities to the success in teaching and learning as rated by assistant principals.
How School Climate Really Matters for the Principal Job Satisfaction Yan Liu, Central Connecticut State University
Despite that principal job satisfaction is substantial for recruitment and retention of effective principals, research exploring school climate for its deterministic role in principal job satisfaction has been rare. This research fills the gap by investigating the association of school climate (respect and violence) to principals’ job satisfaction using The TALIS 2013 data. Hierarchical multivariate regression was employed and findings suggested mutual respect was a key indicator of principal job satisfaction in most countries.
Facilitator:
Douglas M Wieczorek, Iowa State University

289. Ethical Learning and Decision Making
UCEA Annual Convention
Paper Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B
Participants:
Student Leadership for Resistance: Participatory Democracy for Responding to Hate at the School Door Sue Feldman, Lewis and Clark College, Graduate School of Education
This ethnographic counter-narrative presented from the perspective of the school principal, highlights ethical challenges engaging students and community members organizing a response to an aggressive announcement of an anti-gay protest by the Westboro Baptist Church at a suburban high school. This paper analyzes the principal, students and community leaders work together to safeguard the values of democracy, equity, and diversity and respond to homophobic and hateful protesters at the school door.
Uplifting P–12 Student Interest in Fractured Times: Ethical Learning and Leading Within Principal Preparation Carol A. Mullen, Virginia Tech
Purposes are twofold: (1) to review research on leadership education in ethics, and (2) examine a pedagogic intervention designed to raise consciousness about ethical leadership and learning within graduate school. A yearlong study is the basis of the development and impact of an ethics unit. Understandings of ethics regarding leadership preparation standards and social justice orientations for preservice cohorts are analyzed. Being committed to K–12 students’ interests as a professional ethic is the outcome.
Countering Ethical Drift in Educational Leadership: Examining the Nature of Ethical Decision Making Patrick M. Jenlink, Stephen F. Austin State University; Karen Embry-Jenlink, Stephen F. Austin State University
The study reported examines the nature of ethical drift in leadership practice and the nature of moral literacy in ethical decision making. A two-tier case
study design was used. Tier one examined ethical drift, moral literacy, and ethical dilemma perspectives in relation to fostering moral literacy in leadership. Tier two examined the implications of participants’ experience in self-examining ethical drift and self-authoring ethical dilemma cases as a pedagogical strategy for understanding ethical decision making.

Seeking Courage in Divided Schools and Divisive, Unjust Times: A Counterstory Katherine Rodela, Washington State University

This paper explores how leaders seek courage for educational equity in more conservative districts following the 2016 presidential election. We use a method of counter-storytelling that employs “composite characters,” created from 16 leaders’ written reflections, a focus group, and qualitative research on socially just leadership. Our counter-story analyzes how educators can draw on their personal and professional experiences through critical reflection, crossing school, community, and university boundaries to create collective spaces to organize for change.

The Art of War and Its Implications in Educational Leadership Fei Wang, University of British Columbia

This article conceptualizes educational leadership through the “Five Fundamentals” outlined in The Art of War: a) The Way (moral influence), b) Heaven (change), c) Earth (terrain and resources), d) Command (leadership), and e) Discipline (logistics). The article examines how principals identify and act on moral obligations, assess conditions and interpret warning signs, and maneuver amidst obstacles with the resources available.

Facilitator:
Sonya Diana Hayes, Louisiana State University

290. Organizational Learning and School Improvement
UCEA Annual Convention
Paper Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:
Organizational learning in schools undergoing reform: Teacher understanding of growth mindset during a school improvement initiative Ela Joshi, Vanderbilt University; Susan Kemper Patrick, Vanderbilt University

This paper examines organizational learning during a growth mindset initiative in three urban high schools. We use a longitudinal, case study approach to study how learning around growth mindset occurs at the individual, group, and organizational levels. We find substantial evidence of individual, teacher-level understanding of growth mindset facilitated by professional development. However, there is little evidence of the common language and collective action that typifies learning at the group or organizational level.

Teacher Learning and Organizational Learning in a Master Teacher Program David Brazer, Stanford University

This paper explores an urban district’s Master Teacher program that uses Lesson Study as a means to foster collaboration and learning. Using a theoretical lens that combines teacher and organizational learning, this qualitative study finds that the effect of Lesson Study as a collaborative tool varies widely. Teacher learning is greatly affected by processes established by the Master Teachers. This paper addresses the conference theme of advocacy, for student learning in this case.

