Echando Pa’lante:

School Leaders
(Up)\textit{rising} as Advocates and
(Up)\textit{lifting} Student Voices

UCEA Convention 2017
November 15-19
Denver, CO
Change Agents Needed...

Are you ready to elevate your leadership and school effectiveness to next level?

The Educational Leadership and Policy Studies Program at the University of Denver Morgridge College of Education knows that leadership matters. Our principal preparation and doctoral programs are committed to supporting leadership efforts in schools and districts as we prepare highly effective leaders. Contact us now to learn more about how you can leverage our programs to improve your schools and districts.

Let’s talk.

Contact Susan Korach at 303-871-2212 or susan.korach@du.edu
morgeedge.du.edu
UCEA Convention 2017

_Echando Pa’lante:_ School Leaders (Up) _rising_ as Advocates and (Up) _lifting_ Student Voices

November 15-19, 2017
Sheraton Denver Downtown, Denver, CO
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UCEA Presidential Welcome

April Peters-Hawkins
University of Houston
UCEA President 2016-2017
UCEA Executive Director Welcome
UCEA Members,

Greetings from the Curry School of Education at the University of Virginia, the headquarters for the University Council for Educational Administration! Welcome to the 31st UCEA Annual Convention. It is an honor for the Curry School to be a small part of supporting leadership development in our nation's schools.

The theme of this year's conference, *Echando Pa'lante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices*, encourages opportunities for reflective dialogue regarding the educational contexts that students, teachers, principals, and superintendents will be facing within a changing national climate and its impact on educational policy. We hope you will take advantage of this opportunity to connect with other like-minded proponents of education.

The Curry School's long-standing commitment to the work of preparing leaders for education is grounded in the fundamental recognition of leadership as a developmental process integrating knowledge and skill across personal, contextual, and professional domains. At Curry, we anchor preparation in evidence and experience. Like our colleagues across the country, we understand the critical role that leadership will play in advancing educational opportunities for all students and the educators who serve them.

We recognize the most important measure of our success in preparing leaders is how these leaders impact communities and educational opportunity for all students. A commitment to deep and thoughtful engagement, and the skills required to capably enact that commitment in complex contexts, are the hallmarks of educational leaders that foster success for all students.

This UCEA convention is a great opportunity for engagement among the community of leadership preparation programs and an opportunity for our reflection on our impact on our greater communities. Like those before, this convention is a great opportunity to make a real contribution to students and the people who serve them.

Best wishes for a great convention!

Sincerely,

Robert C. Pianta, Dean

Novartis US Foundation Professor of Education and Professor of Psychology
Dear UCEA Convention Attendees:

It is my pleasure to welcome you to Denver and to the 2017 UCEA Annual Convention on behalf of the Morgridge College of Education and the University of Denver. I am particularly encouraged by your timely conference theme, “Echando Pa’lante: School Leaders (Up)rising as Advocates and (Up)lifiting Student Voices,” as it is both encouraging and inspiring and I hope it serves as a springboard for action.

At the Morgridge College of Education, we believe that education serves as the foundation and means for transformation within our society. Our graduates reside around the world and hold prominent positions and leadership roles within their communities. We seek students who will perpetuate this positive pattern and continue our mission of promoting positive change through unleashing the power of learning. Transcending traditional ideas about education and schooling, we embrace a new, comprehensive vision of learning as a lifelong activity that involves the whole person and can occur through a variety of methods, anywhere and at any time. We promote educational change and social equity and provide leadership for the improvement of education, mental health, and information services and systems.

Denver is a wonderful site for the UCEA convention as it serves as a microcosm of our country with all of the challenges and opportunities of our field. Throughout our community, collaboration has resulted in private/public partnerships, interdisciplinary projects, and cross-institutional initiatives to advance education and to improve the lives of children and their families. This convening provides us with an opportunity to share our ideas and accomplishments while learning from leaders across the country.

The University of Denver is honored to serve as your host university and we encourage you to take the short RTD Light Rail ride to our cutting-edge building, Katherine A. Ruffatto Hall (three blocks south of the University Station light rail stop at 1999 E. Evans Ave.). Thank you for coming to the Mile-High city, and I truly hope that you are able to fully engage in the breadth and depth of sessions and formats of this year’s convention and that you leave motivated and inspired.

Sincerely,

Karen Riley, PhD
Dean and Professor of Teaching and Learning Sciences
Morgridge College of Education
November 15, 2017

Sheraton Denver Downtown Hotel
1550 Court Place
Denver, CO 80202

Dear Attendees,

Welcome to the great state of Colorado! You are here today with a common purpose: to share insight and strategize around what it means to educate the next generation.

Teachers and professors play an integral role in defining a student’s future. Preparing our children to tackle the problems of tomorrow is not something that can be done alone. It is only through collaboration, preparation, and compassion that we can equip our children to face the complex and sometimes difficult questions they will have to answer outside of the classroom.

Every community, classroom, and student is different and educators should feel empowered to use their own tools and expertise to develop and support students as they pursue unique goals.

I hope that you are able to enjoy your time in Colorado and gain new motivation and appreciation for how your work has and will impact America’s future.

Sincerely,

Cory Gardner
United States Senator
Values, Vision, & Goals

UCEA Values

UCEA is a community of learners that values:
- Learning and social development for ALL children
- Contributions of educational leaders to the success of all children
- Systematic inquiry that is relevant, integral, and essential to the success of children, schools, and school leaders
- Quality and excellence in the preparation of school leaders and professors
- Collaboration with schools, other educational and service agencies, and professional organizations
- Professional community, collegiality and respect for diverse perspectives
- Educational and social policy that positively support the learning and development of all children
- Diversity, equity, and social justice in all educational organizations

UCEA Vision

UCEA is a community of scholars committed to the improvement of leadership and policy that supports the learning and development of ALL children. UCEA actively initiates and leads educational reform efforts through its high quality research and preparation programs. UCEA institutions work collaboratively with schools and educational agencies to positively influence local, state, and national educational policy. UCEA constantly questions and reevaluates its practice and beliefs to ensure its effectiveness and relevance.

UCEA Goals

UCEA is a consortium of research/doctoral granting institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children. In realizing this purpose, we:
- Promote, sponsor, and disseminate research on the essential problems of schooling and leadership practice
- Improve the preparation and professional development of educational leaders and professors
- Positively influence local, state, and national educational policy
THE 2016-17 UCEA EXECUTIVE COMMITTEE

April Peters-Hawkins, President
University of Houston

Mariela Rodriguez, President-Elect
University of Texas at San Antonio

Mónica Byrne-Jiménez, Secretary/Treasurer
Indiana University

Noelle Witherspoon Arnold
Ohio State University

Casey Cobb
University of Connecticut

Liz Hollingworth
University of Iowa

Terah Venzant Chambers
Michigan State University

Gerardo Lopez
University of Utah

Megan Tschannen-Moran
College of William & Mary

Ex-officio:

Michelle D. Young
Executive Director, UCEA
University of Virginia

Sara Dexter
Headquarters Associate Director, UCEA
University of Virginia

2017 Convention Committee

Mariela Rodriguez, University of Texas at San Antonio
Erin Anderson, University of Denver
Miriam Ezzani, University of North Texas

Cristobal Rodriguez, Howard University
Michelle D. Young, UCEA, University of Virginia
Karl Gildner, UCEA

UCEA Staff

Michelle D. Young, Executive Director
Sara Dexter, Headquarters Associate Director
Michael O’Malley, Associate Director of Publications
John Nash, Associate Director of Communications
Lisa Bass, Associate Director for Jackson Scholars
Hollie Mackey, Associate Director for Jackson Scholars
Jayson Richardson, Associate Director of Program Centers
Stephen Jacobson, Associate Director of International Affairs
Ed Fuller, Associate Director for Policy & Advocacy

Sheneka M. Williams, Associate Director for Policy & Advocacy
Lisa C. Wright, Financial Director
Karl Gildner, Project and Events Manager
Jennifer E. Cook, Publications Editor
Pei-Ling Lee, Webmaster
Stephanie McGuire, Administrative Assistant
Marcy Ann Reedy, Program Coordinator
Kathleen Winn, Research Associate
Graduate Research Assistants:
Amy Reynolds
Angel Nash
Gopal Midha
Bryan A. VanGronigen
Scott Richardson
Maggie Thornton

Thank you to all 2017 proposal reviewers for your time and dedication to UCEA and the field of educational leadership.
The 31st Annual UCEA Convention theme, *Echando Pa’lante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices*, is intended to encourage opportunities for reflective dialogue regarding the educational contexts that students, teachers, principals, and superintendents will be facing within a changing national climate and its impact on educational policy.

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The 2017 UCEA Annual Convention Logo was designed by Denver local Ben Sperber, a freshman at Denver School of the Arts. Ben is a Visual Arts major, meaning that he specializes in the Fine Arts. Outside of his academic and artistic life, he is a competitive swimmer. Ben chose to create this logo as it is, with the arrows rising up out of UCEA to represent uplifting students and faculty in education. The sun in the corner has a graphic of the Colorado flag to represent the convention’s location, and the color palette matches the Colorado flag as well. The background of mountains is a vector created from a photo Ben took in the mountains outside of Denver. The design was made in Photoshop using his image and other tools in the program. UCEA is pleased to introduce Ben Sperber and to present his incredible design.

To learn more about the Denver School of the Arts, visit [http://dsa.dpsk12.org/](http://dsa.dpsk12.org/)
About the 2017 UCEA Convention

The 2017 Convention Program provides a complete list of all presentations, registration information, hotel information, and general information regarding the University Council for Educational Administration. Each session is listed with a title, a room assignment, presentation time, and the list of presenters. UCEA has developed an accompanying website for the convention where participants can find information on session types, program updates, and more. See www.ucea.org under Convention. A room layout of the hotel can be found at the back of the program.

REGISTRATION
If you have not registered for the convention, we urge you to do so as soon as you arrive at the hotel. UCEA Registration is available in the South Convention Foyer:

- Wednesday 10:00 am – 6:00 pm
- Thursday 7:00 am – 8:00 pm
- Friday 7:00 am – 6:30 pm
- Saturday 7:00 am – 5:00 pm

NAMETAGS
Nametags, received at registration, are required for all sessions and events.

DISPLAY OF ANNOUNCEMENTS
A table in the Exhibit area has been made available for you to display announcements, reports, and other publications from your institution.

INTERNET
Basic Internet is complimentary in all of the meeting areas and guest rooms.

EXHIBITORS
UCEA is proud to host its book and educational resource sponsors at this year’s convention. Exhibitors will be in the South Convention Foyer. Exhibition Hall hours are the same as Registration.

WORKSHOPS
Each year, UCEA hosts a small number of workshops, specifically designed to meet the needs of educational leadership scholars.

THE UCEA ANNUAL BANQUET
This year’s Annual Banquet will be held Saturday 7:00-10:00 pm at History Colorado Center, 1200 N. Broadway, Denver, CO 80203. The banquet will have a 1980s theme and feature dueling pianos.

SPONSORSHIP OF UCEA EVENTS
If you are interested in hosting a future convention or sponsoring an event, contact UCEA Headquarters at 434-243-1041. Hosting and event sponsorships are excellent ways to increase the visibility of your institution.
2017 Events at a Glance

MONDAY, November 13
Executive Committee meeting 8:00 am–6:00 pm

TUESDAY, November 14
Executive Committee meeting 8:00 am–6:00 pm

WEDNESDAY, November 15
*Convention Registration 10:00 am–6:00 pm*
*Graduate Student Summit Registration 10:00 am–5:00 pm*
UPPI sessions, 8:00 am–5:00 pm
Plenary Session 12:00–5:30 pm
Graduate Student Summit (registration required) 12:00–6:00 pm
Plenum and Graduate Student Reception 5:30–7:00 pm
Graduate Student Social Networking Event 8:15–9:30 pm

THURSDAY, November 16
*Registration 7:00 am–8:00 pm*
Plenary Session 7:30–11:30 am
Graduate Student Summit (registration required) 7:45–8:50 am
UCEA/BELMAS Research Collaboration: The ISLDN 8:00 am–noon
UPPI meeting 8:00 am–noon
Jackson Scholars Network Research Seminar 8:00–10:50 am
Sessions 11:00–11:50 am
Graduate Student Summit (registration required) 11:00–11:50 am
UCEA Awards Luncheon 12:00–1:50 pm
Sessions 2:00–5:50 pm
Film Festival I 3:20–4:30 pm
General Session I: Opening General Session 6:00–7:30 pm
Convention Opening Reception 7:30–9:00 pm

FRIDAY, November 17
*Registration 7:00 am–6:30 pm*
Jackson Scholars Network Moment of Mindfulness 6:15–7:15 am
Meetings 7:00–7:50 am
International Summit I 7:00–9:10 am
Sessions 8:00–9:10 am
General Session II: Town Hall 9:20–10:40 am
Sessions 10:50 am–5:20 pm
General Session III: Mitsifer Lecture 5:30–6:50 pm
UCEA Barbara L. Jackson Scholars Network Reception 8:20–8:50 pm
Film Festival II Sip & Screen 9:00–10:00 pm

SATURDAY, November 18
*Registration 7:00 am–5:00 pm*
Meetings 7:00–7:50 am
Sessions 8:00 am–9:10 am
General Session IV: Presidential Address 9:20–10:50 am
Sessions 11:00–5:30 pm
UCEA International Summit II sponsored by the CISSL 4:20–5:30 pm
General Session V: Echando Pa’lante 5:30–6:20 pm
Banquet: 7:00–10:00 pm

SUNDAY, November 19
Post Convention Workshop 8:00 am–noon
UCEA Program Design Network 8:00 am–noon
JCEL Editorial Board Meeting 8:30–10:00 am
EAQ Editorial Team Meeting 9:40–11:10 am
UCEA Publications Meeting 10:30 am–noon
SESSION ON MEMBERSHIP IN UCEA

UCEA continues to serve as the field’s leading professional organization and maintains an international reputation as a consortium of the most prestigious universities with doctoral programs in educational leadership. UCEA’s mission is to advance the preparation and practice of educational leaders for the benefit of all children and schools, and membership in UCEA is a marker of program quality. During the Membership Session, Executive Committee members will provide information and answer questions. Deans, department chairs, and faculty from non-UCEA member universities interested in pursuing membership are invited:

SATURDAY November 18
11:00 am to 12:10 pm    238. Informal Session on UCEA and UCEA Membership

Or contact:
Sara Dexter, UCEA Headquarters Associate Director, ucea@virginia.edu

Wallace Foundation Events

Over the last 17 years, The Wallace Foundation has invested significant resources in educational leadership preparation, research and policy. UCEA has been a partner to the Foundation, seeking ways to leverage important research and development activities within higher education. This year at the UCEA Convention, The Wallace Foundation is sponsoring the following events; all UCEA Convention participants are welcome to join.

THURSDAY, November 16
2:00 to 3:10 pm    068. What it Takes to Build and Sustain Principal Pipelines

FRIDAY, November 17
9:20 to 10:40 am    125. Leading in a Time of Challenge: What’s An Educational Leader to do? A UCEA-Wallace Town Hall
10:50 am to noon    137. Strategies for Supporting District Leader Development

SATURDAY, November 18
11:00 am to 12:10 pm    233. Lessons From the Field for Principal Development Programs
3:00 to 4:10 pm    280. Supporting Principal Preparation Program Redesign: First-Year Work of The Wallace Foundation UPPI Project
UCEA SIG & Program Center Sessions

THURSDAY, November 16
2:00 to 3:10 pm 061. UCEA Program Center Session: Meaningful Research on 21st Century Superintendent & District Leadership

FRIDAY, November 17
7:00 to 7:50 am 103. UCEA Program Center for the Advanced Study of Technology Leadership in Education (CASTLE)
105. Carnegie Project on the Education Doctorate (CPED) Meeting
106. Indigenous Scholars and Scholarship SIG Meeting
108. UCEA Consortium for the Study of Leadership and Ethics in Education (CSLEE)
109. UCEA Program Center for Educational Leadership and Social Justice
110. Supervision and Instructional Leadership SIG
111. UCEA Joint Program Center for the Study of the Superintendency & District Governance

SATURDAY, November 18
7:00 to 7:50 am 200. Learning and Teaching in Educational Leadership (LTEL) Executive Committee SIG
201. UCEA Taskforce on Distance Learning
203. Latino Research SIG
204. UCEA Program Center for the International Study of School Leadership
205. Gay Straight Alliance
207. Leadership for Social Justice SIG
208. Leadership for School Improvement SIG
209. UCEA Research on Women in Leadership SIG
211. UCEA Program Centers Director Board of Directors and Advisory Board Meeting

3:00 to 4:10 pm 273. CSLEE Consortium for the Study of Leadership and Ethics in Education
Sixth Annual International Summit

Indigenous Perspectives on Educational Leadership

Unlike in years past, the 2017 UCEA International Summit will be comprised of two sessions held during the conference.

FRIDAY, November 17

7:00 to 9:10 am 104. UCEA International Summit I: Indigenous Perspectives on Educational Leadership

Keynote presenters Dr. Chris Sarra and Rosemary Campbell-Stephens, MBE, will lead us in conversation about how Western-dominated perspectives of educational leadership differ from those of indigenous cultures and thus can be problematic for educators in those contexts. Dr. Sarra’s presentation will focus on a “newer, more positive, and honourable reality in which Aboriginal children could be stronger and smarter.” In his address, he will reflect upon his personal and professional journey and invite us to contemplate how we, as educators, might learn from this and set about purging low expectations from our own schools. Rosemary Campbell Stephens will offer examples of African Caribbean approaches to leadership. She will consider how “global” paradigms of leadership have influenced Western models and leaders, even in all-White settings, but without recognition. She will share one joyous example where that influence was recognised and acknowledged.

SATURDAY, November 18

4:20 to 5:30 pm 293. UCEA International Summit II: Perspectives on Indigenous Leadership From the Center for the International Study of School Leadership

The second International Summit session will be held at the invitation of the International Successful School Leadership Center. We will continue our discussion of Indigenous Perspectives on Educational Leadership, featuring leaders from the Denver area who work with the Native American student population and international scholars, all of whom will provide contextualized perspectives on the intricacies of leading in schools with indigenous populations.
Additional International Sessions

THURSDAY, November 16
8:00 am to noon 040. UCEA/BELMAS Research Collaboration: The International School Leadership Development Network
2:00 to 3:10 pm 070. Contextualizing Leadership in High-Need Schools: An International Perspective

FRIDAY, November 17
10:50 am to noon 131. International Congress: An International Comparative Study of Challenges Facing Leadership and Leadership Development
135. Educational Leadership Across Africa
12:10 to 1:20 pm 151. Neighbors on Different Paths—On Trust and Policymaking Within Education in Finland and Sweden
1:30 to 2:40 pm 160. Democratic Leadership Practices in the Enactment of Social Justice in Schools: Cases From Four Countries
2:50 to 4:00 pm 174. How do Different Education Professionals do Social Justice Work? Preliminary Findings From a Two-Country Study
4:10 to 5:20 pm 188. Emotional Experiences of Principals During Political Organizational Changes: An International Comparative Perspective

SATURDAY, November 18
7:00 to 7:50 am 204. UCEA Program Center for the International Study of School Leadership meeting
8:00 to 9:10 am 218. Improving Low-Performing Schools: An International Perspective
11:00 am to 12:10 pm 230. Women Leading Education Across the Continents—Harnessing our Joy
232. Student-Centered Leadership in Asia
12:20 to 1:30 pm 247. Re-imaging the School as Crucible of Engagement and Learning for All
1:40 to 2:50 pm 261. The Professional Identities of School Leaders: An International Perspective

SUNDAY, November 19
8:00 am to noon 299. Nonaffirmative Theory of Education as an Ethical Challenge for Leaders
Workshops

THURSDAY, November 16

8:00 am to noon  040. UCEA/BELMAS Research Collaboration: The International School Leadership Development Network

2:00 to 3:10 pm  057. Culturally Sustaining Approaches to Educational Leadership Development and Mentoring

3:20 to 4:30 pm  071. Resisting and Disrupting White Supremacist Politics: From White Educational Policy Toward Black Political Empowerment

074. A Live Look at Everyday Practices to Address Poverty and Homelessness

4:40 - 5:50 pm  085. Creating the Next Generation of Diverse, Community Responsive Teachers and School Leaders

FRIDAY, November 17

8:00 to 9:10 am  112. Transforming Challenges in Educational Leadership: An Embodied Approach Through Theater

10:50 am to noon  126. Building Local Capacity for Educational Improvement: Lessons From a Collective Action Network

129. Working Together: Innovative Approaches to Principal Preparation Partnerships

12:10 to 1:20 pm  140. Despite our Best Intentions: Unconscious Racial Bias

1:30 to 2:40 pm  154. Interactive Educational Leadership Simulations: Implications for Principal Preparation

165. Grant Writing Workshop: Guidance From Funded Faculty

2:50 to 4:00 pm  168. Lifting Evaluation Systems and Practices: A Mini-Workshop on Preparing Principals to Engage in Literacy-Focused Evaluation

4:10 to 5:20 pm  182. Mini-Workshop: Building Democratic Parental Participation in Schools

SATURDAY, November 18

8:00 to 9:10 am  212. Embodied Apprehensions: Jokering and Brokering Physical Engagement

11:00 am to 12:10 pm  227. Refusing the Test: Educational Leadership and the Dilemmas of Opt Out Activism

12:20 to 1:30 pm  241. Secondary Students as Research Partners: Inside Low-Performing Schools

1:40 to 2:50 pm  255. Testimonios of Formerly Incarcerated Youth in California’s Central Valley: A Participatory Documentary

3:00 to 4:10 pm  269. Uplifting Alumni Voices: Using Teach-Ins to Build Capacity to Lead in Difficult Times

4:20 to 5:30 pm  283. Youth Policy Presentations: Co-creating, Collaborating, and Intergenerational Learning as an Approach to Action Civics