A Networked Improvement Community Around Emerging Practices in K-12 Schools Julie M. Kallio, University of Wisconsin-Madison; Richard Halverson, University of Wisconsin-Madison

Educational leaders are increasing interested in Networked Improvement Communities (NICs) as a model for reorganizing educational research and development. Over the past year, we built a NIC around emerging practices and identified four key structuring agents that were critical in organizing the work of 5 school-based teams and a university-based network team. Our work provides practice-based knowledge for how NICs can be structured around emerging practices to develop relevant prototypes for scale and professional community.

Short-cycle School Improvement Planning as a Change Lever Bryan A. VanGronigen, University of Virginia; Coby Meyers, University of Virginia

Federal legislation requires low-performing schools to create yearly school improvement plans (SIPs). However, this approach may not create the sense of urgency low-performing schools need to enact authentic change. Principals facing high-stakes accountability demands for rapid improvement might be better served by short-cycle (e.g., 90-day) school improvement planning. In this study, we review and assess the quality of 156 short-cycle SIPs from 39 U.S. public schools. Our results discuss implications for principals and principal preparation.

Understanding district context and the support of struggling schools Erin Anderson, University of Denver; Sajjid J Budhwani, University of Denver; Alexander Ohene Ansah, University of Denver

This study builds upon previous work around the gap in practice knowledge at the building and district level about approaches to improving struggling schools that are neither classified as urban or rural. Our research investigates one mid-Western state’s district characteristics around staffing, funding allocation, and resource availability. By exploring these predictors using
291. UCEA Program Center Session: Perspectives on Indigenous Leadership from the Center for the International Study of School Leadership
UCEA Annual Convention
Special Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court D
Participants:
Jami Royal Berry, University of Georgia
Bruce Barnett, University of Texas at San Antonio

292. GSC Programming - Graduate Student Closing Session
UCEA Annual Convention
Special Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Vail
The UCEA Convention experience can leave those new to the experience bursting at the seams with new ideas, colleagues, and challenges. Come wrap things up with a final gathering of graduate students to exchange business cards/contact information, share ideas, make plans to engage in research with others across institutions, or just share experiences at this closing event. This will also be a chance to share ideas with current UCEA Graduate Student Council members and to find out more if you think you would like to apply to serve on the UCEA GSC in the future.
Facilitator:
Elizabeth Gil, St. Johns University

293. Faculty Development in Educational Leadership
UCEA Annual Convention
Paper Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows
Participants:
Educational Leadership Program Coordinator in University-School District Partnership Development: Roles, Facilitators and Hindrances Lisa Brooks Coleman, N/A; Ellen H. Reames, Auburn University; Jason Bryant, Auburn University; Frances K. Kochan, Auburn University
In support of “Echando Pa’lante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices,” researchers explored educational leadership program coordinator (PC) roles in developing University- K-12 partnerships. Using the Barnett et al. (2010) partnership model as the framework, the researchers examined the PC role and facilitating and hindering factors of sustainable partnerships. Study outcomes suggested the PC is a critical role in fostering partnerships which can support K-12 student learning and school leader development.

Educational Leadership Faculty Learning through Cross-Institutional Collaborative Groups Kathleen M. Winn, University of Virginia; Michelle D. Young, University of Virginia; Karen L. Sanzo, Boncana-University of U.S. Virgin Islands; David H. Eddy Spicer, University of Virginia; Mariela A. Rodriguez, University of Texas at San Antonio; Gary Crow, Indiana University; Richard Gonzales, University of Connecticut; Casey D. Cobb, University of Connecticut; Sara Dexter, University of Virginia; Monica Bryne-Jimenez, Indiana University
This paper offers insight to university faculty learning through engagement in collaborative improvement communities within two educational leadership program redesign initiatives: UCEA’s Program Design Network (UCEA-PDN) and the Wallace Foundation-sponsored University Principal Preparation Initiative (UPPI). Both support faculty making programmatic improvements through redesign. Findings reveal participant perceptions of the initiatives and the influence on knowledge and skill development, particularly in using design thinking and improvement science to develop quality leadership preparation programs, curriculum, and experiences.