SUNDAY, November 19

8:00 am to noon  299. Nonaffirmative Theory of Education as an Ethical Challenge for Leaders
WEDNESDAY, November 15

12:00 to 1:00 pm  011. Graduate Student Summit (GSS) Opening General Session
1:10 to 2:15 pm  012–017. GSS Sessions 1–6. Requires GSS registration.
2:25 to 3:30 pm  018–023. GSS Sessions 7–12. Requires GSS registration.
3:40 to 4:45 pm  024–029. GSS Sessions 13–18. Requires GSS registration.
4:55 to 6:00 pm  030–033. GSS Roundtable Sessions. Requires GSS registration.
8:15 to 9:30 pm  034a. Graduate Student Social Networking Event

THURSDAY, November 16

7:15 to 7:45 am  035. Light Breakfast for GSS Registrants & Jackson Scholars
7:45 to 8:50 am  037–039. GSS Sessions 19–21. Requires GSS registration.
11:00 to 11:50 am  052–055. GSS Mentor Feedback Sessions. Requires GSS registration.
2:00 to 3:10 pm  063. Lessons From the Field: How the Action Research Dissertation Shapes Teacher and Leader Practices
069. Graduate School in Stages
3:20 to 4:30 pm  083. Demystifying the Academic Job Search, Part I: Tips and Resources for Those Considering the Professoriate

FRIDAY, November 17

8:00 to 9:10 am  119. AERA Leadership for Social Justice (LSJ) SIG Coffee Talk: Graduate Mentoring Session
10:50 am to noon  123. Publishing Your First Article as a Graduate Student
12:10 to 1:20 pm  152. Graduate Students of Color Mentoring Session
1:30 to 2:40 pm  166. Demystifying the Academic Job Search, Part II: The Nuts and Bolts
2:45 to 4:00 pm  180. Funding Your Dissertation
4:10 to 5:20 pm  194. Exploring Professional Routes Outside the Professoriate

SATURDAY, November 18

7:00 to 7:50 am  210. AERA Divisions A & L Graduate Student Breakfast - Moving Beyond Publish or Perish: Professors and Graduate Students Publishing With Passion
8:00 to 9:10 am  224. Writing Critically for an Academic Audience
11:00 am to 12:10 pm  239. Building Networks of Support: You’re Not in This Alone
12:20 to 1:30 pm  253. Graduate Writing Ignite!: Tips for Crafting Your Best Work
1:40 to 2:50 pm  267. “Shoulda, Coulda, Woulda...”: What We Wish We Had Known Before Becoming a Professor
3:00 to 4:10 pm  281. Dissecting Curriculum Vita and Cover Letters for Job Winning Success
4:20 to 5:30 pm  294. Graduate Student Closing Session
4:40 to 5:50 pm  296. Jackson Scholars Fireside Chat: Are You Ready to be a Professor? Guidance, Wisdom, and Practical Advice for Graduate Students and Emerging Scholars
Jackson Scholars Network

THURSDAY, November 16

8:00 to 8:50 am 042. Jackson Scholars Network Research Seminar Convocation

Jackson Scholars Research Seminar Presentations: Sessions 043-050

9:00 to 9:50 am 043. Lift Every Voice and Sing: Invoking Student Voice in School Management
044. Education Reform in Place-Based Contexts
045. Understanding Success Through Students’ Experiences

10:00 to 10:50 am 046. Jackson Scholars Research Seminar Presentations: Recognizing Barriers to Success: Innovative Strategies to Address Complex Challenges
047. Influences of Gender, Race, and Ethnicity in Higher Education
048. Leadership Strategies to Support Sustainability for Inclusive and Equitable Schools

11:00 to 11:50 am 049. School Reform and Social Justice Matters
050. Voices of Opposition: Interrogating Institutional Structures of Oppression

4:40 to 5:50 pm 090. Julie Laible Memorial Session for New UCEA Jackson Scholars

FRIDAY, November 17

12:10 to 1:20 pm 152. Graduate Students of Color Mentoring Session

7:00 to 8:20 pm 197. UCEA Barbara L. Jackson Scholars Recognition Ceremony

8:20 to 8:50 pm 198. Jackson Scholars Network Reception

SATURDAY, November 18

7:00 to 7:50 am 206. Jackson Scholars Network Advisory Board Meeting

4:40 to 5:50 pm 296. Jackson Scholars Fireside Chat: Are You Ready to be a Professor? Guidance, Wisdom, and Practical Advice for Graduate Students and Emerging Scholars

UCEA welcomes the new 2017-2019 Barbara L. Jackson Scholars. Additionally, Jackson Scholars are urged to register for the Graduate Student Summit and engage in Graduate Student Sessions.

2017-2019 Jackson Scholars Cohort

Tiffany Aaron, University of Georgia
Omotayo Adeeko, Ohio State University
Brandon Allen, Purdue University
Bodunrin Banwo, University of Minnesota
Diana Barrera, Texas State University
Courtney Bell, University of Minnesota
Lashia Bowers, Clemson University
Dwuana Bradley, University of Texas at Austin
Brandon Clark, Iowa State University
Ashton Cooper, University of Tennessee at Knoxville
Bryan Duarte, University of Texas at San Antonio
Briseida Elenes, University of San Diego
Hamada Elfarargy, Texas A&M University
Jacqueline Forbes, University of Wisconsin–Madison
Ivory Gabriel, Florida State University
Chaddrick Gallaway, University of Illinois at Urbana-Champaign
Alounso Gilzene, Michigan State University
José Gonzalez, University of Arizona
Maricela Guzman, University of Texas at San Antonio
Lamarcus Hall, Purdue University
Darrell Harris, University of North Carolina at Greensboro
Stephanie Hawkes, Wayne State University
Krystal Huff, Loyola Marymount University
ArCasia James, University of Illinois at Urbana-Champaign
Kimberley Jenkins, Miami University
Yang Jiang, University of San Diego
Shantalea Johns, Wayne State University
Tanika Jones, Auburn University
Nattawan Junboonta, Rutgers University
Justine Lee, University of Maryland
Kofi LeNiles, Howard University
Natalie Lewis, University of Denver

2016-2018 Jackson Scholars Cohort

Janitina Anderson, Indiana University
Emily Bautista, Loyola Marymount University
Ripsime Bledsoe, University of Texas at San Antonio
Fatima Brunson, University of Illinois at Chicago
Andrene Castro, University of Texas at Austin
Jimmyung Choi, University of Missouri
Andrea Cobb, University of Washington
Amanda Jo Cordova, University of Texas at San Antonio
Shelby Dawkins-Law, University of North Carolina at Chapel Hill
Donna Druery, Texas A&M University
Christopher Eckford, Sam Houston State University
Alejandro Gonzalez, San Diego State University
Sijing Erica He, Rutgers University
Moniqueca N. Hicks, University of Tennessee-Knoxville
DeAngela Hill, Howard University
Shannon Holder, University of Connecticut
Lori Hunt, Washington State University
LaTeisha Jeannis, North Carolina State University
Roderick Jones, University of South Florida
Trevon Jones, Texas Christian University
Maraki Kebede, Pennsylvania State University
Courtney Mauldin, Michigan State University
Rolando Merchan, Sam Houston State University
LaTeasha Meyers, Miami University
Jeong-Mi Moon, University of Missouri
Dana Nickson, University of Michigan
Isela Pena, University of Texas at El Paso
Ruqayyah Perkins-Williams, University of Illinois at Urbana-Champaign
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Juan Salinas, University of Texas Rio Grande Valley
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Elizabeth Silva, University of Texas Rio Grande Valley
Angelica Sleiman, University of San Diego
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Edgar Torres, University of Texas at Austin
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Minseok Yang, University of Wisconsin–Madison

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Adam Lara, University of Washington
Mayra Lara, Loyola Marymount University
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Sandra Leu, University of Utah
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Pamela Norris, Auburn University
Sasanehsaeh Pyawasay, University of Minnesota
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UCEA PSRs serve an important function for their respective institutions and for UCEA. PSRs provide a link between institutions and UCEA, serve as a major part of the electorate for Executive Committee members, determine their institutions’ contribution to UCEA’s mission, and can serve as a catalyst for many UCEA activities.

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

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

003. Impact of a District/University Partnership for Principal Preparation - Panel of Graduates From the Ritchie/ELSS Program at the University of Denver in Partnership With Denver Public Schools
Special Session
3:30 to 5:30 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Grand Ballroom I
Facilitator:
Karen L. Sanzo, Old Dominion University

004. Celebration of 15 Years of Partnership - University of Denver and Denver Public Schools
Reception
5:30 to 7:30 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Grand Ballroom II

005. UPPI Breakout 3
Special Session
8:00 am to 5:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Biltmore

006. UPPI Breakout 4
Special Session
8:00 am to 5:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Capitol
007. UPPI Breakout 1  
Special Session  
8:00 am to 5:00 pm  
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Columbine

008. UPPI Meeting I  
Meeting  
8:00 am to 5:00 pm  
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Majestic Level - Majestic Ballroom

009. UPPI Breakout 2  
Special Session  
8:00 am to 5:00 pm  
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Majestic Level - Vail

010. UCEA Plenary Session I  
Plenary Session  
12:00 to 5:30 pm  
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Grand Ballroom

GRADUATE STUDENT SUMMIT

Registration for the Graduate Student Summit will be available 10:00 am–6:00 pm on Wednesday, November 15. When you register for the Summit, you will also receive your registration materials for the Convention.

011. Graduate Student Summit Opening General Session  
Graduate Student Summit  
Special Session  
12:00 to 1:00 pm  
Sheraton Denver Downtown Hotel: 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.

012. GSS Session 5 - District and School Contextual Factors  
Graduate Student Summit  
Paper Session  
1:10 to 2:15 pm  
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Beverly
Participants:
Exploring District Context and the Support of Struggling Schools. Alexander Ohene Ansah, Sajjid J. Budhwani (University of Denver)
In a Polarized America Examining Diverse Education Leaders’ Courageous Conversations. Andrew G. Bevington, Josef Torres (University of Arizona)
Student Population Change in Rural Illinois Schools and Its Implications for School Leaders. Ian Christopher Kinkley, John Yun (Michigan State University)

Facilitator:
Curtis Brewer, University of Texas at San Antonio

013. 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: I.M. PEI Tower - Terrace Level - Terrace

Participants:
Instructional Leadership in District Turnaround. Kimberly Jansen, Michigan State University
Leading Complex Change for Principal Quality: The “How” of Improving District Systems of Principal Support. Emily Kate Donaldson, University of Washington
Linking Types of Control to School Organizational Capacity Under Accountability Policies. Taeyeon Kim, Michigan State University
That Dog Don’t Hunt: A Narrative Inquiry About Superintendent Career Sustainability. Melissa Kay Yarbrough, Oklahoma State University

Facilitator:
Bonnie C. Fusarelli, North Carolina State University

014. 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: I.M. PEI Tower - Second Level - Tower Court A

Participants:
Principal Crafting Effective Feedback for Instructional Technology for Teachers. DeAngela Hill, Howard University
Organization Reform Networks: Supporting Change and Equity. Jennifer Karnopp, Indiana University
Room for Both: Teachers of Color and Their Roles in Traditional Education and Neo-Liberal Reforms. Alounso Antonio Gilzene, Courtney Camille Mauldin (Michigan State University)

Facilitator:
Jo Beth Jimerson, Texas Christian University

015. GSS Session 2 - Educational Policy and Social Justice
Graduate Student Summit
Paper Session
1:10 to 2:15 pm
Sheraton Denver Downtown Hotel: 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, Marni J. Davis, Lauren VandenBirge, Brandee Mau (University of Utah)

Policy Brief: Culturally Responsive Teaching and the Academic Achievement of African American Students. Whitney Mignon Stewart, Amanda Santos, Detra DeVerne Johnson (University of Louisville)

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

Facilitator:
James W. Koschoreck, Northern Kentucky University

016. 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 Role of School Leaders in Shaping Students’ College Aspirations in Vietnam. Chi Phuong Nguyen, Pennsylvania State University

Facilitator:
Bradley W. Carpenter, University of Houston

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

Participants:

#BlackTeachersMatter: Towards an Understanding of Black Teacher Turnover. Darrius A. Stanley, Michigan State University

A Longitudinal Analysis of Principal Transfer and Attrition. Andrew Pendola, Ruxandra Apostolescu (Pennsylvania State University)

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

Facilitator:
Andrea K. Rorrer, University of Utah

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

Participants:

Principal Turnover in Charter Schools. Ruxandra Apostolescu, Andrew Pendola, Ed Fuller (Pennsylvania State University)

Urban Principal Turnover and Student Achievement. Lorna Beckett, University of Denver

Wage Differentials and Principal Turnover. Andrew Pendola, Pennsylvania State University
Facilitator:
   Diana G. Pounder, University of Utah

019. 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: 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
   Presidents v. President: University Leadership in Trump’s America. Janna Goebel, Arizona State University
Facilitator: Michael Dantley, Miami University

020. 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: 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
   Examining Student Achievement Through Spoken Word Poetry. Anthony Ricardo Keith, George Mason University
   Promoting Student Voice to Empower Students as Experts in 1:1 Technology Initiatives. Jillian Marie Conry, Southern Methodist University
   Student Participation in High School Freshman Orientation. LaTeisha Yvette Jeannis, North Carolina State University
   Student Voice: A Catalyst for Exposing Institutionalized Racism in Schools and Communities. Trevon R Jones, Texas Christian University
   The Voice of International Students’ Teaching and Research Concern Could Be Voided. Shaobing Li, Miami University
Discussant: Jayson W. Richardson, University of Kentucky

021. GSS Session 8 - Principal Leadership and School Reform
Graduate Student Summit
Paper Session
2:25 to 3:30 pm
Sheraton Denver Downtown Hotel: 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
   Institutionalizing School Security: A Case Study. Scott Hurwitz, University of Connecticut
   Leadership Practices of a Redeployed Principal Living on the Edge. Cathy Ping Xie, University of
Nottingham

Short-Cycle School Improvement Planning as a Change Lever. Bryan A. VanGronigen, Coby Meyers (University of Virginia)

Facilitator:
Cindy J. Reed, Northern Kentucky University

022. 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

Impacts of English Language Proficiency on Self-Esteem of Early Childhood Hispanic School Students. Zhuoying Wang; 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

Leading English Learner Programs. Elsa G Villarreal, Texas A&M University

“It Is no Secret That Assessment Drives Instruction”: Teaching to the Portfolio at International High School. Chandler Patton Miranda, New York University

Facilitator:
María Luisa González, University of Texas at El Paso

023. 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: 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, Davis Clement, Leah Horrell (College of William & Mary)

The Sheff v. O’Neill Decision and Interest Convergence. Shannon Holder, University of Connecticut


Work Undone: A Case Study of People Who Care v. Rockford Board of Education. Kevin Winn, Arizona State University

Facilitator:
Colleen L. Larson, New York University

024. GSS Session 17 - Teacher Preparation and Induction
Graduate Student Summit
Paper Session
3:40 to 4:45 pm
Sheraton Denver Downtown Hotel: 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

Examining New Teacher Induction Programs. Lori Wilt Silver, Jessica Schwartz, Scott C. Bauer
Examining Preservice Teacher Perceptions and Attitudes Towards Teaching Outcomes and 21st Century Skills. Mariam Manuel, University of Houston

Facilitator:
Frances Kochan, Auburn University

025. 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: 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
Inequities in Juvenile Justice Alternative Education Program Placements by Economic Status for Texas Middle School Boys. Christopher Ardel Eckford, Sam Houston State University
The Distributions of Teacher Quality: A Cross-National Analysis. Lixia Qin, Texas A&M University
The Impact of Career and Technical Education on Adolescent Literacy. Laura Marie Holder-Gibbs, St. John’s University

Facilitator:
Jeffrey S. Brooks, Monash University

026. 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: 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
Critical Mentorship of Black Female Youth: Mentorship as a Liberatory Tool. Krystal Huff, Loyola Marymount University
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
Perceptions of Distributed Leadership: A Look at Power and Authority on School-Based ILTs. Erin Dreeszen, University of Denver
Shaping Identity: A Critical Analysis of Black Students’ Experiences in Independent Private Schools. Tina B. Evans, Loyola Marymount University
Transformative Youth Organizing: A Decolonizing Social Movement Framework. Emily Bautista, Loyola Marymount University

Discussant:
Scott McLeod, University of Colorado-Denver

027. GSS Session 14 - Collaborations and Partnerships for School Improvement
Graduate Student Summit
Paper Session
3:40 to 4:45 pm
Sheraton Denver Downtown Hotel: 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
Building a Networked Improvement Community Around Emerging Practices in K-12 Schools. Julie M. Kallio, University of Wisconsin-Madison
Perspectives of Students, Teachers, and Leaders Regarding the Early College High School Experience. Matthew Stier, Leslie Locke (University of Iowa)
Sociotechnical Imaginaries and Community-Responsive Conceptions of Edu-Leadership for the 21st Century. Ethan Ohtani Chang, University of California, Santa Cruz

Facilitator:
Stephen Louis Jacobson, University at Buffalo, SUNY

028. 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, Meredith Richards, Frank Hernandez (Southern Methodist University)
Designing District Supports for Principal Transformation of Leadership Practice. Alison Fox, Elham Kazemi (University of Washington)
Moving Past the Sit and Get: Preparing Every Leader to Increase Student Achievement for Every Student. Tenika Lola Holden-Flynn, Howard University
Supplementing the Core Curriculum in a University Principal Preparation Program. Jonathan Carter, Richard Gonzales (University of Connecticut)

Facilitator:
Gary Crow, Indiana University

029. GSS Session 16 - Teachers’ Response to Educational Policy
Graduate Student Summit
Paper Session
3:40 to 4:45 pm
Sheraton Denver Downtown Hotel: 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
Teacher De-Professionalization and Demoralization as Unintended Outcomes of No Child Left Behind Implementation. Meredith Lea Wronowski, University of Oklahoma
Teacher Sensemaking in the De-Tracked High School Classroom. Shannon Holder, University of Connecticut

Facilitator:
Sheneka Williams, University of Georgia

030. GSS Roundtables A & B- A Critical Examination of the U.S. Education System
4:55 to 6:00 pm
Graduate Student Summit: Graduate Student Roundtable
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court B

030-1. GSS Roundtable A - A Critical Examination of the U.S. Education System
Participants:
Dismantling the Master’s House: A Critical Race Analysis of P-12 School Leadership Preparation. Courtney Camille Mauldin, Michigan State University
High Stakes Standardized Assessments and Social Structure: Implications for English Learners. Lisa Cullington, University of Massachusetts-Boston

Resisting Discourses of Sexism in Education. Amanda Jo Cordova, University of Texas at San Antonio
Facilitator:
Bradley Davis, University of Texas at Arlington

030-2. GSS Roundtable B - Counseling, Mentoring, and Focusing on Student Experiences
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 Galloway, Judson Independent School District; Monica Ruiz Mills
Counseling in Saudi Arabia and Students Voices, Questioning Policy and Practice. Shahd M. Jalal, Haya Aldhwaian (Howard University)
Sensemaking HB5 Graduation Paths and College/Career Readiness: Seniors and Counselors Mediate Their Success. Donna Lynn Clark, University of Houston
Social Networks and Mentoring: An Examination of Social Networks in Mentoring Programs. Tania Marie-Cecile Benoiton, Oklahoma State University
Facilitator:
Wesley Henry, University of Washington

031. GSS Roundtables C & D - Discovering and Responding to the Voices of Students
4:55 to 6:00 pm
Graduate Student Summit: Graduate Student Roundtable
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

031-1. GSS Roundtable C - Discovering and Responding to the Voices of Students
Participants:
Finding, Raising, and Responding to Voices: A Case Study of Asian Refugee Students. Bola Sohn, University of Texas at Austin
Student Sexual Abuse by School Volunteers: A Critical, Embedded Case Study/Policy Analysis. Wayne E. Balzer, University of Oklahoma
Student Voice in Teacher and Leader Effectiveness. Chris Posey, Oklahoma State University
Facilitator:
Elizabeth Gil, St. John’s University

031-2. GSS Roundtable D - Discussing the Influence of Place on Experience
Participants:
Black and Brown Student Activism on a PWI Campus in the Era of Trump. Ginnie Irene Logan, Brian Lightfoot, Ana Contreras (University of Colorado-Boulder)
Examining the Role of Ethnicity in Student Academic Optimism. Ciro Jesus Viamontes, University of North Texas
Leveraging Informal Social Networks to Support Street-Connected Youth in Addis Ababa, Ethiopia. Maraki Shimelis Kebede, Pennsylvania State University
The Rhythms of Place. Andrea Mercado, University of Maine
Facilitator:
Rodney S. Whiteman, Indiana University

032. GSS Roundtables E & F - Listening to and Hearing the Voices of Parents
4:55 to 6:00 pm
Graduate Student Summit: Graduate Student Roundtable
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court D
032-1. GSS Roundtable E - Listening to and Hearing the Voices of Parents
Participants:
* A Narrative Inquiry of One Mother’s Endurance. Sean Kinder, Oklahoma State University
* Exploring the Lived Experience of Latino Parents With a Child in Gifted Education. Adam Garcia Amador, New Mexico State University
* My Children, My Choice: Mothers Advocating for Charter Schools and School Choice for Their Children’s Education. Donna Michelle Druery, Texas A&M University
Facilitator:
  Jada Phelps-Moultrie, Portland State University

032-2. GSS Roundtable F - The Intersection of School Climate and Culture With Student Voice
Participants:
* Analyzing the Discourse of High School Seniors: How Soon-to-Be Graduates Think About Their Future. Francis Redmon, University of Wisconsin-Madison
* Assimilation or Deculturalization: Student Agency to Inform School Culture. Sarah L. Hairston, University of Missouri
* Putting Hope Back Into the American Dream: Student Perspectives on Supportive Schools. Bryan J Duarte, University of Texas at San Antonio
* School Climate in Prekindergarten, Collaboration, and the Child-Parent Center Program. Nicole Smerillo, University of Minnesota
Facilitator:
  Frank Perrone, University of New Mexico

033. GSS Roundtables G–I - Reviewing and Assessing Educational Policy Implementation
4:55 to 6:00 pm
Graduate Student Summit: Graduate Student Roundtable
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Windows

033-1. GSS Roundtable G - Reviewing and Assessing Educational Policy Implementation
Participants:
* Distributed Leadership in Higher Education: The Case of edTPA Policy Implementation. Craig Warner De Voto, University of Illinois at Chicago
* Moving Toward Enhancing Equity While Problematizing Policy: 2030 Saudi Educational Reform. Ahmed M. Mukhtar, University of Missouri
* Reframing School Improvement Processes to Redesign School Improvement Practices. Diana Barrera, Blaine Carpenter, C. Lizette Ridgeway, Shannon Luis (Texas State University)
* Tenure Reform in Tennessee: Examining Policy Framing and Sensemaking Processes Among School Administrators and Teachers. Luis Alberto Rodriguez, Vanderbilt University
Facilitator:
  Rachel White, Michigan State University

033-2. GSS Roundtable H - The Job of Being a Principal
Participants:
* Document Analysis: K-12 Principal Position Descriptions. Monica Salas, University of Texas at Austin
* Middle School Principal Leadership and Effectiveness. Maria Esper, University of Texas at San Antonio
The Influence of School Context and Performance on Principal Time Use. Abby S. Mahone, Lehigh University
Facilitator: 
   Erin Anderson, University of Denver

033-3. GSS Roundtable I - Using Quantitative Methods in Research on Educational Leadership and Policy
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; Shuqiong Lin, Texas A&M University
Analysis of Movement in the NC Public School Principal Workforce From 2012 Through 2016. Matthew Jamin White, High Point University
Educational Technology Use Among PK-12 Teachers, When Policy Meets Practice. Ahmed M. Mukhtar, University of Missouri
Facilitator: 
   Angela Urick, University of Oklahoma

034. Plenum and Graduate Student Reception
UCEA Annual Convention
Reception
5:30 to 7:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - South Convention Lobby

034a. Graduate Student Social Networking Event
Graduate Student Summit
Special Session
8:15 to 9:30pm
Rock Bottom Brewery, 1001 16th Street, Denver, CO
We know the first day is long, but on your way home, stop by Rock Bottom Brewery for a bit to meet fellow graduate students, chat with current and outgoing members of the UCEA GSC (especially if you’re interested in applying for a spot on the GSC in the future!), and catch up with friends. We hope to see you there!

THURS. 16TH

035. Light Breakfast for GSS Registrants and Jackson Scholars
Graduate Student Summit
Special Session
7:15 to 7:45 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Mezzanine Level - Silver

036. UCEA Plenary Session II
UCEA Annual Convention
Plenary Session
7:30 to 11:30 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Grand Ballroom I
037. GSS Session 19 - Ignite! - Factors Influencing Student Success
Graduate Student Summit
Ignite Session
7:45 to 8:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court A
Participants:
Consequential Costs: How the Characteristics of Adjunct Teaching Behaviors Impact Undergraduate Academic Integration. Amy L. Gearhart, University of Missouri
Teaching, Leadership, and Learning With Dignity. Hasna Abu Khalid, Seattle University; Mary Ann Hollingsworth, University of West Alabama
Voices From the Trenches: Experience of Military Veterans That Impact Student Success. David Sanchez, University of Houston
Image Theatre: Dynamization of the Passive Spectator to an Active Learner. Sarah L. Hairston, University of Missouri
Facilitator:
Martha N. Ovando, University of Texas at Austin

038. GSS Session 20 - Gender and Race in School Leadership
Graduate Student Summit
Paper Session
7:45 to 8:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court B
Participants:
African American and Female: Perceptions of School Leadership. Tiffany Aaron, University of Georgia
The Discursive Roles of the Superintendency: Race and Gender in Boston’s School Superintendentcy 1990-2016. Lisa Cullington, University of Massachusetts-Boston
Who Mentors Me? A Case Study of Egypt Undergraduate Students. Nahed AbdelRahman, Texas A&M University; Mohamed Omran Khalifa, South Valley University
Facilitator:
Wayne D. Lewis, University of Kentucky

039. 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
Non-Profits as a Proxy for Non-Instructional Capacity. Alounso Antonio Gilzene, Michigan State University
The Built Pedagogy of Personalized Learning in K-12 as Designed Opportunities for Student Voice and Choice. Julie M. Kallio, University of Wisconsin-Madison
Facilitator:
Michael P. O’Malley, Texas State University
040. UCEA/BELMAS Research Collaboration: The International School Leadership Development Network

Post Convention Work Sessions and Workshops
8:00 to 12:00 pm
Sheraton Denver Downtown Hotel: 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
- Jami Royal Berry, University of Georgia
- Charles L. Slater, California State University, Long Beach

041. UPPI Meeting II
Meeting
8:00 to 12:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Majestic Level - Majestic Ballroom

042. Jackson Scholars Network Research Seminar Convocation

Special Session
8:00 to 8:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Mezzanine Level - Silver

Facilitators:
- Lisa Bass, North Carolina State University
- Hollie Mackey, University of Oklahoma

043. Jackson Scholars Research Seminar Presentations: Lift Every Voice and Sing: Invoking Student Voice in School Management

Paper Session
9:00 to 9:50 am
Sheraton Denver Downtown Hotel: 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:
- Examining Spoken Word Poetry Curricula in Urban Schools. Anthony Ricardo Keith, George Mason University
- Student Voice: A Catalyst for Exposing Institutionalized Racism in Schools and Communities. Trevon R. Jones, Texas Christian University
- Linking Types of Control to School Organizational Capacity. Taeyeon Kim, Michigan State University
- As Told Through our Voices: Chicana/Latina Youths’ Experience With Sexual Harassment and Sexist Microaggressions. Mayra Alejandra Lara, Loyola Marymount University

044. Jackson Scholars Research Seminar Presentations: Education Reform in Place-Based Contexts

Paper Session
9:00 to 9:50 am
Sheraton Denver Downtown Hotel: 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:
Perspectives of Change of Urban School Turnaround Principals. Moniqueca Nicole Hicks, University of Tennessee at Knoxville

Investing 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

045. Jackson Scholars Research Seminar Presentations: Understanding Success Through Students’ Experiences

Paper Session
9:00 to 9:50 am
Sheraton Denver Downtown Hotel: 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:
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

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

Paper Session
10:00 to 10:50 am
Sheraton Denver Downtown Hotel: 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:
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

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

Paper Session
10:00 to 10:50 am
Sheraton Denver Downtown Hotel: 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:
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 at Austin

Counternarratives of African American Males in Community College. Lori O. Hunt, Washington State University

The Resiliency of Black Graduate Students at PWIs: What Motivates Them to Achieve Academic Success. Jason C. McKinney, University of Missouri

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

Paper Session
10:00 to 10:50 am
Sheraton Denver Downtown Hotel: 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:
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


Paper Session
11:00 to 11:50 am
Sheraton Denver Downtown Hotel: 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:

Inequities in Juvenile Justice Alternative Education Programs by Economic Status for Texas Middle School Boys. Christopher Ardel Eckford, Sam Houston State University


Experiences of Educational Leaders Implementing an International Development Project in Ethiopia. Maraki Shimelis Kebede, Pennsylvania State University


Paper Session
11:00 to 11:50 am
Sheraton Denver Downtown Hotel: 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:
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

051. Organizational Contexts for Improving Leadership for Learning

Paper Session
11:00 to 11:50 am
Sheraton Denver Downtown Hotel: 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

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

Graduate Student Summit

Special Session
11:00 to 11:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court A

During this closed session, GSS 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 the GSS Session number you presented in to determine your assigned feedback session location. Also, note that roundtable presenters do not participate in these feedback sessions.

053. GSS Mentor Feedback Session B (Sessions 6 through 10)

Graduate Student Summit

Special Session
11:00 to 11:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court B

During this closed session, GSS 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 the GSS Session number you presented in to determine your assigned feedback session location. Also, note that roundtable presenters do not participate in these feedback sessions.

054. GSS Mentor Feedback Session C (Sessions 11 through 15)

Graduate Student Summit

Special Session
11:00 to 11:50 am
During this closed session, GSS 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 the GSS Session number you presented in to determine your assigned feedback session location. Also, note that roundtable presenters do not participate in these feedback sessions.

**055. GSS Mentor Feedback Session D (Sessions 16 through 21)**

Graduate Student Summit
Special Session
11:00 to 11:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court D

During this closed session, GSS 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 the GSS Session number you presented in to determine your assigned feedback session location. Also, note that roundtable presenters do not participate in these feedback sessions.

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**UCEA AWARDS LUNCHEON**

Emcees:
Mónica Byrne-Jiménez, 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 award winners, please see the section later in the program.

**Session 056 Thursday 12:00–1:50 pm**
I.M. PEI Tower - Second Level - Grand Ballroom II

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**056. UCEA Awards Luncheon**

Special Session
12:00 to 1:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Grand Ballroom II

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).

Emcees:
Mónica Byrne-Jiménez, Indiana University
Ann O’Doherty, University of Washington
057. Culturally Sustaining Approaches to Educational Leadership Development and Mentoring
Innovative Session / Mini-Workshop
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Beverly

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.

Facilitators:
Mark Anthony Gooden, Teachers College, Columbia University
Phillip A. Smith, Teachers College, Columbia University

058. #HereToStay: The Importance of Educator and Community Partnerships in Supporting Immigrant Families
Critical Conversation and Networking Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: 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:
Madeleine Case, Boulder Valley School District
Kevin Darcy, University of Colorado-Boulder
Kristen Davidson, University of Colorado-Boulder
Carolina Ramirez, United We Dream
Corrine Rivera-Fowler, Padres & Jóvenes Unidos
Ina Rodriguez-Myer, University Hill Elementary School

059. Education, Advocacy, and Activism in an Age of Urban Neighborhood Transformation
Critical Conversation and Networking Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: 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 at Austin
Sonya Douglass Horsford, Teachers College, Columbia University
Muhammad Khalifa, University of Minnesota
Michael R. Scott, University of Texas at Austin
060. Walking the Tight Rope: Managing Faculty Emotions While Giving Student Voice in This Political Climate
Critical Conversation and Networking Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: 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.
Facilitators:
Patricia L. Guerra, Texas State University
Kayon Murray-Johnson, University of Rhode Island

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

062. Race, Gender, and Antiracist Leadership
Paper Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Majestic Level - Majestic Ballroom
Participants:
Critical Whiteness Leadership: Identifying Key Diversity Dispositions of Antiracist, Equity-Minded Principalship. Thomas Joseph Peterson, 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 3-year qualitative study. Data collection consisted of in-depth, semistructured 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 experienced leadership’s actions as further manifestations of school-sanctioned racism, while White youth saw the actions as meaningful steps towards antiracist 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.

Examining the Female Representation in the Principalship Across Geographic Locales in Texas Public Schools. Ed Fuller, Pennsylvania State University; Marie Le May; Karen L. Sanzo, Old Dominion University

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, City College of New York CUNY

063. Lessons From the Field: How the Action Research Dissertation Shapes Teacher and Leader Practices

Symposium
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: 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

Minority Faculty Recruitment, Hiring, and Retention in an Independent School: An Action Research Study. Jason Scheer, Wesleyan School

Addressing the Novice Teacher Turnover Crisis: Understanding the Relationship Between New Teacher Induction and Teacher Efficacy Using Action Research. Molly McAuliffe

Teacher Efficacy for Mentoring Preservice Candidates in a Professional Development School. Xernona Thomas

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

064. (Up)rising as Advocates for Indigenous Leadership and (Up)lifting Student Voices Through Transformational Indigenous Praxis

Symposium
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Terrace

Indian Country is comprised of overlapping sovereignties and settler-colonial entanglements situated in uniquely contested political, sociocultural, 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 sociocultural 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 at Wilmington

Qeqs Qwapmi: Indigenous Candidates Calling for Transformational Praxis in Teacher Preparation. Michael Munson; Jordan Carte, Salish Kootenai College; Aspen Dawn Many Hides, Salish Kootenai College; Adriane Rane Tailfeathers, Salish Kootenai College

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

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

Engaging Student Voice to Challenge Educational Leadership Scholarship Through Transformational Indigenous Praxis. Hollie Mackey, University of Oklahoma; Lance Harden, University of Oklahoma; Sweeney Windchief, Montana State University

Facilitators:
- Susan Faircloth, University of North Carolina at Wilmington
- Hollie Mackey, University of Oklahoma
- Cornel Pewewardy, Portland State University

065. The Role of Support and Advocacy in Social Justice Leadership

Paper Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: 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 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. 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, Dorothy F. Slater (University of Louisiana at Lafayette)

The paper offers a sympathetic but critical analysis of the social justice leadership literature’s focus on marginalization and demarginalization. The argument advanced 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, 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 PK-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.

Turning Disability Into a Dream: A Narrative Inquiry of One Mother’s Endurance. Sean Kinder,
Katherine Curry (Oklahoma State University)

This narrative inquiry details the story of Rachel Coleman, the cofounder 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.

Facilitator:
James W. Koschoreck, Northern Kentucky University

066. Building Capacity Through Professional Learning Communities
Paper Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: 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 has not highlighted 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 them emancipatory.

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, suggesting 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, Jason Immekus, 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 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

067. Community-Networked Support: Value-Added Partnerships
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, Sandra Quiñones (Duquesne University)
Framing questions for this qualitative case study were (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 at 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 who 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, Pat Maslin-Ostrowski, 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 U.S. university built 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

068. What it Takes to Build and Sustain Principal Pipelines:
A Wallace Foundation Sponsored Session
Special Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: 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/UCEA

069. GSC Programming - Graduate School in Stages
Special Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: 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:
- Kevin L. Clay, Rutgers University
- W. Kyle Ingle, University of Louisville
- Decoteau J. Irby, University of Illinois at Chicago
- Angel Miles Nash, University of Virginia
- Cristobal Rodriguez, Howard University
- Angela Urick, University of Oklahoma

070. Contextualizing Leadership in High-Need Schools: An International Perspective
International Community Building Session
2:00 to 3:10 pm
Sheraton Denver Downtown Hotel: 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. Ross Notman, University of Otago; Rachel McNae, University of Waikato; 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 noncompulsory in Belize, there is a strong tendency for 12- and 13-year old students to drop out after 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 Belizean 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, 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. Nathern Okilwa, 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 (a) established a culture of collective responsibility for student learning, (b) emphasized high expectations for students’ behavioral and academic performance, (c) provided leadership opportunities for teachers, and (d) developed strategies for analyzing student performance data to inform instructional practices.

Facilitator: Bruce Barnett, University of Texas at San Antonio

071. Resisting and Disrupting White Supremacist Politics: From White Educational Policy Toward Black Political Empowerment

Innovative Session / Mini-Workshop
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: 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. Critical geography—or critical policy studies—plays a significant role in the formation of policies and individuals.

Participants: David Aguayo, University of Missouri
Gwendolyn Baxley, University of Wisconsin-Madison
Floyd D. Beachum, Lehigh University
Davis Clement, College of William and Mary
Phillip A. Smith, Teachers College, Columbia University

Facilitator: David Aguayo, University of Missouri

072. Critical and Cultural Approaches to Empowerment in a Modern Era

Ignite Session
3:20 to 4:30 pm
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 the history of photovoice in the literature, educational practices within photovoice research, and current and future uses of photovoice in educational research.

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.

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.

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.

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.

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. 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.

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
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:
John Beuhring Nash, University of Kentucky

073. Examining Ourselves in Service of our Mission: A Critical Conversation
Critical Conversation and Networking Session
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: 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 sociocultural 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

Facilitator:
Sharon I. Radd, St. Catherine University

Participants:
Decoteau J. Irby, University of Illinois at Chicago
Tanetha Grosland, University of South Florida
Daniel D. Liou, Arizona State University
Catherine A. O’Brien, Gallaudet University
Rosa Rivera-McCutchen, Lehman College CUNY

074. A Live Look at Everyday Practices to Address Poverty and Homelessness
Innovative Session / Mini-Workshop
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Mezzanine Level - Colorado

Organizations can help stabilize families during tumultuous times and can catalyze long-term opportunities that would otherwise not be possible for families. We have found 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.

Facilitators:
Alexis Bourgeois, University of Wisconsin-Madison
Jordi Diaz Gibson, Blanquerna Universitat Ramon Llull

Participants:
Peter Apple, University of Wisconsin-Madison
Carmen Bartley, University of Wisconsin
Paris Echoles, University of Wisconsin-Madison
Peter Miller, University of Wisconsin-Madison
Alexandra E. Pavlakis, Southern Methodist University
David Witte, University of Wisconsin-Madison

Symposium
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: 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 rethinking educational leadership in the margins of social justice leadership preparation.

Participants:


Centering Student Voice: What’s Youth Got to Do With Educational Leadership? Van Lac, University of Wisconsin-Madison; Katherine C. Mansfield, Virginia Commonwealth University

“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

Community Organizing as Educational Leadership: Lessons From Chicago. Anjalé Welton, University of Illinois at Urbana-Champaign; Rhoda Freelon, Spencer Foundation

Facilitator:

Melanie Bertrand, Arizona State University

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**UCEA FILM FESTIVAL**

Sit back and enjoy 5-minute films. Sessions include a Q&A with the filmmakers.

Hosts: Gopal Midha, University of Virginia

Sara Dexter, University of Virginia

Revitalizing Urban Faith-Based Schools: The Denver St. Rose of Lima (University of Notre Dame)

Future School Leaders Learning About Transformational Schooling at AileyCamp (University of California, Berkeley)

(Re)Defining Supervision in the Age of Accountability and Reform (University of Texas at Tyler)

Welcome to Wintergarden: Looking Through the Eyes of 3 UTSA Doctoral Students (University of Texas at San Antonio)

Rethinking Priorities (University of Texas at El Paso)

**I.M. PEI Tower - Second Level - Grand Ballroom II**

**Thursday**  
Session 076. Film Festival I  
3:20 - 4:30 pm

**Friday**  
Session 199. Film Festival II Sip & Screen  
9:00 - 10:00 pm

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076. UCEA Film Festival I

Special Session

3:20 to 4:30 pm

Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Grand Ballroom II
Join us for a selection of the 2017 Film Festival Winners. Sit back and enjoy these 5-minute films. Session will include a Q&A with the filmmakers.

Revitalizing Urban Faith-Based Schools: The Denver St. Rose of Lima (University of Notre Dame)
Future School Leaders Learning About Transformational Schooling at AileyCamp (University of California, Berkeley)
(Re)Defining Supervision in the Age of Accountability and Reform (University of Texas at Tyler)
Welcome to Wintergarden: Looking Through the Eyes of 3 UTSA Doctoral Students (University of Texas at San Antonio)
Rethinking Priorities (University of Texas at El Paso)

Hosts:
- Sara Dexter, University of Virginia/UCEA
- Gopal Midha, University of Virginia

077. Analysis of Educator Turnover

Paper Session
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Mezzanine Level - Silver

Participants:

Pecuniary and Nonpecuniary 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 nonpecuniary 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 nonpecuniary factors in teachers' career decisions.

Effects of Leader Support for Teacher Psychological Needs on Burnout, Commitment, and Intent to Leave. Timothy G. Ford, Jordan Ware, Jentre J. Olsen, 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. 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 limited studies within an urban context have explained 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 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.

Should I Stay or Should I Go? Principal Turnover in Charter Schools. Ruxandra Apostolescu, Andrew Pendola, 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.

Influences on Principal Turnover: A Longitudinal Analysis of Transfer and Attrition. Andrew Pendola, Ruxandra Apostolescu (Pennsylvania State University)

We 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
Facilitator: Ongaga Kennedy, Kisii University

078. **Democratic School Communities: How Student Voice Can Guide School Leaders**

Symposium  
3:20 to 4:30 pm  
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Terrace

This symposium’s question is, how can incorporating student voice increase equity and belonging in school communities? Two papers address students’ role in decision-making at the school, district, and state levels; another focuses on school culture and adult-student relationships; and two show how to develop inclusive school environments. Each shows how leaders promote equitable and inclusive practices that shape student, family, and community experiences. Implications for student inclusion and success are the focus for discussion.

Participants:

*Student Voice in Secondary Schools: The Possibility for Deeper Change.* Dana L. Mitra, Pennsylvania State University

*Developing Improvement-Oriented Culture and Academic Mindsets in Urban High Schools.* Peter Demerath, University of Minnesota

*Constructing “Us/Them” in Classroom Talk: An Ethnographic Examination of the Sociopolitical Belonging and Identities of Transnational Secondary Students.* Roozbeh Shirazi, University of Minnesota

*Student Voice in Education Policy: Understanding Student Participation in State-Level K-12 Education Policy Making.* Samantha E. Holquist, University of Minnesota

*Humanizing School Communities of Practice: Culturally Responsive Leaders in Shaping Curriculum and Instruction.* Muhammad Khalifa, University of Minnesota

Facilitator: Karen R. Seashore, University of Minnesota

079. **College Access and Readiness for Diversity and Excellence**

Paper Session  
3:20 to 4:30 pm  
Sheraton Denver Downtown Hotel: 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; 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 White) were negatively associated with ACT scores compared to students from Category 3 neighborhoods (highest levels of income, parent education, and White).


  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 multicase study explores how school leaders at two public high schools are redefining and reframing these concepts for their specific
student populations. The findings suggest extending graduation beyond 4 years and using an intersectional definition of college readiness would benefit students and increase access to more postsecondary 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 counterstory to the dominant narrative of declining academic attainment of Mexican Americans. 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 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, we 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 they have the necessary information to apply and select the best college for them.