(Insurgent) Social Justice Leadership in the Public Square: Critical Self-Reflections from a University Actor Maiyoua Vang, California State University, Sacramento
This paper documents the author’s lived experiences contesting neoliberal school reform and offers critical accounts of the tensions/material (career) risks of carrying out insurgent acts of social justice within/across different publics. Critical reflexivity (Schon, 1983) from a university actor who ostensibly prepares social justice leaders has implications for further advancing social justice leadership as academic discipline/discourse to social justice leadership as actualized public pedagogy in keeping with the emancipatory politics of “insurgent publics” (Arena, 2010).
An Exploration of the The Leaders of Leadership Programs W. Kyle Ingle, University of Louisville; Joanne M. Marshall, Iowa State University; Donald G. Hackmann, University of Illinois at Urbana-Champaign
Using a cross-sectional survey, data were collected from program coordinators at UCEA member institutions in order to understand the various roles, time-, and cost commitments associated with program coordination, including the incentives that institutions provide (or do not provide) for assuming such responsibilities. In so doing, we seek ways to
minimize role conflict and work toward the success of the coordinators and educational leadership programs they lead. Voices from the Academy: Evaluating a New Faculty Mentoring Program at a Research 1 Institution Noelle A. Paufler, University of North Texas; David A. Brackett, University of North Texas; Soo Jeong Kim, University of North Texas

Universities are recognizing the importance of mentoring for junior faculty to increase scholarly productivity. In this study, researchers applied the CIPP model to evaluate the mentoring program at a research-intensive university. Data indicated four major themes: (a) building mutual relationships; (b) personal and professional benefits; (c) value of networking and collaboration; and (d) diversity and inclusion. Participant voices will drive a continuous improvement model evaluation resulting from the CIPP results and research on developing faculty.

Facilitator:
Maria Luisa Gonzalez, Professor Emerita

294. General Session V: Echando Pa’lante: Let’s Keep the Momentum Going!
UCEA Annual Convention
Special Session
5:30 to 6:20 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Majestic Level - Majestic Ballroom
This will be an opportunity for convention participants to reflect on the amazing sessions from the UCEA 2017 Convention. Members of the 2017 UCEA Convention Planning Committee will facilitate the reflection and discussion of the topics that engaged participants about teaching, leading, and future research. This session will serve as a springboard for post-convention conversations to keep moving the field forward.
Facilitators:
Mariela A. Rodriguez, University of Texas at San Antonio
Cristobal Rodriguez, Howard University
Miriam D. Ezzani, University of North Texas
Erin Anderson, University of Denver

295. UCEA Annual Banquet
UCEA Annual Convention
Reception
7:00 to 10:00 pm
History Colorado Center: Anschutz Hamilton Hall
The 31st Annual Banquet will have a 1980s theme featuring dueling pianos and will be located at History Colorado Center (1200 Broadway, Denver, CO, 80203). This modern, state-of-the-art museum is just a brief walk from the Sheraton Downtown Denver. Join us for good food, great entertainment, dancing, and a complimentary drink ticket. Tickets and information available at registration.

SUNDAY, NOVEMBER, 19

296. Non-Affirmative Theory of Education as an Ethical Challenge for Leaders
UCEA Annual Convention
Post Convention Work Sessions and Workshops
8:00 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Mezzanine Level - Silver
This workshop attempts to bridge educational leadership studies and curriculum theory/Didaktik to consider how education has developed amidst recent policy and societal trends (e.g. neoliberalism, globalization, and cosmopolitanism). More specifically, aims 1) to facilitate a dialogue among educational leadership and curriculum scholars from the U.S. and Europe about the limitations of dominant socializatory and transformative perspectives and 2) to further introduce non-affirmative education theory for educational leadership scholars in a North American context.

Presenters:
Daniel J Castner, Bellarmine University
Michelle D. Young, University of Virginia
James George Henderson, Kent State University
Stephan Huber, IBB Institute for the Management and Economics of Education
Pierre Tulowitzki, Pädagogische Hochschule Zug
Uwe Hameyer, University of Kiel
Angel M Nash, University of Virginia
Erin Anderson, University of Denver
Daniel Reyes-Guerra, Florida Atlantic University
Ira Bogotch, Florida Atlantic University
Dilys Schoorman, Florida Atlantic University

Facilitator:
Rose Ylimaki, University of South Carolina

297. JRLE Editorial Board Meeting
UCEA Annual Convention
Meeting
8:00 to 9:30 am
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A

Facilitators:
Gordon Gates, Washington State University
Sharon Kruse, Washington State University
Kristin Shawn Huggins, Washington State University
Tamara Bush, Washington State University