Facilitator:
Melissa Ann Martinez, Texas State University

080. Countering the Policy Discourse
Paper Session
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court B
Participants:


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.


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 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, I explore ways 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; Janet Nunez-Pineda

In the EdD program at our university in central California, we believe 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. We present findings from an interpretive study of the implementation of a statewide policy and then discuss how the process of inquiry advanced students’ development as policy advocates and practitioners.
081. Creating Supportive Environments for Educators

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, Nancy Smith (Millersville University)

We 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. This study extends previous research by focusing more intentionally on the experiences of transgender educators by inquiring into LGBT educators’ experiences of transphobia, feelings of discomfort about their gender and sexual orientation.


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

082. Gap Analysis

Paper Session
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: I.M. Pei Tower - Second Level - Tower Court D

Participants:

Current Needs in Educational Research: Experts Speak Out via e-Delphi Study. Kristina LaVenia, Chris Willis (Bowling Green State University)

We are working to better understand current research needs in the field of educational leadership, as determined by experts in the field, by conducting an electronic Delphi study. It is our strong belief that a research agenda driven by experts in our field is critically important, especially given the present policy context.

New Horizons in the Visual Display of Educational Administration Research Findings. Bradley
The ever-expanding nature of education data, combined with rapid advances in analytical capabilities, has fueled increased demand for in-depth and engaging data visualization. Alluvial diagrams are a new mode of illustrating flows in the categorical changes of people and products. Imagine an image capable of portraying the institutional origins and career pathways of leadership preparation program graduates. This presentation will orient attendees with alluvial diagrams and provide examples of their application in educational administration research.

083. GSC Programming - Demystifying the Academic Job Search, Part I: Tips and Resources for Those Considering the Professoriate

Special Session
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: 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:
Emily Hodge, Montclair State University
Leslie Locke, University of Iowa
Lolita Tabron, University of Denver

084. Superintendents and Senior Leadership Teams

Paper Session
3:20 to 4:30 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Windows

Participants:
The Unfamiliar Superintendent. Sonia Rodriguez, 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. 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, Jennifer Karyn Clayton (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,
Katherine Curry, Jackie Mania-Singer, Shawna Richardson, Melissa Kay Yarbrough (Oklahoma
State University)

This qualitative case study examines the influence of central office transformation (COT) on
principal motivation to meet learning goals through the lens of self-determination theory
(SDT). 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

085. Creating the Next Generation of Diverse, Community Responsive Teachers
and School Leaders
Innovative Session / Mini-Workshop
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Beverly

What happens when high school students are provided with the tools to critically examine
complex educational issues and the inequities that exist in their communities—and then
provided with a platform to use their voice to encourage change? The marginalization students
experience can become the catalyst for helping them understand how they can disrupt these
inequities by becoming teachers and school leaders. This student-led session demonstrates
how this is done.

Facilitators:
Margarita Bianco, University of Colorado-Denver
Robin Brandehoff, University of Colorado-Denver

086. Community Schools and Cross-Sector Partnerships
Critical Conversation and Networking Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: 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:
Barry Aidman, Texas State University
Shital Shah, American Federation of Teachers
Allen Weeks, Austin Voices for Education and Youth

087. Exercising Leadership Beyond the Schoolhouse Door: Should/Can Educators
Function as Advocates in Communities and Legislatures?
Critical Conversation and Networking Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: 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

088. Three Approaches to Supporting Powerful Student Voice in School Districts: A Dialogue With Practitioners

Critical Conversation and Networking Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: 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.

Facilitators:
  - Ben Kirshner, University of Colorado-Boulder
  - Ginnie Irene Logan, University of Colorado-Boulder

Participants:
  - Candi CdeBaca
  - Ananas Khogali-Mustafa
  - Solica Lopez
  - Kelli Pfaff
  - Stefani Sullivan
  - Brea Zeise

089. Equity-Driven Data and Decision Making

Paper Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Columbine

Participants:

  A grounded theory approach was used to examine teacher and leader 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 that 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,
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, Irma Laura Almager, Mary Catherine Gabro, Vanessa Deleon, 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

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**090. Julie Laible Memorial Session for New UCEA Jackson Scholars**

Special Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: 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

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**091. State-Supported Innovative Leadership Preparation Programs for High-Needs Schools**

Symposium
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: 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.

Facilitator:
Kimberly Kappler Hewitt, University of North Carolina at Greensboro

Participants:
Bonnie C. Fusarelli, North Carolina State University
Jim Simeon
Jess Renee Weiler, Western Carolina University
Barbara H. Zwadyk

092. Continuous Improvement in University, District, and School Contexts: Promises and Challenges, Iteration After Iteration

Symposium
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Terrace

Over the last 10 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/UCEA; Kathleen M. Winn, University of Virginia

The Drivers of a University–District Codesign Partnership. Heinrich Mintrop, Mahua Baral, Sergio Pirinoli, 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 University; Stephanie Lynn Brown, University of Colorado-Boulder; Christopher Redding, Vanderbilt University; Kitchka Petrova, Florida State University

Facilitator:
Donald J. Peurach, University of Michigan

093. Teacher Evaluation: Considerations for Principals

Paper Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: 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 (a) what information do principals consider when evaluating their teacher staff, and (b) do students have a voice in their teachers’ evaluation and, if so, what does this look like? Data come from six public school principals in Michigan and include 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. Paufler, 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 (a) the system’s negative impact on morale, (b) their lack of autonomy in evaluating teachers, and (c) 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, Kimberly LeChasseur, Morgaen Donaldson (University of Connecticut)
Little attention has been paid to the ways stereotypes concerning students and their families influence noninstructional 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?

Victors and Voices in the State Education Policymaking Process: The Case of Teacher Evaluation Policy. Rachel White, Michigan State University

The nature of who is involved in making education policy is rapidly changing; the public and the federal government are calling upon state policymakers to be more involved in making education policy. Yet, we know little about whose voices are heard by state education policymakers and how they go about making policy decisions. This paper draws upon theories of policymaking, agency, and institutionalism to examine whose voices are heard in the state education policymaking process.

Facilitator:
Liz Hollingworth, University of Iowa

094. Creating a Culture of Care and Love
Paper Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court B
Participants:
Measuring Student Engagement Through the Framework of Educational Caring. Jason L. Johnson, Jisu Ryu, Jeff Walls (University of Minnesota)

Recent scholarly works have shown that both student engagement and caring improve not only student academic learning but also student social-emotional development, creating stronger attachments to school, peers, and the broader community. Yet, little is known about how 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 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 evidence shows many schools fail short in providing a caring environment. One reason schools often fail has to do with the way 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, 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

095. Countering the Trumping to Uplift and Learn From Refugee and Immigrant Students
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. We provide ethnographic evidence from two schools to consider how teacher and leader 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 U.S. 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 U.S. 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, Boston College; Rebecca Lowenhaupt, Boston College; Francesca Lopez, University of Arizona
We first present a narrative synthesis 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 and design-based research to implement these practices.

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

096. Researching Critical Gaps in Educational Leadership: Voices 4 Moving Forward!
Special Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: 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:
Betty Jane Alford, California State Polytechnic University, Pomona
Donna Augustine-Shaw, Kansas State University
Joanne M. Marshall, Iowa State University
Angel Miles Nash, University of Virginia
Teena Paige McDonald, Washington State University
Frank Perrone, University of New Mexico
097. Role-Alike Session for Sitting and Aspiring Deans
Special Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: 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 settings, and continue an ongoing dialogue within UCEA and beyond about how leadership in higher education should and could be engaging with today’s political, economic, and market influences.

Presenters:
Ann Larson, University of Louisville
Mary John O’Hair, University of Kentucky
Monika Shealey, Rowan University

Facilitator:
Cindy J. Reed, Northern Kentucky University

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

Piloting Restorative Justice Practices in Middle School: “Giving Students Equal Voice.” Zorka Karanxha, Sean Dickerson, Michael Bailey (University of South Florida)
This longitudinal case study examines the implementation of restorative justice (RJ) practices in a middle school and its impact on students. Major findings in the study are (a) vision and careful planning; (b) common definition of RJ practices by participants; (c) starting restorative circles with students in most need; (d) RJ circles as community-building practices that allow students equal voice; (e) divergent purposes, goals, and hopes; and (f) barriers and challenges.

Leading Culture Change Through the Restorative Practices Program and Promoting Leadership Efficacy. Joyce Mundy, Lou L. Sabina, Chris Colwell (Stetson University)
We examine a professional development initiative at two middle schools in a large 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 district.

Stumbling in the Dark: Principal Sensemaking of PBIS Policy and Practice in Racially Diverse Schools. Marcia Faye Carmichael-Murphy, Jefferson County Public Schools; Bradley W. Carpenter, University of Houston
Literature underscores the overdisciplining of ethnic minorities and indicates programs like positive behavior interventions and supports (PBIS) 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.


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 nonacademic measures, such as social and behavioral skills.


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.

Facilitator:
Jada Phelps-Moultrie, Portland State University

OPENING GENERAL SESSION I:
CECILIA FIERRO

Dr. Cecilia Fierro is a national research professor at Universidad Iberoamericana Leon. Her greatest academic concern for over three decades has been to strengthen teachers’ endeavor and power of action. Her books, adopted by the Public Educational System in Mexico, have been used in every public school since 1990 reaching over 130,000 teachers in every corner of Mexico. Dr. Fierro was named the 2016 Brock International Prize in Education Laureate for her significant contributions to the field of education, including work alongside teachers and school leaders to develop practices that address needs of marginalized children and build democratic schools in rural and impoverished neighborhoods across Mexico. She has been a relentless advocate for marginalized children and the teachers and school directors who work on their behalf.

Session 099 Thursday 6:00–7:30 pm
I.M. PEI Tower - Second Level - Grand Ballroom I

099. General Session I: Social Justice Speaker Cecilia Fierro
Special Session
6:00 to 7:30 pm
Dr. Cecilia Fierro is a national research professor at Universidad Iberoamericana Leon. Her greatest academic concern for over three decades has been to strengthen teachers’ endeavor and power of action. Her books, adopted by the Public Educational System in Mexico, have been used in every public school since 1990 reaching over 130,000 teachers in every corner of Mexico. Dr. Fierro was named the 2016 Brock International Prize in Education Laureate for her significant contributions to the field of education, including work alongside teachers and school leaders to develop practices that address needs of marginalized children and build democratic schools in rural and impoverished neighborhoods across Mexico. She has been a relentless advocate for marginalized children and the teachers and school directors who work on their behalf.

**OPENING RECEPTION IN HONOR OF UCEA PAST PRESIDENTS**

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.

100. **Convention Opening Reception in Honor of UCEA Past Presidents**

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 at 500 16th St., Denver, CO 80202.

101. **Jackson Scholars Network Moment of Mindfulness**

Special Session  
6:15 to 7:15 am  
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Columbine  
You’ve run, you’ve danced, and now it’s time to be intentional about balance and relaxation
with the Jackson Scholars Network. Join us for our annual fundraiser and camaraderie event as we enjoy a mindfulness and light yoga session. Participants will be led in a morning session that will help them get their day off to a centering and productive start. Proceeds will benefit the Jackson Scholars Network funding efforts to continue to provide meaningful mentoring for graduate students of color. All convention attendees are welcome to register and participate in this powerful session. All registered participants will receive a yoga mat to take home with them to motivate them to continue instituting some of the practices they learn in the session.

Facilitator:
   Angel Miles Nash, University of Virginia

102. Retirees in Action
Special Session
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: 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 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:
   María Luisa González, University of Texas at El Paso

Participants:
   Leonard C. Burrello, University of South Florida
   Beverly Calvo, University of Texas at El Paso
   Gary Crow, Indiana University
   Mary Erina Driscoll, City College of New York CUNY
   Nancy A. Evers, University of Cincinnati
   Paul Goldman, Washington State University
   Margaret Grogan, Chapman University
   Steve Gross, Temple University
   Laurie Grupp, Providence College
   Frances K. Kochan, Auburn University
   Norma Lopez-Reyna, University of Illinois at Chicago
   Betty M. Merchant, University of Texas at San Antonio
   Martha N. Ovando, University of Texas at Austin
   Diana G. Pounder, University of Utah
   Rick Reitzug, University of North Carolina at Greensboro
   Brenda Rubio, University of Texas at Austin
   Paula Myrick Short, University of Houston

103. UCEA Program Center for the Advanced Study of Technology Leadership in Education (CASTLE)
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Mezzanine Level - Colorado

Facilitators:
   Scott McLeod, University of Colorado-Denver
   Jayson W. Richardson, University of Kentucky

Participants:
   Justin M. Bathon, University of Kentucky
   John Beuhring Nash, University of Kentucky
Western-dominated perspectives of educational leadership often differ from those of indigenous cultures and, therefore, can be problematic for educators in those contexts. Dr. Sarra will reflect upon his personal and professional journey and invite us to contemplate how we, as educators, might learn from this and purge low expectations from our own schools. Mrs. Campbell Stephens will offer examples of African Caribbean approaches to leadership. She will consider how “global” paradigms of leadership have influenced Western models and leaders, even in all-White settings, but without recognition. She will share one joyous example where that influence was recognised and acknowledged.

Session 104 Friday 7:00–9:10 am
I.M. PEI Tower - Majestic Level - Majestic Ballroom

104. UCEA International Summit I: Indigenous Perspectives on Educational Leadership
UCEA Annual Convention: International Summit
Special Session
7:00 to 9:10 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Majestic Level - Majestic Ballroom

Unlike in years past, this year’s UCEA International Summit will be comprised of two sessions held during the conference, as opposed to a half-day session at the end. The theme of this year’s summit is Indigenous Perspectives on Educational Leadership. The first session will feature our keynote presenters Dr. Chris Sarra and Rosemary Campbell-Stephens MBE, who will lead us in conversation about how Western-dominated perspectives of educational leadership often differ from those of indigenous cultures and, therefore, can be problematic for educators in those contexts. Dr. Sarra's presentation will focus on a “newer, more positive, and honourable reality in which Aboriginal children could be stronger and smarter.” In his address, he will reflect upon his own personal and professional journey and invite us to contemplate how we, as educators, might learn from this and set about purging the stench of low expectations in our own schools. Mrs. Campbell Stephens will offer examples of African Caribbean approaches to leadership, as practiced by African Caribbean leaders in schools with diverse student populations. Aligned to that, she will consider how “global” paradigms of leadership have influenced Western models and leaders, even in all-White settings, but without recognition. She will share one joyous example where that influence was recognised and acknowledged.

Facilitator:
Stephen Louis Jacobson, University at Buffalo, SUNY

Presenters:
Rosemary Campbell-Stephens, University College London
Chris Sarra, Stronger-Smarter Institute
105. Carnegie Project on the Education Doctorate (CPED) Meeting
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: 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

106. Indigenous Scholars and Scholarship SIG Meeting
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Terrace
Facilitators:
   Susan Faircloth, University of North Carolina at Wilmington
   Cornel Pewewardy, Portland State University
   William Ruff, Montana State University
   Sweeney Windchief, Montana State University
Participants:
   Jordan Carte, Salish Kootenai College
   Lance Harden, University of Oklahoma
   Aspen Dawn Many Hides, Salish Kootenai College
   Michael Munson
   Sasanehsaeh Pyawasay, University of Minnesota
   Alex Red Corn, Kansas State University
   Adriane Rane Tailfeathers, Salish Kootenai College

107. Politics of Education Association Breakfast and Meeting
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court A
Facilitator:
   W. Kyle Ingle, University of Louisville
Participants:
   Elizabeth DeBray, University of Georgia
   Huriya Jabbar, University of Texas at Austin
   Katherine C. Mansfield, Virginia Commonwealth University
   Stacey Rutledge, Florida State University

108. UCEA Consortium for the Study of Leadership and Ethics in Education (CSLEE)
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court B
Facilitators:
   Marla Israel, Consortium for the Study of Leadership and Ethics and Education
   Elan N. Paulson, Western University
   Heather Rintoul, Nipissing University
Participants:
   Paul Thomas Begley, Ontario Institute for the Study of Education, University of Toronto
   Pamela Bishop, University of Western Ontario
   Charles Burford, Australian Catholic University
   Michael Burroughs, Pennsylvania State University
   Scott Eacott, University of New South Wales
   William C. Frick, University of Oklahoma
   Steve Gross, Temple University
109. UCEA Program Center for Educational Leadership and Social Justice
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C
Facilitators:
Launcelot Brown, Duquesne University
Gretchen Givens Generett, Duquesne University
Lori A. Jockel, Duquesne University
Amy Olson, Duquesne University

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

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

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

113. Social and Emotional Learning: Research, Policy, Practice, and Implications for Leadership Preparation
Critical Conversation and Networking Session
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.

Facilitators:
Barry Aidman, Texas State University
Pete Price, Texas State University

114. Gentrification and Schools: A Critical Discussion
Critical Conversation and Networking Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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. Questions to be considered center around the allocation of resources, issues of equity, as well as school closure and consolidation.

Facilitator:
Gregory Brian Pulte, University of Texas at Austin

115. You Can’t Change Your DNA—How our Race Impacts Social Justice Discourse Engagement in Schools
Critical Conversation and Networking Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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 antiracist discussions in class? This critical conversation will explore reasons why asking and answering that question facilitates Leadership That Uprises and Uplifts.

Facilitators:
Eric R. Bernstein, University of Connecticut
Wilbur Parker, Bowie State University

116. Policy, Evaluation, and Improvement Within Leadership Preparation Programs
Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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 bring 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 20 countries world-wide and contrasts these with international policy descriptions from 2008 and current U.S. 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. Stefanie Marshall, Michigan State University; Muhammad Khalifa, University of Minnesota; Courtney Bell, University of Minnesota-Twin Cities; Jonathan Hamilton,
Scholars are beginning to note that traditional forms of leadership have not been sufficient in addressing inequities in educational leadership. Yet 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, Malissa Sanon, Mounir Bourkiza (Florida Atlantic University)

This mixed methods study investigates 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 is used to test whether the university–district pragma-partnership is augmented or diminished by policy.

Evaluating the Effectiveness of the Leadership Internship. Brenda Mendiola, Jingping Sun, Sijia Zhang (University of Alabama)

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

117. Centering Diverse Students in Teacher Development
Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Mezzanine Level - Silver

Participants:
High School Teacher Sensemaking in the De-Tracked High School Classroom. Shannon Holder, University of Connecticut

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

Preservice Teachers’ Expectations of Diversity. Sissi O’Reilly, University of Texas at Austin; Madeline Laurinda Haynes, University of Texas at Austin; Wesley Edwards, University of Texas at Austin; Carlton Fong, University of Texas

Using survey data of preservice teachers, we analyze the effect of gender, ethnicity, and educational background on current preservice 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. We examine characteristics that predict the types of communities and schools they intend to work in, attitudes toward diversity, and preparedness to work with diverse populations.

Exploring Teacher Collaboration to Support Diverse Learners. Lisa M. Sepe, University of Connecticut
This ethnography focused on one school’s teacher collaboration meetings to understand persistent underachievement in diverse urban contexts. Findings suggest teachers’ mental models preserve norms and practices that value procedurally based instructional strategies, external locus of control, and untested leaps of abstraction reinforcing institutional racism. Implications suggest that school leaders who are aware of these tacit norms can empower all teacher voices to disrupt implicit racism within diverse schools.

Teacher Self-Actualization of Cultural Proficiency in an Urban School Setting. Isaiah Clarence McGee, Iowa State University
The purpose of this study is to explore the journey that White teachers in urban school settings take toward becoming culturally responsive educators and to share how these teachers describe and demonstrate their understanding of cultural proficiency and educational equity.

Teacher Commitment to Poor Students: Ethic of Service and Self-Interest in the Face of Adversity. Miguel Ordenes, University of California, Berkeley
Through a multiple case study in Santiago, Chile, this study aims to understand how teachers commit to students under trenchant conditions of socioeconomic adversity and high pressure to perform under competitive accountability and market conditions. Adverse conditions and high external pressure might confront teachers with motivational dilemmas when they allocate their effort to serve students. Self-interested motives and ethic of service may be in tension and affecting teacher commitment to serve students.

Facilitator:
Nadia Coleman, University of Denver

118. Reframing School Improvement Processes to Redesign School Improvement Practices
Symposium
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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 perspectives and contributes to policy recommendations at the state level, support structures at the regional level, and systemic practices at the local level.
Facilitator:
Diana Barrera, Texas State University
Participants:
Blaine Carpenter, Texas State University
Shannon Luis, Texas State University
C. Lizette Ridgeway, Texas State University

119. AERA Leadership for Social Justice (LSJ) SIG Coffee Talk: Graduate Mentoring Session
Special Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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.

Facilitators:
Vonzell Agosto, University of South Florida
LaSonja Roberts, University of South Florida

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

120. Critical Issues Regarding Students With Special Educational Needs
Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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 Ramlockhan, 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 multilevel 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, 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, Amy Serafini, Becca Gregory (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
121. Critical Leadership for Student Voice

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 as Global Leadership for Educational and Social Transformation. Michael P. O’Malley, Tanya Alyson Long, Susan M. Croteau, Jeffry King (Texas State University)

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, Wake County Schools, NC; Lionel Kato, Winston-Salem/Forsyth County Schools, NC

This paper of practice details one principal in a diverse, rural, small high school in North Carolina who fostered and maintained processes and procedures that increased student voice and leadership over a 4-year period. The current paper builds upon a prior paper on principals at schools that predominantly serve traditionally underserved and underrepresented students (Hammonds, 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 who brought their community cultural wealth to bear 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 Multicase Examination of School Leaders who Encourage Student Voice and Leadership. Hattie Lee Hammonds, Wake County Schools, NC

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, social justice leadership, and distributed leadership 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

This study explores 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

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

Special Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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.
Participants:
Rachel White, Michigan State University
Chandler Patton Miranda, New York University
Andrene Castro, University of Texas at Austin
Terrance Green, University of Texas at Austin
Meredith Lea Wronowski, University of Oklahoma
William L. Sterrett, University of North Carolina at Wilmington
Donald G. Hackmann, University of Illinois at Urbana-Champaign
Katherine C. Mansfield, Virginia Commonwealth University

Facilitator:
Reva Jaffe-Walter, Montclair State University

124. Mentoring Across the P-20 Pipeline
Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Windows

Participants:

Design, Implementation, and Evaluation of a Peer Mentoring Program for Education Doctoral Students. Rachel Louise Geesa, Kendra Lowery, Kat McConnell (Ball State University)
The purpose of this paper is, first, to 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 Buenaño, Cheryl Gonzalez, 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 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 in 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 at Austin; Meagan Sumbera, Texas A&M University; Alfredo Ramirez, Jr., Texas A&M International University
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 an 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, California State Polytechnic University, Pomona
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
GENERAL SESSION II: TOWN HALL

Leading in a Time of Challenge: What’s an Educational Leader to Do?

Facilitator: Kelly Latterman, National Conference of State Legislatures

Panelists:
Katy Anthes, Colorado Department of Education
Tom Boasberg, Denver Public Schools
Mark Anthony Gooden, Teachers College, Columbia University
Kelly Pollitt, National Association of Elementary School Principals
Beverly Hutton, National Association of Secondary School Principals

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? A special thank you to The Wallace Foundation for their sponsorship of this session.

Session 125   Friday 9:20–10:40 am
I.M. PEI Tower - Second Level - Grand Ballroom I


Town Hall
9:20 to 10:40 am
Sheraton Denver Downtown Hotel: 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
Tom Boasberg, Denver Public Schools
Mark Anthony Gooden, Teachers College, Columbia University
Beverly Hutton, National Association Secondary School Principals
Kelly Pollitt, National Association of Elementary School Principals
Facilitator:
   Kelly Latterman, National Conference of State Legislatures

126. Building Local Capacity for Educational Improvement: Lessons From a Collective Action Network
Innovative Session / Mini-Workshop
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: 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: (a) Members of the network will provide testimonials of learning and impacts; (b) a digital story from the network will be shared; and (c) additional members of the collective will join the session online, synchronously for a virtual exchange of learnings.
Participants:
   Anne Marie FitzGerald, Duquesne University
   Peter Mathis, Environmental Charter School, Pittsburgh
   Rick McCown, Duquesne University
   Matthew Militello, East Carolina University
   Shana Nelson, Pittsburgh Public Schools
   Amy M. Olson, Duquesne University
   Jacqueline Roebuck Sakho, Lewis and Clark College
   Ronald W. Whitaker II, Cabrini University

127. #YetShePersisted: Women of Color in the Educational Leadership Professoriate
Critical Conversation and Networking Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: 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 women of color, surviving in the academy has become a physical, intellectual, psychological, emotional, and spiritual balancing act that is quite often out of balance.
Participants:
   Janeula M. Burt, Bowie State University
   Susan Faircloth, University of North Carolina at Wilmington
   Melissa Ann Martinez, Texas State University
Facilitator:
   Judy Alston, Ashland University

Critical Conversation and Networking Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: 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.
Facilitators:
   A. Dia Davis, University of South Florida
   Ericka Roland, University of South Florida
129. Working Together: Innovative Approaches to Principal Preparation Partnerships
Innovative Session / Mini-Workshop
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: 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.

Participants:
William Black, University of South Florida
Kimberly Kappler Hewitt, University of North Carolina at Greensboro
Tricia McManus, Hillsborough County Public Schools
Daniel Reyes-Guerra, Florida Atlantic University
Karen L. Sanzo, Old Dominion University
Pamela D. Tucker, University of Virginia

Facilitator:
Jon Schmidt-Davis, Southern Regional Education Board

130. Using Photography to Increase Engagement and Understanding
Paper Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Columbine

Participants:
Beyond Quantifiables: Using Photovoice as a Method to Capture Parental Engagement Experiences.
Michele Femc-Bagwell, 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.

Focusing on the Student Lens: Photo-Cued Interviewing and “Picturing” Student Learning Abroad.
Kayla M. Johnson, Pennsylvania State University
This paper uses photo-cued interviewing (PCI) 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.

Photovocies of Urban Educational Leadership Students Abroad. W. Kyle Ingle, 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, paralleling 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


Special Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: 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 has 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.

Participants:
Bruce Barnett, University of Texas at San Antonio
Stephen Louis Jacobson, University at Buffalo, SUNY
Gopal Midha, University of Virginia
Ian Potter, Bay House School & Sixth Form
Amanda Roberts, University of Hertfordshire
Michelle D. Young, University of Virginia/UCEA

Facilitator:
Philip Arthur Woods, University of Hertfordshire

132. Centering Student Voice for College Readiness and Beyond

Paper Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Mezzanine Level - Silver

Participants:
Professors Teaching High School: Examining College Educators’ Perspectives of Culture in Early College High Schools. Matthew Stier, Amanda Mollet, Jodi Linley, 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—A Framework for Systemic Antiracist Student Leadership. Patrick A. Duffy, Anoka-Hennepin Public Schools

Dare 2 Be Real is a systemic framework for developing racial equity allies and leaders in any educational organization. Based on a 3-year critical ethnographic study that examined school leaders’ perceptions of systemic antiracism as it related to student leadership development, antiracism was defined, conceptualized, and destabilized as leaders struggled with the traditional paradigms of school reform and explored reenergizing 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. Ten structural and curricular tenets provide a guide for how leaders can organize their schools and students for racial equity.
"It Was Like Gliding Through": Early College and College Transition Experiences of Women From Marginalized Groups. Leslie Locke, Matthew Stier, Carla Gonzalez, 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 postsecondary 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, Courtney Lamb, Amie Cieminski (University of Northern Colorado)
Although 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 few studies 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

133. Mentoring Insights and Recommendations From Jay D. Scribner Award Recipients: Benefits for the Leadership Professoriate
Critical Conversation and Networking Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: 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:
Leonard C. Burrello, University of South Florida
Joel R. Malin, Miami University
Carol A. Mullen, Virginia Tech
Martha N. Ovando, University of Texas at Austin
Linda C. Tillman, University of North Carolina at Chapel Hill
Facilitator:
Donald G. Hackmann, University of Illinois at Urbana-Champaign

134. Developing Policy Advocates With Youth, Leaders, and Community
Paper Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: 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
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

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 4 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 among teachers and principals.

Colorblind Neoliberalism in Educational Policy: An Analysis of School Choice, Closure, and Community Response. Sarah Diem, University of Missouri; Anjalé Welton, University of Illinois at Urbana-Champaign

The purpose of this paper is to advocate for antideficit, 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, Anika Ball Anthony (Ohio State University)

We conducted case studies of 10 public high school principals who enacted innovative strategies between 2008 and 2015, an era characterized by high-stakes accountability and innovation educational policies. Data from semistructured 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 at El Paso

135. Educational Leadership Across Africa

Paper Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: 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 sociocultural 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 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, 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 shows a substantial gap remains 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

**136. Technology in Educational Leadership Research**

**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 at 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 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/UCEA; 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, University of California, 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.

Social Media: Reviving our Voice. Debra Sue Vance Noelk, 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 play 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

137. Strategies for Supporting District Leader Development: A Wallace Foundation Sponsored Session

Special Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: 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 (a) understand the theoretical basis of district leader development programs; (b) identify lessons learned in applying these theories to program design; and (c) identify implications for research that can build knowledge regarding how programs can effectively support district leader development, particularly in a changing policy context.

Participants:
Leslie Hazle Bussey, Georgia Leadership Institute for School Improvement
Evangeline Chiang, Southern Methodist University
Shelby A. Cosner, University of Illinois at Chicago
Meredith I. Honig, University of Washington
Susan Korach, University of Denver

Facilitator:
Gina Ikemoto, Education Research and Development, LLC

138. GSC Programming - Gender and Tenure

Special Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Majestic Level - Vail

According to Mason, Goulden, and Wolfinger (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.

Participants:
Catherine DiMartino, St. John’s University
Sonya Douglass Horsford, Teachers College, Columbia University
Brendan Maxcy, Indiana University
Thu-Suong Nguyen, Indiana University
Mary Martin Patton, Texas Christian University
Terah Talei Venzant Chambers, Michigan State University
Sarah Woulfin, University of Connecticut
Facilitator:
Amanda U. Potterton, University of Kentucky

139. Teacher Evaluation and Instructional Improvement
Paper Session
10:50 to 12:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Windows

Participants:

Evaluative Relationships: Expanded Teacher Evaluation Policy and Professional Culture. Rachel Garver, Montclair State University

The validity of teacher evaluation policies that attempt to precisely measure teacher quality have come under scrutiny, although less attention has been given to their unintended consequences during school-level implementation. I draw on a 1-year ethnography of a public middle school to argue that evaluation practices distanced teachers and administrators and strained teacher–teacher relationships. Teacher evaluation ultimately undermined professional development by weakening professional relationships.

Examining a Teacher Data Use Typology: Latent Class Analysis of the Teacher Data Use Survey. Alex J. Bowers, Yi Zhang (Teachers College, Columbia University)

The purpose of this study is to investigate the extent to which there are significantly different subgroups of responders to the Teacher Data Use Survey (Wayman et al., 2016) from across 50 school districts, examining a typology of leaders, teachers, and instructional support staff perceptions of teacher data use, actions, competence, attitudes towards data, collaboration, organizational supports and leadership. We used latent class analysis and identified three significantly different types of responders.

Predictors of Teacher De-Professionalization and Demoralization Before and After No Child Left Behind Implementation. Meredith Lea Wronowski, Angela Urick (University of Oklahoma)

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 de-professionalization and demoralization, whereas urban school classification and percentage of students of color within a school increased perception of de-professionalization and demoralization.

Assessing the Impact of Teacher Leadership on Instructional Improvement. Xiu Cravens, 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 multilevel 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, 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, George Washington University
140. Despite our Best Intentions: Unconscious Racial Bias
Innovative Session / Mini-Workshop
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: 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.
Facilitators:
  Tracey A Benson, University of North Carolina at Charlotte
  Sarah Fiarman

141. Rural and Remote: Underrepresentation of Giftedness Among Historically Marginalized Demographic Subgroups
Critical Conversation and Networking Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Biltmore
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:
  Fayaz Amiri, University of Denver
  Norma Lu Hafenstein, University of Denver
  Rachel E. Taylor, University of Denver
Facilitator:
  Kristina Astrid Hesbol, University of Denver

142. If I Can’t Count it, it Doesn’t Count: What Data Are “Relevant” for Equity-Focused Improvement?
Critical Conversation and Networking Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: 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 nonquantitative data.
Participants:
  Elizabeth City, Harvard University
  Lydia Rose Rainey, University of Washington
Facilitator:
  Meredith I. Honig, University of Washington

143. The Right Stuff: Preparing Leaders to Hire for Learning and Equity
Critical Conversation and Networking Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: 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.

Facilitators:
Karen Caldwell Bryant, University of Georgia
Mary A. Hooper, University of West Georgia

145. ESSA Roundtable: An Analysis of State ESSA Plans
Special Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: 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

Participants:
Erin Anderson, University of Denver
Jantina Ninette Anderson, Indiana University
Ruxandra Apostolescu, Pennsylvania State University
Michael C. Barnes, University of Texas at Austin
Lorna Beckett, University of Denver
Catharine Biddle, University of Maine
Andrene Castro, University of Texas at Austin
Casey D. Cobb, University of Connecticut
Craig Warner De Voto, University of Illinois at Chicago
Donna Michelle Drury, Texas A&M University
Bryan J Duarte, University of Texas at San Antonio
Wesley Edwards, University of Texas at Austin
Denver Jade Fowler, University of Mississippi
Ed Fuller, Pennsylvania State University
Tray Geiger, Arizona State University
Emily Germain, University of Texas at Austin
Jason A. Grissom, Vanderbilt University
Moniqueca Nicole Hicks, University of Tennessee at Knoxville
Dustin Hornbeck, Miami University
Krystal Huff, Loyola Marymount University
Erika Lee Hunt, Illinois State University
W. Kyle Ingle, University of Louisville
Sung Tae Jang, University of Minnesota
Andrea Kalvesmaki, University of Utah
Ryan Kapa, Ohio State University
Mayra Alejandra Lara, Loyola Marymount University
Martha McCarthy, Loyola Marymount University
Rhodesia McMillian, University of Missouri
Andrea Mercado, University of Maine
Andrew Pendola, Pennsylvania State University
Diana G. Pounder, University of Utah
Daniel John Quinn, Oakland University
Marcy Ann Reedy, University of Virginia
Scott Matthew Richardson, University of Virginia
Becky Slothower, Oklahoma State University
146. **Leadership and Service for Student Advocacy and Equity**

**Ignite Session**
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Mezzanine Level - Silver

**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. 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, Georgia Leadership Institute for School Improvement

This Ignite session is designed to spur critical dialog about a model-under-construction using design research to support growth of midcareer 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 suggest stereotypical assumptions among teachers, counselors, administrators and fellow students exist with regards to female Muslim public school students.

Facilitator:
Bradley Davis, University of Texas at Arlington

147. Accountability and the Foundations of Public Education
Paper Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: 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: (a) Career and Academic Preparation, Social Efficiency; (b) Cultural Reproduction, Social Control; and (c) Political and Cultural Indoctrination, Social Justice Propagandizing.

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, 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

148. Distributed Leadership: Collaborative Approaches
Paper Session
12:10 to 1:20 pm
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 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 globe. 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; Jacob Werblow, Central Connecticut State University

Using large-scale cross-country TALIS data, the study applied latent trait method and hierarchical linear model to investigate the effect of distributed leadership on the educator’s emotional attitude including the perceived cohesion, satisfaction, and commitment. 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, Alex 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’s “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.

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.

Facilitator: Michael A. Szolowicz, University of Arizona

149. Innovations in Principal Preparation

Paper Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court B

Participants:

Integrating Learning from Problems and Learning from Success in a Principal Preparation
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 were collected through reflective writings and focus groups. Data analysis revealed that aspiring principals attributed three main benefits to the integration of LFP and LFS: (a) seeing the whole picture, (b) making the most of school practices, and (c) drawing conclusions nonjudgmentally.

Supplementing the Core Curriculum in a University-Based Principal Preparation Program. Jonathan Carter, 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 2 years.

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

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

150. Student Voice and Engagement for Community and Policy Advocacy

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’ (a) engagement, (b) sense of belonging, and (c) 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 represents a complex and interconnected system in the lives of students that impacts 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 curriculum. Findings highlight the ways leaders and teacher support the creation of inclusive school environments that allow for multiple forms of student expression.

Remembering “Heaven’s Track Star”: The Web of Community Violence, Student Voice, and Resilience #LLT. Susan E. McLaughlin-Jones, Fayette County Public Schools; (Berneda) Shermene Cowans; Te’Osha Raglin, Fayette County Public Schools; Shana Berryman
With community violence increasing, more students in our nation’s schools tap into their reserves of resiliency before ever walking through the classroom door. Told from the recounting of three close friends, their mothers, and the administrative team, this autoethnography of a large, diverse, urban high school explores how media attention, responses from the school, and social media postings shaped students’ experience of the tragic and premature death of Trinity Gay, “Heaven’s Track Star.”

**Student Voice, School Funding, and the Role of Context. Nicol A. Alexander, Sung Tae Jang (University of Minnesota)**

The purpose of this paper is to contribute to student voice discourse through the prism of school finance, poverty, race/ethnicity, and language status in school districts. Preliminary research found significant positive associations with portions of students who were poor but not portions of English language or non-White students. We speculate that what policymakers consider legitimate differences to equalize in school finance may speak to what student voices get legitimized in policy discourse.

**Does Having a GSA in the School Improve the School Experience for LGBTQ Students? Steven Dale Hooker, University of North Carolina at Wilmington**

This study will be conducted to determine if a Gay-Straight Alliance in a school will improve the school environment and experience for LGBTQ students. Does it reduce the incidents of harassment and bullying for those who are LGBTQ or perceived to be LGBT? Also examined were the school policies to see if the LGBT students are a protected group. If so, does this help to support the GSA and the students involved in the group?

Facilitator:
Anjalé Welton, University of Illinois at Urbana-Champaign

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**151. Neighbours on Different Paths—On Trust and Policymaking Within Education in Finland and Sweden**

International Community Building Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: 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 education contexts. This paper focuses on Finland and Sweden, neighboring countries with a shared history, similar Nordic cultural beliefs and political systems.

Facilitators:
Petri Salo, Åbo Akademi
Torbjorn Sandén, Åbo Akademi
Lars Svedberg, Karlstad University, Sweden

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**152. Graduate Students of Color Mentoring Session**

Special Session
12:10 to 1:20 pm
Sheraton Denver Downtown Hotel: 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:
Floyd D. Beachum, Lehigh University
Mariela A. Rodriguez, University of Texas at San Antonio

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**153. Preparing to Teach Towards Justice**

Special Session
12:10 to 1:20 pm
This interactive session will kick off a UCEA effort to create a “repository” of resources for faculty to use when teaching about the enduring equity issues that face school principals, district leaders, higher education, and all of us as citizens. This session is designed for faculty who have experience teaching for justice as well as those who are beginning to integrate this into their syllabi and curriculum. We invite participants to bring reading lists, classroom activities, ideas, and questions to share with others and to “deposit.” The events in Charlottesville once again brought the forces of hatred and supremacy to national attention. We believe that a sustained faculty movement to meet these forces head on in our classrooms could do much to make school leaders and communities more just.

Participants:
- Allison M. Borden, University of New Mexico
- David DeMatthews, University of Texas at El Paso
- Decoteau J. Irby, University of Illinois at Chicago
- Catherine A. Lugg, Rutgers University
- Hollie Mackey, University of Oklahoma
- Marsha E. Modeste, Pennsylvania State University
- Catherine A. O’Brien, Gallaudet University
- Terah Talei Venzant Chambers, Michigan State University
- Chris Willis, Bowling Green State University
- Irene H. Yoon, University of Utah

Facilitator:
- Mónica Byrne-Jiménez, Indiana University

154. Interactive Educational Leadership Simulations: Implications for Principal Preparation

Innovative Session / Mini-Workshop
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: 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:
- Susan Curtin, University of South Dakota
- David De Jong, University of South Dakota
- Derrick Robinson, University of South Dakota
- Ken Spero

155. Clinical Voice: Continuing a Critical Conversation on Navigating the Clinical Line Within Leadership Preparation Programs

Critical Conversation and Networking Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: 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
Facilitator:
Sheryl Cowart Moss, Georgia State University

156. Growing Leaders, Growing Ourselves: Social Justice Strategy Sharing With Tenured Educational Leadership Faculty of Color
Critical Conversation and Networking Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: 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
- Melissa Ann Martinez, Texas State University
- Anjalé Welton, University of Illinois at Urbana-Champaign

157. The Role of School Leaders in Developing and Supporting Critically Reflective Teachers
Critical Conversation and Networking Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Mezzanine Level - Colorado

This critical conversation and networking session is 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.

Facilitator:
Frank Hernandez, Southern Methodist University

158. Ya Basta! Empowerment for a Better Democracy
Paper Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: 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 at 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 dis/ability are socially constructed and interdependent and examining the ways in which race, racism, dis/ability, and ableism are institutionalized.

Crystal City 1969 Walkout—Student Voices of the Past Influencing School Leaders of Today! Maricela Guerrero Guzman, Roxanne Miranda, Dora Elia Salinas, 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

159. Faculty Engaged in Program Redesign and Improvement: Lessons From UPPI and the UCEA-PDN

Special Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: 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.

Participants:
Janis Carthon, Albany State University
Casey D. Cobb, University of Connecticut
Robert N. Corley III, Virginia State University
Marguerita K. DeSander, Western Kentucky University
Sara Dexter, University of Virginia/UCEA
Tim Drake, North Carolina State University
Doug Fisher, San Diego State University
Bonnie C. Fusarelli, North Carolina State University
Richard Gonzales, University of Connecticut
Linda Noel-Batiste, Virginia State University
Daniel Reyes-Guerra, Florida Atlantic University
Mariela A. Rodriguez, University of Texas at San Antonio
Karen L. Sanzo, Old Dominion University
David H. Eddy Spicer, University of Virginia
Kathleen M. Winn, University of Virginia

Facilitator:
Michelle D. Young, University of Virginia/UCEA


International Community Building Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: 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:


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. 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 children, democratic leadership is also keys to eliminate many disadvantages. That is why, in this study, we aim to find out (a) how Turkish school leaders make sense of democratic leadership, (b) their roles and responsibilities to meet the needs of marginalized students in their schools, (c) what Turkish principals do to meet the needs of marginalized students in their schools, and (d) what factors facilitate or hinder the work of school principals as a democratic leader in meeting the needs of marginalized students. In-depth semistructured interviews gathered the narratives of 10 school principals in Turkey.

**Democratic Leadership: The Hong Kong Case.** Elson Szeto, Annie Yan-Ni Cheng (The Education University of Hong Kong)

Hong Kong is a hierarchical high-power society, and its 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. We 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.

**Democratic Leadership in a U.S. 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 underrepresented, 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 study enhances the comprehension of how the nuances of local contexts may have a broad impact on the schooling in the increasingly globalized world.

**Facilitator:**

Ian Potter, Bay House School & Sixth Form

**161. Lessons in Political Savviness From the Layton Archives of the Politics of Education Association**

Symposium

1:30 to 2:40 pm
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

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

What Counts as the Politics of Education for School Leaders? Samantha Paredes Scribner, Indiana University

The Politics of Memory: Identity, Privilege, and Erasure in the Politics of Education. Gerardo R. Lopez, University of Utah

Toward an Activist, Racially Conscious Politics of Education. Enrique Aleman, Jr., University of Texas at San Antonio

Facilitator:
Brendan Maxcy, Indiana University

162. Innovative Instructional Leadership

Paper Session
1:30 to 2:40 pm

Sheraton Denver Downtown Hotel: 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, multiyear, multischool 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, Fordham 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 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

**163. Intersections in Educational Leadership Research**

**Paper Session**
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: 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 is 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.**
Yinyin 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 study illuminates (a) some of the theoretical and methodological issues associated with integrating intersectionality into quantitative educational research in educational leadership, (b) progress made in addressing some of those issues, and (c) 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, 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, University College London Institute of Education

164. Examining District Practices
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 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 3-year study of system-wide greening/whole school sustainability reform within two large urban school districts. These two school districts received 3 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 Arlington; 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. How do LAUSD elementary schools compare? What are the differences in teacher quality? How successful has the OCR review been in accomplishing the desired outcomes?