Participants:
Scott C Bauer, George Mason University
Christa Boske, Kent State University
Tricia Browne-Ferrigno, University of Kentucky
Rebeca Burciaga, San José State University
Shelby A. Cosner, University of Illinois at Chicago
Alan J. Daly, University of California, San Diego
Arnold Danzig, San Jose State University/Arizona State University
David DeMatthews, University of Texas - El Paso
Sarah Diem, University of Missouri
Ed Fuller, Pennsylvania State University
298. **UCEA Program Design Network**

**UCEA Annual Convention**

Meeting
8:00 to 12:00 pm

Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Windows

Facilitators:
- Michelle D. Young, University of Virginia
- Sara Dexter, University of Virginia
- David H. Eddy Spicer, University of Virginia
- Karen L Sanzo, Boncana-University of U.S. Virgin Islands
- Mariela A. Rodriguez, University of Texas at San Antonio
- Casey D. Cobb, University of Connecticut
- Richard Gonzales, University of Connecticut

299. **JCEL Editorial Board Meeting**

**UCEA Annual Convention**

Meeting
8:30 to 10:00 am

Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court A

Facilitators:
- William Black, University of South Florida
- Sean Dickerson, University of South Florida
- Vonzell Agosto, University of South Florida
- Zorka Karanxha, University of South Florida

Participants:
- Bassel Akar, Notre Dame University Lebanon
- Anika Ball Anthony, Ohio State University
- Bruce Barnett, University of Texas at San Antonio
- Floyd D. Beachum, Lehigh University
- Mohomodou Boncana, Georgia Southern University
- Christa Boske, Kent State University
- Monica Byrne-Jimenez, Indiana University
- Bradley W. Carpenter, University of Houston
- Gary Crow, Indiana University
- Janet Decker, Indiana University
- David DeMatthews, University of Texas - El Paso
- Robert Donmoyer, University of San Diego
- Karen Dunlap, Texas Woman's University
- Scott Ferrin, Brigham Young University
- Mark Anthony Gooden, University of Texas - Austin
- Frank Hernandez, Southern Methodist University
- Liz Hollingworth, University of Iowa
- Patrick M. Jenlink, Stephen F. Austin State University
- Lisa A W Kensler, Auburn University
- Angeliki Lazaridou, University of Thessaly, Greece
- Janie Clark Lindle, Clemson University
- Catherine A. Lugg, Rutgers University
- Katherine C. Mansfield, Virginia Commonwealth University
- Pat Maslin-Ostrowski, Florida Atlantic University
- Carlos R. McCray, University of Louisville
- Kerry Melear, University of Mississippi
- Zulma Mendez, El Colegio de Chihuahua
- Erica Mohan, University of British Columbia
- Michael P O'Malley, Texas State University
- Cindy J Reed, Northern Kentucky University
- Mariela A. Rodriguez, University of Texas at San Antonio
- Karen L Sanzo, Boncana-University of U.S. Virgin Islands
- James Joseph "Jim" Scheurich, Indiana University
- Alan R. Shooh, University of Wisconsin-Milwaukee
- Valerie Anne Storey, University of Central Florida
- Fat Hee Tie, University of Malaysia
- Terah Talei Venzant Chambers, Michigan State University
- Chris Willis, Bowling Green State University
- Michelle D. Young, University of Virginia

300. **EAQ Editorial Board Meeting**

**UCEA Annual Convention**

Meeting
9:40 to 11:10 am

Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B

Facilitators:
- William Black, University of South Florida
- Sean Dickerson, University of South Florida
- Vonzell Agosto, University of South Florida
- Zorka Karanxha, University of South Florida