Building a Throughline Approach to District Partnerships. Jessica Charles, 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: (a) coconstructing an essential question, (b) observing classroom instruction and reviewing district systems to better understand current practices and conditions, (c) creating an instructionally focused initiative to strengthen classroom practice, and (d) 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 Yurkośky, 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 school systems may approach instructional improvement.

Facilitator:
Anysia P. Mayer, California State University, Stanislaus
165. Grant Writing Workshop: Guidance From Funded Faculty
Special Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: 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:
- Elizabeth Farley-Ripple, University of Delaware
- Jason A. Grissom, Vanderbilt University
- Muhammad Khalifa, University of Minnesota
- Donald J. Peurach, University of Michigan
- Sheneka Williams, University of Georgia

Facilitator:
- Sara Dexter, University of Virginia/UCEA

166. GSC Programming - Demystifying the Academic Job Search, Part II: The Nuts and Bolts
Special Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: 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.

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

Facilitator:
- Madeline Mavrogordato, Michigan State University

167. Politicizing the Reauthorization of the Higher Education Act
Special Session
1:30 to 2:40 pm
Sheraton Denver Downtown Hotel: 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.

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

Facilitator:
- Ed Fuller, Pennsylvania State University

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

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

Facilitators:
Rachel Gabriel, University of Connecticut
Sarah Woulfin, University of Connecticut

169. Assistant Principal Research: Past, Present, and Future

Critical Conversation and Networking Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Biltmore

The purpose of this session is to bring together university faculty and graduate students who have been or 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.

Facilitator:
Linda J. Searby, University of Florida

170. Leadership Preparation Programs and the Challenge of Adult Learning for Transformative School Change

Critical Conversation and Networking Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Capitol

In this Critical Conversation with leadership preparation peers, the program chairs from Arizona State University and University of Arizona 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, transformative leadership, and transformative learning. Audience members will engage in a critical conversation around these topics.

Participant:
Carl Hermanns, Arizona State University
Facilitator:
Lynnette Brunderman, University of Arizona

171. The Future of Latinx Leadership Research: A Conversation for/with Latinx Scholars

Critical Conversation and Networking Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Mezzanine Level - Colorado

Latinos are the fastest growing group in the U.S. yet are underrepresented 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:
Rebeca Burciaga, San José State University
Wellinthon Garcia, Hofstra University
172. **Black Educational Leadership and Advocacy**

Paper Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: 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, Laura Burton, 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 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 Teacher Presence, Perseverance and Promise: Exploring how Educational Leaders Can Combat Turnover Trends.** 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. 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, Courtney Camille Mauldin, Alounso Antonio Gilzene (Michigan State University)

Black school superintendents and principals remain critically underrepresented, particularly in suburban environments. To address this void, this multisite qualitative case study utilizes a racial opportunity cost framework to examine the experiences of Black school leaders in suburban schools. We conducted observations of and interviews with 30 Black school leaders in Lansing, MI; Minneapolis, MN; and Houston, TX. Findings provide insight into ways to improve these leaders' working conditions to increase their numbers into the future.

Facilitator:

Kmt Shockley, Howard University

International Community Building Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: 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 on 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 that social justice work in education is ERR: equity, respect, and rights.

Participants:
- Nola Phylis Hill-Berry, University of Huddersfield
- Kadia Hylton-Fraser, University of the Commonwealth Caribbean
- Paul Miller, University of Huddersfield
- Shernette Powell
- Paulette Nicola Watson

Facilitator:
- Paul Miller, University of Huddersfield

175. Place and Advocacy: The Implications of Urban, Exurban, Suburban, and Rural Locations for School Leadership

Symposium
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: 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
- Activists Beyond the School Walls: The Community and State Advocacy Work of Urban School Leaders. Shelby A. Cosner, University of Illinois at Chicago
- Leading in the Margins: Rural School and Community Leadership for the 21st Century. Catharine Biddle, Ian Mette (University of Maine)
- Spaces, Risks, and Realities of Advocacy and Activism as a School Leader. Janie Clark Lindle, Reginald D. Wilkerson, Lee M. D’Andrea (Clemson University)
- Siloed Scholarship: Investigating Intersectionality in Research on Place-Conscious Educational Leadership. Daniella Hall, Clemson University
- Implications of Politically Savvy School Leadership for Preparation and Development. Ed Fuller, Pennsylvania State University

Facilitator:
- Janie Clark Lindle, Clemson University

176. ESSA and the Critical Discourse of Public Education

Paper Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court A

Participants:
- ESSA in Indian Country: Problematizing 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 (EL) 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, David Fikis (Georgia State University)

This study aims to examine how opinion leaders shape public discourse on ESSA on Twitter. Using the corpus compiled 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

**177. Student Voices for College Readiness**

**Paper Session**

2:50 to 4:00 pm

Sheraton Denver Downtown Hotel: 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, Mary A. Hooper (University of West Georgia)

This paper assesses Latino/a students’ perceptions regarding success in the ninth-grade year of high school and the factors that influenced their level of success. Sixteen Latino students were interviewed using a semistructured interview protocol. By focusing on student voice, six categories were identified and viewed through the lens of Bandura’s self-efficacy theory: (a) relationships, (b) grades, (c) responsibility, (d) meaningful and engaging work, (e) beliefs, and (f) culture. Implications for school improvement leaders are discussed.

**Converging and Diverging Perspectives of Teachers, Leaders, and Students Regarding Early College High Schools.** Leslie Locke, 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, The College of New Jersey

Recognizing the importance of school initiatives that address students’ nonacademic 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, Wake County Schools, NC

178. Reconsidering School Discipline

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, Sijia Zhang, Robert Przybylski, 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, 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 synthesis of race talk research and team-led cycles of inquiry.

Facilitator:
Kelly Brown, Lamar University

179. Using Story to Improve Equity Leadership Preparation and Practice: A Critical Conversation

Critical Conversation and Networking Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court D
We will use narrative storytelling to explore four aspects of equity-focused school leadership: (a) disrupting discourses that undergird educational inequity, (b) doing and leading intellectual and emotional learning, (c) developing cohesive and strategic equity-minded teams, and (d) 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.

Participants:
- Gretchen Givens Generett, Duquesne University
- Mark Anthony Gooden, Teachers College, Columbia University
- Sharon I. Radd, St. Catherine University
- George Theoharis, Syracuse University

Facilitator:
- Sharon I. Radd, St. Catherine University

180. GSC Programming - Funding Your Dissertation
Special Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Majestic Level - Vail
Securing a dissertation research grant has several advantages. Although requirements for applications may vary to a degree, some baseline tips for writing your application statement or explicating your research plan are worth discussing. Education researchers should know some of the grants 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.

Participants:
- Kevin L. Clay, Rutgers University
- Donald J. Peurach, University of Michigan

Facilitator:
- Terrance Green, University of Texas at Austin

181. The Common Core State Standards: Implementation, Rejection, and the Influence on Students
Paper Session
2:50 to 4:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Windows

Participants:
- Cultural Capital in Common Core: Are We Preparing Children to Upwardly Mobilize? Terainer Brown, Bristol Ann McFee, Danielle Springston, 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, 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, Angela Rhett, Karen L. Sanzo (Old Dominion University)

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, Seton Hall University; Dario Sforza, Seton Hall University; Clifford Burns

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

**182. Mini-Workshop: Building Democratic Parental Participation in Schools**

Innovative Session / Mini-Workshop

4:10 to 5:20 pm

Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Beverly

Utilizing a model collaboratively developed by the members of a Parent Teacher Association during 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.

Facilitator: Courtney Wait, Texas Christian University

**183. A Critical Conversation: Building Educational Leaders for Social Justice and Student Advocacy**

Critical Conversation and Networking Session

4:10 to 5:20 pm

Sheraton Denver Downtown Hotel: 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 within schools.

Participant: JoAnn B. Manning, Rowan University
Facilitator:
James Coaxum, Rowan University

184. Narratives of Power: Utilizing Collective Autoethnography to Uplift the Voices of Doctoral Students of Color
Critical Conversation and Networking Session
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: 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 coconstruct 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.
Participants:
Muhammad Khalifa, University of Minnesota
Melissa Ann Martinez, Texas State University
Facilitators:
LaTanya Dixon, University of Mississippi
Osly Flores, University of Pittsburgh
Samuel Garcia, Texas State University

185. The State of Online Learning in Educational Leadership Preparation Programs
Critical Conversation and Networking Session
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: 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
Facilitator:
John Beuhring Nash, University of Kentucky

186. Leaders and Systems Uplifting Voice and Educators
Ignite Session
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Columbine
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 male's 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, 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 and 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: 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, 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 de-construct 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, University of Illinois at Urbana-Champaign; 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

187. Social Justice Leadership for Intersectionalities

Paper Session
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: 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 and Intersectionality in Collaborative Settings. Chelsey Lee Saunders, 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 reintroduce 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, Encarnacion Garza, Juan Manuel Niño, 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, Angela McCaskill, 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

**188. Emotional Experiences of Principals During Political Organizational Changes: An International Comparative Perspective**

International Community Building Session
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: 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 four 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
Julia Mahfouz, University of Idaho

**189. Leading Futures for Human Growth and the Challenges of Global Change**

Symposium
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: 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 programs 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, Amanda Roberts (University of Hertfordshire)

*Understanding Interactions in Schools as Complex, Evolving, Loosely Linking Systems (CELLS) Using a School Principal’s Student Advocacy Interactions* Melissa Hawkins, Christopher Roy James (University of Bath, UK)

*Vibrant Schools: Measuring our Highest Aspirations for our Students.* Megan Tschannen-Moran, Davis Clement (College of William and Mary)

*Educational Restoration in Action.* Lisa A. W. Kensler, Auburn University; Cynthia L. Uline, San Diego State University; Erin Russo, Discovery Elementary School

Facilitator:
David H. Eddy Spicer, University of Virginia

**190. Case Studies of District-Level Leadership**

**Paper Session**

4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court A

Participants:

*Organizing Districts’ Systems of Support: Using Theories of Action.* Jessica G. Rigby, Stephanie Forman, Alison Fox, 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: (a) a shared inclusive mission, (b) collaborative efforts, (c) formal and informal professional development, and (d) 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, Chris Colwell (Stetson University)

This paper addresses the challenges associated with succession planning in two large county school districts in Central Florida. Examining the models used by each district, school leaders, and university preparation programs may identify key ideas integrated into their practice.

*Right Leader Leads: Texas Case Study of Identification of Campus and District Leadership Pathway Planning Practices.* Beverly Irby, Texas A&M University; 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

This succession planning study included 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 shared. We are finding thus far that communication, understanding data, interpersonal skills, leadership that is dynamic, and 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 3 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:
Lee Hazle Bussey, Georgia Leadership Institute for School Improvement

191. Leadership and Advocacy for New American (Immigrant) Communities

Paper Session
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: 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 U.S. is the most common global destination for Ethiopians and the Washington, DC area hosts the largest community of Ethiopians in the U.S. 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.

Culturally Responsive Leadership in Immigrant Communities: Case Studies from New York City and El Paso. Terri Nicol Watson, City College of New York CUNY; David DeMatthews, University of Texas at El Paso

This qualitative multicase 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.


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

192. STEM Development and Leadership

Paper Session
4:10 to 5:20 pm
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.

Lauren Fox; 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 hierarchal 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. Asih Asikin-Garmager, Duhita Mahatmya, 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: postsecondary 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

193. Mentoring Session for Faculty Seeking Promotion and Tenure
Critical Conversation and Networking Session
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: 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
Mónica Byrne-Jiménez, Indiana University
María Luisa González, University of Texas at El Paso
Mark Anthony Gooden, Teachers College, Columbia University
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 at Austin
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
Julian Vasquez Heilig, California State University, Sacramento
Anjalé Welton, University of Illinois at Urbana-Champaign
Noelle Witherspoon Arnold, Ohio State University

Facilitator:
Bruce Barnett, University of Texas at San Antonio

194. GSC Programming - Exploring Professional Routes Outside the Professoriate
Special Session
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Majestic Level - Vail

A doctorate has served as a tool to create change inside and outside academia. With today's political and economic climate, individuals with doctoral 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.

Participants:
Irma Laura Almager, Texas Tech University
Wesley Henry, University of Washington
Ashley Johnson, Michigan State University
Hugh Potter, Michigan State University

Facilitator:
Rachel White, Michigan State University

195. Hope, Dignity, and Support for Students
Paper Session
4:10 to 5:20 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Windows

Participants:
School Leaders Supporting School Counselors to Implement Comprehensive School Counseling Programs. Marilynn Quick, Rachel Louise Geesa, Lori Boyland, Kendra Lowery, Renae Danielle Mayes (Ball State University)

To develop and support comprehensive school counseling (CSC) programs, this research study focused on two purposes: (a) to determine the gaps in our current preparation programs for both school leadership and school counselling and (b) to create a framework for a collaborative model for principal and school counselor preservice professionals. This presentation includes 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, Amanda Santos, 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 immigrant students’ opportunity to learn. This study explores how one school’s practices create, or impede, opportunities for immigrant students.

Facilitator: Rosa Rivera-McCutchen, Lehman College CUNY

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**General Session III: Mitstifer Lecture**

**WILL RICHARDSON**

Welcome: Ed Fuller, Pennsylvania State University
Introductions: April Peters-Hawkins, University of Houston

Will Richardson has developed an international reputation as a leading thinker and writer about the intersection of social online learning networks and education. Richardson is one of a handful of original education bloggers, and his work has appeared in publications such as *Ed Leadership*, *District Administration*, *Education Week*, *New York Times*, and *English Journal*. Richardson was recognized by the *New York Times* as a “trendsetter in education” for his use of blogs in the classroom. Having spent 22 years as a public school teacher and technology administrator, Richardson is an outspoken advocate for change in schools and classrooms in the context of the diverse new learning opportunities that the web and other technologies offer. Richardson’s guiding focus has been to help schools and educators make sense of what’s happening in terms of technology and learning, and to help them forge a path forward.

**Session 196  Friday 5:30–6:50 pm**

**I.M. PEI Tower - Second Level - Grand Ballroom I**

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196. General Session III: Mitstifer Lecture Featuring Will Richardson

Special Session
5:30 to 6:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Grand Ballroom I

Will Richardson has spent the last dozen years developing an international reputation as a leading
thinker and writer about the intersection of social online learning networks and education. Richardson is one of a handful of original education bloggers, and his work has appeared in numerous journals, newspapers, and magazines such as *Ed Leadership, District Administration, Education Week, New York Times*, and *English Journal*. Richardson was recognized by the *New York Times* as a “trendsetter in education” for his use of blogs in the classroom. Having spent 22 years as a public school teacher and technology administrator, Richardson is an outspoken advocate for change in schools and classrooms in the context of the diverse new learning opportunities that the web and other technologies offer. In 2017, he was named one of 100 global “Changemakers in Education” by the Finnish site HundrED. Richardson’s guiding focus has been to help schools and educators make sense of what’s happening in terms of technology and learning, and to help them forge a path forward.

197. **UCEA Barbara L. Jackson Scholars Recognition Ceremony**

Special Session  
7:00 to 8:20 pm  
Sheraton Denver Downtown Hotel: 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

198. **Jackson Scholars Network Reception**

Reception  
8:20 to 8:50 pm  
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - South Convention Lobby

199. **Film Festival II Sip and Screen**

Special Session  
9:00 to 10:00 pm  
Sheraton Denver Downtown Hotel: 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.

- *Evitalizing Urban Faith-Based Schools: The Denver St. Rose of Lima* (University of Notre Dame)  
- *Future School Leaders Learning About Transformational Schooling at AileyCamp* (University of California, Berkeley)  
- *(Re)Defining Supervision in the Age of Accountability and Reform* (University of Texas at Tyler)  
- *Welcome to Wintergarden: Looking Through the Eyes of 3 UTSA Doctoral Students* (University of Texas at San Antonio)  
- *Rethinking Priorities* (University of Texas at El Paso)

Hosts:  
  - Sara Dexter, University of Virginia/UCEA  
  - Gopal Midha, University of Virginia
200. Learning and Teaching in Educational Leadership (LTEL) Executive Committee SIG Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Beverly
Facilitator:
   Daniel Reyes-Guerra, Florida Atlantic University

201. UCEA Taskforce on Distance Learning Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: 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.
Participant:
   Sara Heintzelman, University of Kentucky
Facilitator:
   John Beuhring Nash, University of Kentucky

Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Mezzanine Level - Colorado
Participants:
   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
   Sonya Douglass Horsford, Teachers College, Columbia University
   Jason Immekus, University of Louisville
   W. Kyle Ingle, University of Louisville
   Lisa A. W. Kensler, 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
Denise Schares, University of Northern Iowa
Chen Schechter, Bar-Ilan University
Jay Scribner, Old Dominion University
Julie Slayton, University of Southern California
George Theoharis, Syracuse University
Mario S. Torres, Texas A&M University
Natalie Tran, California State University, Fullerton
Allan Walker, The Education University of Hong Kong
Deborah Lynn West, Eastern Kentucky University
Noelle Witherspoon Arnold, Ohio State University
Philip Arthur Woods, University of Hertfordshire

Facilitator:
Gaëtane Jean-Marie, University of Northern Iowa

203. Latino Research SIG
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: I.M. PÉI Tower - Terrace Level - Columbine

Participants:
David Aguayo, University of Missouri
Enrique Áleman, Jr., University of Texas at San Antonio
Karina C. Canaba, University of Texas at El Paso
Soribel Genao, Queens College CUNY
Leslie D. Gonzales, Michigan State University
Miguel Angel Guajardo, Texas State University
René O. Guillaume, New Mexico State University
Frank Hernandez, Southern Methodist University
Gerardo R. Lopez, University of Utah
Melissa Ann Martinez, Texas State University
Sylvia Méndez-Morse, Texas Tech University
Elizabeth Murakami, University of North Texas
Juan Manuel Niño, University of Texas at San Antonio
Rodolfo Rincones, University of Texas at El Paso
Rosa Rivera-McCutchen, Lehman College CUNY
Patricia Rocha, Texas State University
Cristobal Rodriguez, Howard University
Gloria M. Rodriguez, University of California, Davis
Fernando Valle, Texas Tech University

Facilitator:
Mónica Byrne-Jiménez, Indiana University

204. UCEA Program Center for the International Study of School Leadership
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: I.M. PÉI Tower - Mezzanine Level - Silver

Participants:
Pamela A. Angelle, University of Tennessee at Knoxville
Khalid Arar, Center for Academic Studies–Israel
Ty-Ron M. O. Douglas, University of Missouri
Mirriam Ezzani, University of North Texas
Gaëtane Jean-Marie, University of Northern Iowa
Katherine C. Mansfield, Virginia Commonwealth University
Rachael McNae, University of Waikato, New Zealand
Sheryl Cowart Moss, Georgia State University
Elizabeth Murakami, University of North Texas
Whitney Sherman Newcomb, Virginia Commonwealth University
Izhar Oplatka, Tel Aviv University  
Chen Schechter, Tel Aviv University  
Steve Sider, Wilfrid Laurier University  
Patricia Silva, University at Buffalo, SUNY  
Allan Walker, The Education University of Hong Kong  
Jane Wilkinson, Monash University

Facilitators:
- Jami Royal Berry, University of Georgia  
- Ross Notman, University of Otago  
- Charles L. Slater, California State University, Long Beach

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

206. Jackson Scholars Network Advisory Board Meeting
Meeting  
7:00 to 7:50 am  
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court A  
Participants:
- Enrique Aleman, Jr., University of Texas at San Antonio  
- Michael Dantley, Miami University  
- María Luisa González, University of Texas at El Paso  
- Mark Anthony Gooden, Teachers College, Columbia University  
- 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/UCEA  
Facilitators:  
- Lisa Bass, North Carolina State University  
- Hollie Mackey, University of Oklahoma

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

208. Leadership for School Improvement SIG
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:
- Pamela A. Angelle, University of Tennessee at Knoxville
- David DeMatthews, University of Texas at El Paso
- Kristin Shawn Huggins, Washington State University
- Hans Klar, Clemson University
- Rebecca Thessin, George Washington University
- Douglas M. Wieczorek, Iowa State University
- Alison Shelby Page Wilson, University of Oklahoma

Facilitator:
- Angela Urick, University of Oklahoma

209. UCEA Research on Women in Leadership SIG
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court D

Facilitator:
- Charol Shakeshaft, Virginia Commonwealth University

210. GSC Programming - AERA Divisions A & L Graduate Student Breakfast -
Moving Beyond Publish or Perish: Professors and Graduate Students Publishing
With Passion
Special Session
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Majestic Level - Vail

Graduate students are often given the sage advice to publish in top-tier journals and to have
multiple publications under their belt by the time they graduate. Although this is sage advice,
it is no secret that many struggle to achieve this goal, while at the same time publishing in a
manner they feel is reaching educators and policy makers in an accessible, authentic medium.
This panel of professors and graduate students speak candidly about how they grapple with
this dilemma to continually work toward publications that are reflective of their passion
for research and educational improvement. Graduate students will have the opportunity to
ask questions throughout the session and become more aware of more diverse outlets for
publication opportunities.

Participants:
- Liliana Estella Castrellon, University of Utah
- Bryan J Duarte, University of Texas at San Antonio
- Dessynie Edwards, Texas A&M University
- Gretchen Givens Generett, Duquesne University
- Juan Manuel Niño, University of Texas at San Antonio
- Julian Vasquez Heilig, California State University, Sacramento

Facilitator:
- Amanda Jo Cordova, University of Texas at San Antonio

211. UCEA Program Centers Director Board of Directors and Advisory Board
Meeting
Meeting
7:00 to 7:50 am
Sheraton Denver Downtown Hotel: 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 work focuses 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.

Participants:
Justin M. Bathon, University of Kentucky
Jami Royal Berry, University of Georgia
Kevin Brady, University of Arkansas
Launcelot Brown, Duquesne University
Gretchen Givens Generett, Duquesne University
Walter H. Gmelch, University of San Francisco
Lori A. Jockel, Duquesne University
Muhammad Khalifa, University of Minnesota
Scott McLeod, University of Colorado-Denver
Meredith Mountford, Florida Atlantic University
John Beuhring Nash, University of Kentucky
Ross Notman, University of Otago
Amy Olson, Duquesne University
Elan N. Paulson, Western University
Katie Pekel, University of Minnesota
Heather Rintoul, Nipissing University
Andrea K. Rorrer, University of Utah
Leigh Ellen Wallace, University of Wisconsin-Milwaukee
Kelly Ward, Washington State University

Facilitator:
Jayson W. Richardson, University of Kentucky

212. Embodied Apprehensions: Jokering and Brokering Physical Engagement
Innovative Session / Mini-Workshop
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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:
Tanetha Grosland, University of South Florida

Facilitators:
Vonzell Agosto, University of South Florida
Andrew David Bratspis, University of South Florida
Tara Nkrumah

216. A Dialogue on Whiteness and White Racism in Educational Leadership and Policy
Critical Conversation and Networking Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Biltmore

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.

Participants:
Davis Clement, College of William and Mary
Kris De Pedro, Chapman University
Cheryl E. Matias, University of Colorado-Denver
Thomas Joseph Peterson, Chapman University
214. Nevertheless She Persisted: Women in Educational Leadership
Critical Conversation and Networking Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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 at Wilmington
Jennie Weiner, University of Connecticut

8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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
Tupac Shakur: A Lesson in Critical Reflection, Truth-Telling, and Advocacy. David DeMatthews, University of Texas at El Paso
Improvisation and Leadership: Lessons About Direction and Influence From Sonny Rollins. Stephen Louis Jacobson, University at Buffalo, SUNY
Lessons for School Leaders from Sister Sledge: “We are Family.” Michael LeRoy Watson, Texas A&M-Corpus Christi
Facilitator:
Terri Nicol Watson, City College of New York CUNY

216. Race, Class, and Gender: Empowerment for a New Society
Ignite Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Columbine
Participants:
Black Girl Magic: An Exploration of Spirituality in African American Women in STEM. Loretta Johnson, California State University, 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. I 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 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.

**Ignite: Culturally Responsive Teaching for the Academic Achievement of African American Students.** Whitney Mignon Stewart, 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 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 After-School Programs.** Angus Mungal, University of Texas at El Paso

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

**217. Social Justice Leadership Development**

**Paper Session**

8:00 to 9:10 am

Sheraton Denver Downtown Hotel: 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, Donald G. Hackmann, Jennifer Cromley (University of Illinois at Urbana-Champaign)

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; 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 three 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 multitiered 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, Charles L. Slater (California State University, Long Beach)**

English learners (ELs) represent a rapidly growing portion of the American public school population. EL students traditionally have 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 ELs.

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

To support LGBTQ students in the school environment, experts recommend that administrators implement research-based practices and strong antibullying 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 LGBTQ youth.

Facilitator: Soribel Genao, Queens College CUNY

**218. Improving Low-Performing Schools: An International Perspective**

International Community Building Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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, Helen Margaret Goode, David Mark Gurr (University of Melbourne, Australia)**

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 to highly disruptive practice. 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 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 Johansson, Helene Karin Ärlestig (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 3 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 4 years of low performance. The school population is composed of 98% economically disadvantaged and 79% 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 attendance, discipline, parental involvement, subpopulation success, teacher retention, and professional development and curriculum alignment.

Facilitator:
Bruce Barnett, University of Texas at San Antonio

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

Symposium
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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
Critical Teacher Agency: Transformative Leadership, Teaching, and Learning. Ruth Maria Lopez,
University of Houston; Vianna Alcantara, Annenberg Institute for School Reform at Brown University

Measuring Teacher Ownership, Knowledge, and Leadership. Laura Cervantes; Jaime Del Razo, Vassar College

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

Facilitators:
Ruth Maria Lopez, University of Houston
Marisa Saunders, Annenberg Institute for School Reform at Brown University

Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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, we 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, St. John’s University

Using data from the High School Longitudinal Study of 2009 (HSLS:09)—a nationally representative sample of high school student—this study examines the degree that attending a school with high math teacher attrition affects levels of math achievement and high school dropouts. Our regression analyses suggest that attendance at a high school with high math teacher attrition adversely affects student math achievement but has no significant effect on students dropping out of high school.

Principal Stability and the Rural Divide. Andrew Pendola, Ed Fuller, 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 nonrural 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 useful to district leaders and preparation programs indicate 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

221. Familia: Vital Partners in School–Community Relationships
Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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 at Austin; Suchitra Gururaj, University of Texas at Austin; Andrene Castro, University of Texas at Austin; Tracie Ann Lowe, University of Texas at 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 instrument’s 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. John’s 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 as they described family members’ experiences, but that students’ own technology and leadership skills also grew.

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.

Racing Parent–School Relationships: Where We Are and Where We Can Go.
Seenae Chong, University of California, Berkeley
This paper supports educational leadership programs committed to racial equity and social justice. I employ a conceptual literature review to identify how race operates in current research on parent–school relationships. This body of scholarship maintains racial hierarchies between parents of color and White parents as well as between parents and educators. Making racial knowledge in research explicit highlights the dominant narratives which educational leaders must resist in their work with parents and communities of color.

Facilitator:
Ellen H. Reames, Auburn University

222. Legal Issues in Education
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, Siqi Chen, Jean Madsen, 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.

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 court documents, and 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 U.S. Jillian Marie Conry, 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, educators must face additional concerns 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

Special Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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.

Participants:
- Walter H. Gmelch, University of San Francisco
- Drew Roberts, University of San Francisco
- Kelly Ward, Washington State University

Facilitator:
- Walter H. Gmelch, University of San Francisco

224. GSC Programming - Writing Critically for an Academic Audience

Special Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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.

Participants:
- Sarah Diem, University of Missouri
- Ty-Ron M. O. Douglas, University of Missouri
- Erica Fernández, University of Connecticut
- Daniel D. Liou, Arizona State University

Facilitator:
- Gerardo R. Lopez, University of Utah

225. Siempre Pa’lante: Youth Voice and Action

Paper Session
8:00 to 9:10 am
Sheraton Denver Downtown Hotel: 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. The 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, Michael P. O’Malley (Texas State University)

In 2015, we conducted research on the pedagogical strategies of public institutions and the implications of their educative agendas in Santiago de Chile. There we encountered the mayores—a group of elder Chileans who survived the Pinochet dictatorship. From within this context—a context that calls into question notions of eldership, expertise, and unfinishedness—as it is juxtaposed against the UCEA call, the concept of leaders-as-learners is problematized.

*Youth Voice in a Rural Cradle-to-Career Network.* Sarah Zuckerman, 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 include 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. 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 the alumni were successfully prepared for college.

Facilitator:
Daniel D. Spikes, Iowa State University

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**UCEA PRESIDENTIAL ADDRESS**
**APRIL PETERS-HAWKINS**

Featuring UCEA President April Peters-Hawkins, University of Houston

**Session 226  Saturday 9:20–10:50 am**
**I.M. PEI Tower - Second Level - Grand Ballroom**

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226. General Session IV: Presidential Address With April Peters-Hawkins
Special Session
9:20 to 10:50 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Grand Ballroom

Join UCEA President April Peters-Hawkins for an address on the role of UCEA.

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227. Refusing the Test: Educational Leadership and the Dilemmas of Opt Out Activism
Innovative Session / Mini-Workshop
11:00 am to 12:10 pm
Sheraton Denver Downtown Hotel: 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.

Facilitators:
228. (Re)Engaging Policy Process: Valuing and Learning From Youth Voices
Critical Conversation and Networking Session
11:00 am to 12:10 pm
Sheraton Denver Downtown Hotel: 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.
Participants:
- Liliana Estella Castrellon, University of Utah
- Alyson Lavigne, Roosevelt University
- Julian Mendez, Westminster College
Facilitator:
- Amy Olson, Duquesne University

229. Los Rincónes de Nuestros Corazones: Artistically Replenishing Ourselves for Socially Just Leadership
Critical Conversation and Networking Session
11:00 am to 12:10 pm
Sheraton Denver Downtown Hotel: 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:
- Kevin Fox, Denver Public Schools
- Ellen Miller-Brown, University of Denver
- Rana T. Razzaque, University of Denver
- Jesus Rodriguez, Denver Public Schools
- Cris Sandoval, University of Denver

230. Women Leading Education Across the Continents—Harnessing our Joy
Symposium
11:00 am to 12:10 pm
Sheraton Denver Downtown Hotel: 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
Interrupting Whiteness: An Autoethnography of a Black Female Leader In Higher Education in the
231. Leadership for Special Populations: Developing Knowledge and Skills for Success

Special Session
11:00 am to 12:10 pm
Sheraton Denver Downtown Hotel: 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.

Participants:
Mary M. Brabeck, New York University
David DeMatthews, University of Texas at El Paso
Elizabeth Kozleski, University of Kansas
James McLeskey, University of Florida
Barbara L. Pazey, University of Texas at Austin

Facilitator:
Noelle Witherspoon Arnold, Ohio State University

232. Student-Centered Leadership in Asia

Paper Session
11:00 am to 12:10 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Majestic Level - Majestic Ballroom

Participants:

Understanding the Role of Local Education Departments in School Improvement: A Multiple Case Study in China. Feng Wei, Yongmei Ni (University of Utah)
Under the Chinese decentralized educational system, local governments and local department of educations (LDEs) played a paramount role in urban school improvement. Based on the three district-level school improvement cases in China, this study utilizes the policy instruments framework to analyze the behaviors of LDEs and their motivations under the Chinese political culture. Our findings show a distinct paradox between LDEs’ absolute control in reality and school-based autonomy and decision-making in theory.

Indonesian Public School Principals’ Enactment of Agency Within the Boundaries Set by Social Systems. Asih Asikin-Garmager, University of Iowa
Indonesian schools are currently implementing a new curriculum mandated by the country’s Ministry of Education and Culture. This study used a case study for theory development approach to investigate how the regulations and guidelines related to the new curriculum affected the principals’ approach to facilitate the implementation process in their schools. The study found that the principals’ leadership practice was shaped by government regulations, community expectations, and their professional values.

Examining the Key Elements of Leadership That Enhance Student Voice in a Chinese Context. Annie Yan-Ni Cheng, 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. We report 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 semistructured 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

233. **Lessons From the Field for Principal Development Programs:**
A Wallace Foundation Sponsored Session

Special Session
11:00 am to 12:10 pm
Sheraton Denver Downtown Hotel: 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:
Jana Frieler, National Association of Secondary School Principals
Kimberly Harris, National Association of Secondary School Principals
Rochelle Herring, The Wallace Foundation
Beverly Hutton, National Association of Secondary School Principals
Jacquelyn Kay (Owens) Wilson, University of Delaware

234. **Advocacy and Community for Strategic Leadership**

Paper Session
11:00 am to 12:10 pm
Sheraton Denver Downtown Hotel: 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 at 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
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. Nathern Okilwa, Curtis Brewer, 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 attrition 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, Sharon Gail Dean, Stephanie Hyder, Brandy Peters (University of Oklahoma)

This case study examines leadership style and characteristics during a district’s implementation of a strategic plan. Data were 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

235. Leadership Preparation Goals and Philosophy
Paper Session
11:00 am to 12:10 pm
Sheraton Denver Downtown Hotel: 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/UCEA

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 U.S. and around the world? 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, Gerald LeTendre (Pennsylvania State University)

As research shows the importance of distributing leadership beyond the role of the principal, 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, 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, University of Illinois at Urbana-Champaign; 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

236. Principal Expectations and Student Achievement

Paper Session
11:00 am to 12:10 pm
Sheraton Denver Downtown Hotel: 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

The study aims to examine the following aspects pertaining to principal time use, school contexts, and school climate measured by parent/student/teacher engagement, student disciplinary behavior, and teacher commitment.

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 underresearched and undertheorized. Drawing on the traditions of critical race theory in education, this 1-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 Every Student Succeeds Act.

Predicting Standardized Test Results at the District Level With the Living Wage Index. Christopher Tienken, 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, which 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, 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, semistructured interviews with the principal and 15 staff, documents, and field notes.

Facilitator:
Jess Renee Weiler, Western Carolina University

237. School Finance and Equity for Students, Teachers, and Buildings

Paper Session
11:00 am 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
What factors contribute to expanded state investment in equitable public school facilities? 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 Race to the Top. This qualitative study analyzed in-depth, semistructured interview questions and collective bargaining agreements. Preliminary results indicated varied implementation, with one district fully implementing an alternative pay schedule for teachers, and a 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 (ELs). 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, 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.
Facilitator:
Gloria M. Rodriguez, University of California, Davis

238. Informal Session on UCEA and UCEA Membership
Special Session
11:00 am to 12:10 pm
Sheraton Denver Downtown Hotel: 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 members, key UCEA initiatives, and to meet and interact with members of UCEA leadership team. All attendees are welcome.
Presenters:
Sara Dexter, University of Virginia/UCEA
Miriam D. Ezzani, University of North Texas
Mariela A. Rodriguez, University of Texas at San Antonio
Facilitator:
Sara Dexter, University of Virginia/UCEA

239. GSC Programming - Building Networks of Support: You’re Not in This Alone
Special Session
11:00 am to 12:10 pm
Sheraton Denver Downtown Hotel: 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.
Participants:
Mounir Bourkiza, Florida Atlantic University
Lorenda Chisolm, University at Buffalo, SUNY
Nakia M. Gray-Nicolas, New York University
Rhodesia McMillian, University of Missouri
Rosa Rivera-McCutchen, Lehman College CUNY
Cristobal Rodriguez, Howard University
Facilitator:
Daniella Hall, Clemson University

240. Trump-Inspired School-Based Hate Speech and Acts: Context and Response
Critical Conversation and Networking Session
11:00 am to 12:10 pm
Sheraton Denver Downtown Hotel: 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 response, this critical conversation will address (a) actual hate speech and acts in schools, (b) the context in which this hatred has arisen, and (c) potential responses of school leadership faculty and school leaders.
Participants:
Judy Alston, Ashland University
Terrance Green, University of Texas at Austin
Miguel Angel Guajardo, Texas State University
Gerardo R. Lopez, University of Utah
Terah Talei Venzant Chambers, Michigan State University
Facilitator:
James Joseph “Jim” Scheurich, Indiana University
241. Secondary Students as Research Partners: Inside Low-Performing Schools
Innovative Session / Mini-Workshop
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: 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.
Facilitators:
Patricia Kannapel, CNA Corporation
Lu Young, University of Kentucky

Critical Conversation and Networking Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: 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.
Participants:
David DeMatthews, University of Texas at El Paso
Erica Fernández, University of Connecticut
Katherine Rodela, Washington State University
Facilitator:
Karen Ramlackhan, University of South Florida

243. Supporting Principals’ Instructional Leadership Development From Central Office
Critical Conversation and Networking Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: 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.
Participants:
Meredith I. Honig, University of Washington
Jessica G. Rigby, University of Washington
Rebecca Thessin, George Washington University
Facilitator:
Karen R. Seashore, University of Minnesota

244. Leading for Systemic Change: Honoring LGBTQ Voices Through Policy Reform
Symposium
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: 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 LGBTIQ bias. The critical pedagogical lens includes tenets of social justice, queer, and conflation theories. Analysis of current LGBTIQ education policies via content, context, and power dynamics explore (a) how social and legal context impacts safe and inclusive environments for LGBTIQ youth and (b) the advocacy role leaders play in creating vision and conditions for inclusion.

Facilitators:
- A. Dia Davis, University of South Florida
- LaSonja Roberts, University of South Florida

245. Chairs Role-Alike
Special Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: 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

Participants:
- Enrique Aleman, Jr., University of Texas at San Antonio
- Walter H. Gmelch, University of San Francisco
- Pamela Hallam, Brigham Young University
- Kevin Kinser, Pennsylvania State University

Facilitator:
- Gerardo R. Lopez, University of Utah

246. Are We Preparing Modern Learners?
Special Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: 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).

Participants:
- Justin M. Bathon, University of Kentucky
- Sara Dexter, University of Virginia/UCEA
- John Beuhring Nash, University of Kentucky
- Jayson W. Richardson, University of Kentucky

Facilitator:
- Scott McLeod, University of Colorado-Denver

247. Re-imaging the School as Crucible of Engagement and Learning for All
International Community Building Session
12:20 to 1:30 pm
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 uprisis and uplifts requires that we consider alternative ways of “imaging” the school as 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, 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

Facilitator:

David H. Eddy Spicer, University of Virginia

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**248. Advocacy for Islamic Education and Muslim Voices**

**Paper Session**

12:20 to 1:30 pm

Sheraton Denver Downtown Hotel: 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: survey, interviews, focus groups, observation, and document analysis. Meaning was extracted 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, 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, American 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.

**Understanding the Minority Voice in a Pluralistic School System: The Case of Islamic Schools.** Mounir Bourkiza, Maysaa Barakat, Leila Shatara (Florida Atlantic University)

With a growing number of faith-based private schools, charter schools, and public schools divided along ethnic and racial lines, the school system in the United States is becoming more segregated. This study aims to examine the reasons parents choose Islamic schools over other options and tries to inform district and school based administrators of what could be done to make public schools more appealing to Muslim students.

Facilitator:

Muhammad Khalifa, University of Minnesota
249. Equity, Leadership, and Reform

Paper Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: 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 Integrated Comprehensive Systems for Equity Competencies. Perceived levels of leadership competence are identified within and across schools in addition to factors encouraging 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, Somerset Independent School District
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, 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 at 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 diverse charter schools face unique challenges in recruitment, and 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

250. Student Voice at the Center of Leadership

Paper Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: 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 indicate 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 an 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 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, 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 2-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

We consider the importance of promoting student agency and empowerment in rural schools—particularly rural schools in which students and families face significant sources adversity and stress. We demonstrate how promoting student voice, agency, and empowerment is critical to developing and enhancing social-emotional learning skills and competencies that are both negatively impacted by stress and adversity in early development and key to promoting resilience and success in school and in life.

Facilitator:
Katherine C. Mansfield, Virginia Commonwealth University

251. Assessment and Evaluation of Principals and Preparation Programs

Paper Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:
What Type of Leadership Are We Promoting?: Understanding the Values Underlying Principal Evaluation Standards. Cecile Sam, Hajime Mitani (Rowan University)

The purpose of this study is to explore the values underlying the formal statewide principal evaluation standards across the country. Using content analysis methodology, this study answers the following research questions: 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?

How Principals Are Passing the Test: An Analysis of Principal Licensure Exams. Evangeline Chiang, Meredith Richards, 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. Morgaen Donaldson, University of Connecticut; Madeline Mavrogordato, Michigan State University; Shaun Dougherty, University of Connecticut; Peter Youngs, University of Virginia

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. Marsha E. Modeste, Pennsylvania State University

The purpose of this study is to understand how changes in the education policy environments of the U.S. and Denmark, impact their respective school settings. This study examines Comprehensive Assessment of Leadership for Learning (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 U.S. 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

252. What NO ONE Ever Tells You About Tenure and Promotion
Special Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: 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 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.

Participants:
Bruce Barnett, University of Texas at San Antonio
Leonard C. Burrello, University of South Florida
Gary Crow, Indiana University
Mary Erina Driscoll, City College of New York CUNY
Paul Goldman, Washington State University
Steve Gross, Temple University
Margaret Grogan, Chapman University
Frances K. Kochan, Auburn University
Martha McCarthy, Loyola Marymount University
Betty M. Merchant, University of Texas at San Antonio
Martha N. Ovando, University of Texas at Austin
Diana G. Pounder, University of Utah
253. GSC Programming - Graduate Writing Ignite! Tips for Crafting Your Best Work
Special Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: 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!
Participants:
Alex J. Bowers, Teachers College, Columbia University
Shelby A. Cosner, University of Illinois at Chicago
Leslie Locke, University of Iowa
Chandler Patton Miranda, New York University
Jada Phelps-Moultrie, Portland State University
Mariela A. Rodriguez, University of Texas at San Antonio
Facilitator:
Jeffrey S. Brooks, Monash University

254. Critical Issues in Educational Reform
Paper Session
12:20 to 1:30 pm
Sheraton Denver Downtown Hotel: 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 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, Jackie Mania-Singer, Katherine Curry, Shawna Richardson, 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. Davis Clement, College of William and Mary
Despite decades of reform, inequity in education persists. Critical policy analysis locates the source of inequitable outcomes in the policies themselves, where issues are defined in ways that predetermine unequal results. This critical discourse analysis of White policy narratives identifies the use of moral disengagement strategies and colorblind racism in political discourse over the state takeover of Little Rock School District.
**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, Debra Sue Vance Noeik (Florida Atlantic University)

The purpose of this paper session is to present the findings of a study that 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

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**255. Testimonios of Formerly Incarcerated Youth in California’s Central Valley: A Participatory Documentary**

Innovative Session / Mini-Workshop
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: 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. 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.