Participants:
- Bassel Akar, Notre Dame University Lebanon
- Anika Ball Anthony, Ohio State University
- Bruce Barnett, University of Texas at San Antonio
- Floyd D. Beachum, Lehigh University
- Mohomodou Boncana, Georgia Southern University
- Christa Boske, Kent State University
- Monica Byrne-Jimenez, Indiana University
- Bradley W. Carpenter, University of Houston
- Gary Crow, Indiana University
- Janet Decker, Indiana University
- David DeMatthews, University of Texas - El Paso
- Robert Donmoyer, University of San Diego
- Karen Dunlap, Texas Woman's University
- Scott Ferrin, Brigham Young University
- Mark Anthony Gooden, University of Texas - Austin
- Frank Hernandez, Southern Methodist University
- Liz Hollingworth, University of Iowa
- Patrick M. Jenlink, Stephen F. Austin State University
- Lisa A W Kensler, Auburn University
- Angeliki Lazaridou, University of Thessaly, Greece
- Janie Clark Lindle, Clemson University
- Catherine A. Lugg, Rutgers University
- Katherine C. Mansfield, Virginia Commonwealth University
- Pat Maslin-Ostrowski, Florida Atlantic University
- Carlos R. McCray, University of Louisville
- Kerry Melear, University of Mississippi
- Zulma Mendez, El Colegio de Chihuahua
- Erica Mohan, University of British Columbia
- Michael P O'Malley, Texas State University
- Cindy J Reed, Northern Kentucky University
- Mariela A. Rodriguez, University of Texas at San Antonio
- Karen L Sanzo, Boncana-University of U.S. Virgin Islands
- James Joseph "Jim" Scheurich, Indiana University
- Alan R. Shooh, University of Wisconsin-Milwaukee
- Valerie Anne Storey, University of Central Florida
- Fat Hee Tie, University of Malaysia
- Terah Talei Venzant Chambers, Michigan State University
- Chris Willis, Bowling Green State University
- Michelle D. Young, University of Virginia
Aarti Bellara, University of Connecticut
Casey D. Cobb, University of Connecticut
Morgaen Donaldson, University of Connecticut
Rachel Gabriel, University of Connecticut
Richard Gonzales, University of Connecticut
Melinda M. Mangin, Rutgers University
Kimberly LeChasseur, University of Connecticut
Anyasia P. Mayer, California State University, Stanislaus
Margaret (Terry) Orr, Fordham University
Jennie Weiner, University of Connecticut
Anjale Welton, University of Illinois at Urbana-Champaign
Sarah Woulfin, University of Connecticut
Eric Haas, WestEd
Larisa Warhol, George Washington University
Melissa Berggren, University of Connecticut

Participants:
Curt Adams, University of Oklahoma
Karen Stansberry Beard, Ohio State University
Alex J Bowers, Teachers College, Columbia University
Dana Christman, New Mexico State University
Shelby A. Cosner, University of Illinois at Chicago
Alan J. Daly, University of California, San Diego
Sara Dexter, University of Virginia
Gail Furman, Washington State University
David Garcia, Arizona State University
Sonya Douglass Horsford, Teachers College, Columbia University
Eric Houck, University of North Carolina-Chapel Hill
Kimberly Kappler Hewitt, University of North Carolina at Greensboro
Janie Clark Lindle, Clemson University
Christopher Lubieniski, University of Illinois at Urbana-Champaign
Jacky Lumby, University of Southampton
Joanne M. Marshall, Iowa State University
Matthew Militello, East Carolina University
Carol A. Mullen, Virginia Tech
Elizabeth Murakami, University of North Texas
Sarah Nelson Baray, Texas State University
Ann O'Doherty, University of Washington
Samantha Paredes Scribner, Indiana University
April Peters-Hawkins, University of Houston
Donald J. Peurach, University of Michigan
Rick Reitzug, University of North Carolina at Greensboro
VIVIANE MARCEILLE JOAN ROBINSON, The University of Auckland, New Zealand
Cristobal Rodriguez, Howard University
GLORIA M RODRIGUEZ, University of California, Davis
Mariela A. Rodriguez, University of Texas at San Antonio
Serena Jean Salloum, Ball State University
James Joseph “Jim” Scheurich, Indiana University
Janelle Scott, University of California, Berkeley
Jonathan Supovitz, University of Pennsylvania
George Theoharis, Syracuse University
Peter Sleegers, University of Twente, Enschede

Chris Dunbar, Michigan State University
Andrea E Evans, Governors State University
Roger Goddard, Ohio State University
Benjamin Kelcey, University of Cincinnati
Ted Kowalski, University of Dayton
Ross Larsen, Brigham Young University
Yongmei Ni, University of Utah
Robert Miller, N/A
Michael Owens, California Lutheran University
Morgan Polikoff, University of Southern California
Veronica Santelices, Pontificia Universidad Catolica de Chile
Howard Stevenson, The University of Nottingham
Erica Fernández, University of Connecticut

301. UCEA Publications Meeting
UCEA Annual Convention
Meeting
10:30 to 12:00 pm
Sheraton Denver Downtown Hotel: Floor I.M. PEI Tower - Second Level - Tower Court B
Facilitator:
Michael P O'Malley, Texas State University
Participants:
William Black, University of South Florida
Christa Boske, Kent State University
Casey D. Cobb, University of Connecticut
Shelby A. Cosner, University of Illinois at Chicago
Sharon Kruse, Washington State University
Jeanne Powers, Arizona State University
Pamela D. Tucker, University of Virginia
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