Participants:
Kathryn Bell McKenzie, California State University, Stanislaus
Vickie Mulvaney-Trask, Stanislaus County Office of Education

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**256. UCEA Review Editorial Board Meeting**

Meeting
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Biltmore

Presenters:
W. Kyle Ingle, University of Louisville
Juan Manuel Niño, University of Texas at San Antonio
Michael P. O’Malley, Texas State University
Mariela A. Rodriguez, University of Texas at San Antonio

Facilitator:
Michael P. O’Malley, Texas State University

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**257. Mujeres Guerrerilleras/Warrior Women Reuniting: Latina Scholars Writing and Researching Our Lives**

Critical Conversation and Networking Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Capitol
The educational trajectories of Latinas are like passing through the eye of a needle. For every 100 Latinas who begin elementary school, 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, Queens College CUNY
- Rosa Rivera-McCutchen, Lehman College CUNY
- Patricia Rocha, Texas State University
- Adriana Villavicencio, New York University

Facilitator:
- Mónica Byrne-Jiménez, Indiana University

258. The Sociocultural Conditions and Structural Arrangements That (De) Elevate Student Voice in Schools

Symposium
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: 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 will describe normative approaches to their inclusion into school leadership.

Participants:
- Involving the Stakeholders That Matter Most: Student Voice in School Reform. John Weiss
- Sharing Their Wor[l]ds: Appreciating Student’s Voices in Youth Leadership Development. Rachel McNae, University of Waikato, New Zealand
- Distributed Leadership: Teacher and Students Negotiate and Coconstruct Curriculum. Jeroen Bron
- Using Linkage Theory to Tackle the Student Voice Organizational Improvement Paradox. Marc Ian Brasof, Arcadia University
- The Essential Role of Student Voice in Schools That Serve Minoritized Learners. Katherine C. Mansfield, Virginia Commonwealth University

Facilitator:
- Katherine C. Mansfield, Virginia Commonwealth University

259. How and When Could You Use Educational Leadership Simulations?

Special Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Columbine

What kinds of simulations would help leadership preparation faculty prepare future school leaders? When and how would such sims be used? In this participatory session, we will gather your insights to inform updating the Monroe City School District, a successful and dynamic educational leadership simulation created through collaboration among hundreds of UCEA faculty in the 1970s. Help lay the groundwork to develop new digital resources for UCEA members.

Facilitators:
- Sara Dexter, University of Virginia/UCEA
- Joseph C. Novak, University of Kansas
260. The Pathways of Equity in School and District Leadership

Paper Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Majestic Level - Majestic Ballroom

Participants:

Examining Leadership in a Superintendents’ Equity-Focused Network. Sue Feldman, Lewis and Clark College

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 ongoing 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

We report on the findings of a 23-year longitudinal study focusing on established and aspiring women superintendents in the state of Washington. We 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 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 at 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, Phillip A. Smith, Dominique Lester (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, University of Texas at Arlington

Most educators with principal certification do not actually become principals. I sought to determine what becomes of educators who 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

261. The Professional Identities of School Leaders: An International Perspective

International Community Building Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: 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
Participants:

**Professional Identity, Adaptation, and the Self: Cases of New Zealand School Principals During a Time of Change.** Ross Notman, University of Otago

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. Qualitative interview data from this 1st year of a 3-year study identified influential factors within each principal’s personal and professional identities.

**Female Secondary School Principals: Development of Professional Identities in Sweden and the USA.** Elizabeth Murakami, University of North Texas; Monika Törnsén, Umeå University, Sweden

This study examines two female principals in upper secondary schools and the development of their professional identities focusing on schools in Sweden and Texas. The study is part of a larger international research project and global conversations about what successful leadership means, asking, in what ways do female secondary school principals’ professional identities inform equity issues in leadership with implications for recruitment, hiring, and evaluation practices? We employed an International Successful School Principalship protocol (Crow, 2012), which probes role identity components by inviting narratives and identity images. 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.

**The Lives and Identities of UK Black and South Asian Headteachers: Metaphors of Leadership.** Lauri Johnson, Boston College

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. Three generations (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. Five overarching metaphors were identified that represent and synthesize their leadership perspectives: parent, ambassador, moral steward, role model, and advocate.

**An Exploration of a Principal’s Professional Identities and Their Relationship to School Climate.** Rodney S. Whiteman, Gary Crow (Indiana University)

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, 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. The research site was selected as part of the International Successful School Principals Project. The focal participant was a veteran principal (7 years) of an elementary school in a small midwestern U.S. city. Data were collected through interviews with the principal, shadowing, and two parent and teacher focus groups. Three dominant identity claims emerged from the data: coach, pastor, and Mr. Rogers. 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.
262. Mindfulness in the Field of Educational Leadership
Symposium
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Terrace

Despite studies demonstrating the benefits of mindfulness and social and emotional component (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 SECs 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.

Participants:
Bradley W. Carpenter, University of Houston
Julia Mahfouz, University of Idaho
Kerry Kathleen Robinson, University of North Carolina at Wilmington
Deborah Schussler, Pennsylvania State University

Facilitators:
John Beuhring Nash, University of Kentucky
Jayson W. Richardson, University of Kentucky

263. Preparing School Leaders to Be Social Justice Advocates
Paper Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court A

Preparing School Leaders as Teacher Social Capital Advocates. Ellen J. Winiarczyk, 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, University of Illinois at Urbana-Champaign; 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 within the sociopolitical 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

264. **Voice and Teacher Leadership Development**

Paper Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court B

Participants:

*Developing Teacher Leaders in a Large Urban School System.* Jason Swanson, 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. Developing teacher leaders requires the creation of a culture of disciplined organizational and collaborative learning. 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

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, teacher leaders 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 subgroup 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.* Jiangang Xia, 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: Implications 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

265. **Student-Centered Leadership Development**

Ignite Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C
Participants:

**Collaborative Leadership Development for School Principals and Counselors.** Lynn Wheeler, 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 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, Susan Paulette Carlile (Portland State University)

Improvement science (IS) is a democratic school improvement method we used to increase student voice in schools. This presentation begins with a brief historical overview of IS in 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 De-Colonizing Social Movement Framework, Pedagogy, and Practice.** Emily Bautista, Loyola Marymount University

Dominant community organizing frameworks promote banking education, patriarchy, capitalist values, and adulthood in youth organizing. 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 but also heals, reinvents, and transforms systems to create the equitable and democratic society we seek.

**My Brother’s Keeper: Analyzing Principals’ Logics of Instructional Leadership to Address Chronic Absenteeism.** Joshua Childs, University of Texas at 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

266. Standards for School Leadership Preparation and Practice: PSEL and NELP
Special Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: 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 buses running on time. Education leaders also must 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. Over the last 3 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:
Beverly Hutton, National Association of Secondary School Principals
Jacquelyn Kay (Owens) Wilson, University of Delaware
Michelle D. Young, University of Virginia/UCEA

Facilitator:
Mónica Byrne-Jiménez, Indiana University

267. GSC Programming - “Shoulda, Coulda, Woulda...”: What We Wish We had Known Before Becoming a Professor
Special Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: 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.

Participants:
Leslie Locke, University of Iowa
Jennie Weiner, University of Connecticut

Facilitator:
Terah Talei Venzant Chambers, Michigan State University

268. School Choice, Selection, and Reorganization
Paper Session
1:40 to 2:50 pm
Sheraton Denver Downtown Hotel: 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 Nevada-Las Vegas; 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, St. John’s University; Huriya Jabbar, University of Texas at Austin; Luis Eduardo Rivera, University of Texas at 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. 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, 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, 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

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**269. Uplifting Alumni Voices: Using Teach-Ins to Build Capacity to Lead in Difficult Times**

Innovative Session / Mini-Workshop
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: 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.

Facilitator: Rebecca Cheung, University of California, Berkeley

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**270. Design-Based Problem-Solving, Improvement, and Social Justice as Signature Pedagogy in the Educational Leadership Doctorate**

Critical Conversation and Networking Session
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: 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

Facilitator:
- Debby Zambo, Arizona State University

271. School Discipline Research Networking Session
Critical Conversation and Networking Session
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: 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 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.

Facilitator:
- Gina Laura Gullo, Lehigh University

272. Leading From an Inquiry Stance
Symposium
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: 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.

Participants:
- Patricia Cruice, School District of Philadelphia
- Ann Dealy
- Michael Johanek, University of Pennsylvania
- Marquitta Speller, Promise Academies, Harlem Children's Zone
- Noah Tennant, Boys Latin Charter School
- David Trautenberg, Aurora Public Schools

Facilitator:
- James (Torch) H. Lytle, University of Pennsylvania

273. CSLEE Consortium for the Study of Leadership and Ethics in Education
Symposium
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Columbine

These papers concern perspectives on educational leadership in a time of crisis.

Participants:
Turbulent Ports in a Storm: An Exploratory Study on the Impact of Increased Numbers of
Refugee Students Upon Selected Swedish Schools in 2015 and 2016. Katarina Norberg, Umeå University, Sweden; Steve Gross, Temple University
Positive Psychology and the Organization of Schools: Leading for Human Flourishing. William C. Frick, University of Oklahoma
Bridging the Digital Divide. Anthony H. Normore, Antonia Issa Lahera (California State University, Dominguez Hills)
The Intersectionality of School Leadership, Social Justice, Immigration and Refugee Education. Anthony H. Normore, California State University, Dominguez Hills; Jeffrey S. Brooks, Monash University
Concerns and Challenges in Graduate Education: Transitioning From Traditional Teaching and Learning to Online. Heather Rintoul, Nipissing University
The Work Lives of Principals in High-Poverty Schools: Key Lessons. Pamela Bishop, University of Western Ontario
Facilitators:
  Steve Gross, Temple University
  Anthony H. Normore, California State University, Dominguez Hills
  Heather Rintoul, Nipissing University

274. Race, Class, and Education Across the United States
Paper Session
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Majestic Level - Majestic Ballroom
Participants:
Student–Teacher Racial Congruence, Teacher Expectations, and Student Achievement: A Mediation Analysis. Matthew Phillip Cunningham, 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 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, 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.

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 many districts have shown 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. Heather L. Roth,
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, how do they engage African American students? What effect have these practices had on disciplinary action for African American students? What barriers remain for African American student engagement and success?

Facilitator:
Sonya Douglass Horsford, Teachers College, Columbia University

**275. Community Partnerships and Stakeholders**

Paper Session 3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Mezzanine Level - Silver

Participants:


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.

*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 underresourced 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, 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

**276. Closer Than You Think: Rural Schools and Leaders**

Paper Session 3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Terrace

Participants:

*Fostering Student Success in Rural School Settings.* William A. Bergeron, Ellen H. Reames, 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. 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.

**Student Population Change in Rural Illinois Schools and its Implications for School Leaders.** Ian Christopher Kinkley, 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

The program presented involves a partnership among 11 rural districts in the southeastern U.S., 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, Encarnacion Garza, Mariela A. Rodríguez (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 3-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 10 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

**277. Cultural Responsive Leaders Without Borders**

**Paper Session**
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court A

**Participants:**

**Culturally Responsive Leadership on the U.S.–Mexico Border.** David DeMatthews, Elena Izquierdo (University of Texas at 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

In this study, we evaluate efforts to build school leaders’ capacity for culturally responsive leadership in a leadership preparation program. 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 3 years of collected data, I examine 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.** Andrzej Torrez, 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; Muhammad Khalifa, University of Minnesota

This paper examines culturally responsive leadership principles. This examination seeks to contrast the effects of the turnaround policy that was implemented in a northeastern school district in 2010-2011. The district consists of over 80% Latinx and Black students, while only 5% 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.

**278. Student- and Culturally-Centered Pedagogies and Leadership**

**Paper Session**

3:00 to 4:10 pm

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

**Participants:**

**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 codesign. Focusing attention on built pedagogy challenges the assumption that where we learn matters.

**Reimagining School Leadership and Student Voice: A Sociocultural Perspectives Model for Science Curriculum and Pedagogy.** Tara Nkrumah

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, WMS 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 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 semistructured 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.

Facilitator:
Sara Dexter, University of Virginia/UCEA

279. Reflections on Teacher Professional Learning

Paper Session
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: Floor 2 - Tower Court C

Participants:

Building a Culture of Feedback: Supporting Reflective Dialogue and School Change with a Developmental Approach. Ellie E. Drago-Severson, 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, I explore whether teachers who interact with more effective colleagues become more effective themselves over time, as well as how teachers discuss their peers’ influences on their practices. This 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 DeVerne Johnson, University of Louisville; Brad Shuck, Neumann University; Kevin Rose, University of Louisville; Jason
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, the role of teacher engagement is a still emerging construct in the field of education.

**New Teacher Induction Programs.** Lori Wilt Silver, Jessica Schwartz, 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

### 280. Supporting Principal Preparation Program Redesign: First-Year Work of The Wallace Foundation UPPI Project

**Special Session**
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: 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).

Participants:
Shelby A. Cosner, University of Illinois at Chicago
Susan Korach, University of Denver
Ann O’Doherty, University of Washington

Facilitator:
Karen L. Sanzo, Old Dominion University

### 281. GSC Programming - Dissecting Curriculum Vita and Cover Letters for Job-Winning Success

**Special Session**
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Majestic Level - Vail

Are you headed to the academy? Then you will need a CV. The CV is not a résumé. 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!

Participants:
Gary Crow, Indiana University
Elizabeth Gil, St. John’s University
Hilary Lustick, Texas State University
Frank Perrone, University of New Mexico
282. Superintendent Experiences and Leadership Practices
Paper Session
3:00 to 4:10 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Windows
Participants:

Beyond Setting an Instructional Vision: The Importance of Practice to Superintendents’ Instructional Leadership. Meredith I. Honig, 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? 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 instructional leadership 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 two 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, Lars Bjork, 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 Hollingsworth, University of Iowa; Andrew Pendola, Pennsylvania State University

This study examines superintendent turnover in Texas for the 1990–2014 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, 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

283. Youth Policy Presentations: Cocreating, Collaborating, and Intergenerational Learning as an Approach to Action Civics
Innovative Session / Mini-Workshop
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: 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.

Facilitators:

Monica Gonzalez, University of Colorado-Boulder
Ben Kirshner, University of Colorado-Boulder

284. Developing Equity-Oriented Leaders: A Critical Conversation for the Practice of Social Justice in Schools

Critical Conversation and Networking Session
4:20 to 5:30 pm

Sheraton Denver Downtown Hotel: 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:

Vangie Aguilera, University of Texas at San Antonio
Amanda Jo Cordova, University of Texas at San Antonio
Encarnacion Garza, University of Texas at San Antonio
Betty M. Merchant, University of Texas at San Antonio

Facilitator:
Juan Manuel Niño, University of Texas at San Antonio

285. The School-to-Prison Pipeline: The Role of Culture and Discipline in School

Symposium
4:20 to 5:30 pm

Sheraton Denver Downtown Hotel: 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 Illinois at Chicago

Discipline and Punishment: How Schools Are Building the School-to-Prison Pipeline. Hugh Potter, Brian Boggs, Chris Dunbar (Michigan State University)

“What Are We Restoring?” Black Teachers on Restorative Discipline. Hilary Lustick, Texas State University

Can PBIS Build Justice Rather Than Merely Restore Order? Joshua Bornstein, Felician University

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

Facilitators:

Muhammad Khalifa, University of Minnesota
Nathern Okilwa, University of Texas at San Antonio
287. Supportive School Practices for Latinx Students
Paper Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: 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 infuse 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
We review literature 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. 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, Jose Anthony Luevanos, 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, University of California, Los Angeles
This paper examines the disciplinary practices in middle school that target Latino males. Using critical race theory and Rios’s 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

288. Community and District Leadership for Equity and Student Voice
Paper Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: 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, Sharon Gail Dean, Stephanie Hyder, Christiana Horn (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.

**Voluntary Integration Plans and Definition of Diversity: School District Policies and Practice.** Jeremy Anderson, Kendra Taylor, Erica Frankenberg (Pennsylvania State University)

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, 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

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**289. Uplifting the Voices of Minoritized and Undocumented Youth From the Shadows**

Paper Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Terrace

Participants:
*Madrinas: Social Catalysts Uplifting DACAmented Students.* Melodie Wyttenbach, 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 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. I conclude 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 U.S. Schools. Aleksandra Malinowska, Joshua Childs (University of Texas at 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-oriented practices can inform school leaders on how to implement policies to reduce chronic absenteeism among their migrant student populations.

Facilitator:
Lisa S. Romero, California State University, Sacramento

290. School Leaders: Approaches for Role Support
Paper Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: 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. There has been a shift in principal preparation programs from theory-to-practice to a knowledge-to-practice approach over the last 20 years.


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 focus, 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 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 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 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

291. Ethical Learning and Decision Making
Paper Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: 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
This ethnographic counternarrative, 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 antigay protest by the Westboro Baptist Church at a suburban high school. This paper analyzes how 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: (a) to review research on leadership education in ethics and (b) 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, Karen Embry-Jenlink (Stephen F. Austin State University)
The study 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 1 examined ethical drift, moral literacy, and ethical dilemma perspectives in relation to fostering moral literacy in leadership. Tier 2 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 counterstory 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
**UCEA INTERNATIONAL SUMMIT II**

*Indigenous Perspectives on Educational Leadership*

Facilitators:
Bruce Barnett, University of Texas at San Antonio
Elizabeth Murakami, University of North Texas

Presenters:
Rosemary Campbell-Stephens, University College London
LeRoy Saiz, Jeffco Public Schools
Chris Sarra, Stronger-Smarter Institute
Darrick Silversmith, Denver Public Schools

Participants:
Jami Royal Berry, University of Georgia
Peryenthia Gore, Georgia State University
Jon Veenis, University at Buffalo, SUNY

The second International Summit session will be held at the invitation of the International Successful School Leadership Center. We will continue our discussion of Indigenous Perspectives on Educational Leadership, featuring leaders from the Denver area who work with the Native American student population and international scholars, all of whom will provide contextualized perspectives on the intricacies of leading in schools with indigenous populations.

**Session 293  Saturday 4:20–5:30 pm**

I.M. PEI Tower - Second Level - Tower Court D

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**292. Organizational Learning and School Improvement**

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, 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, 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 an NIC around emerging practices and identified four key structuring agents that were critical in organizing the work of five 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, 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. 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, Sajjid J. Budhwani, 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 midwestern 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.

Facilitator:
Marsha E. Modeste, Pennsylvania State University

293. UCEA International Summit II: Perspectives on Indigenous Leadership From the Center for the International Study of School Leadership

UCEA Annual Convention: International Summit
Special Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court D

The second International Summit session will be held at the invitation of the International Successful School Leadership Center. We will continue our discussion of Indigenous Perspectives on Educational Leadership, featuring leaders from the Denver area who work with the Native American student population and international scholars, all of whom will provide contextualized perspectives on the intricacies of leading in schools with indigenous populations.

Presenters:
Rosemary Campbell-Stephens, University College London
LeRoy Saiz, Jeffco Public Schools
Chris Sarra, Stronger-Smarter Institute
Darrick Silversmith, Denver Public Schools

Participants:
Jami Royal Berry, University of Georgia
Peryenthia Gore, Georgia State University
Jon Veenis, University at Buffalo, SUNY

Facilitators:
Bruce Barnett, University of Texas at San Antonio
Elizabeth Murakami, University of North Texas

294. GSC Programming - Graduate Student Closing Session

Special Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: 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 (GSC) 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. John’s University

**295. Faculty Development in Educational Leadership**

Paper Session
4:20 to 5:30 pm
Sheraton Denver Downtown Hotel: 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; 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 that 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/UCEA; Karen L. Sanzo, Old Dominion University; 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/UCEA; Mónica Byrne-Jiménez, 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.

*An Exploration of 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, David A. Brackett, Soo Jeong Kim (University of North Texas)

Universities are recognizing the importance of mentoring for junior faculty to increase scholarly productivity. In this study, we applied the context-input-process-product (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:
María Luisa González, University of Texas at El Paso

296. Jackson Scholars Fireside Chat: Are You Ready to be a Professor? Guidance, Wisdom, and Practical Advice for Graduate Students and Emerging Scholars
Critical Conversation and Networking Session
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Terrace Level - Capitol

Navigating the path to the professoriate can be a challenging experience. There are many types of institutions with varying expectations with regard to research, teaching, and service preparation. Graduate students are often unsure how to best position themselves for faculty roles that best fit their professional goals, and emerging scholars often lack mentorship once they have attained a faculty position after graduation. The purpose of this open dialogue fireside chat is to provide graduate students and emerging scholars guidance, wisdom, and practical advice about the job search process, preparing application materials, preparing for an interview and job talk, and how to successfully balance faculty expectations during the first few years as a new faculty member from accomplished, senior scholars of color in educational leadership.

Participants:
Judy Alston, Ashland University
Susan Faircloth, University of North Carolina at Wilmington
Kofi Lomotey, Western Carolina University
Martha N. Ovando, University of Texas at Austin

Facilitator:
Hollie Mackey, University of Oklahoma

GENERAL SESSION V
Echando Pa’lante: Let’s Keep the Momentum Going!

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

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 postconvention conversations to keep moving the field forward.

Session 297     Saturday 5:30–6:20 pm
I.M. PEI Tower - Majestic Level - Majestic Ballroom

297. General Session V: Echando Pa’lante: Let’s Keep the Momentum Going!
Special Session
5:30 to 6:20 pm
Sheraton Denver Downtown Hotel: 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 postconvention conversations to keep moving the field forward.
Facilitators:
- Erin Anderson, University of Denver
- Miriam D. Ezzani, University of North Texas
- Mariela A. Rodriguez, University of Texas at San Antonio
- Cristobal Rodriguez, Howard University

UCEA Annual Banquet

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.

Session 298    Saturday 7:00–10:00 pm
History Colorado Center, 1200 Broadway

298. UCEA Annual Banquet
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.

299. Nonaffirmative Theory of Education as an Ethical Challenge for Leaders
Post Convention Work Sessions and Workshops
8:00 to 12:00 pm
Sheraton Denver Downtown Hotel: 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, the workshop aims (a) 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 (b) to further introduce nonaffirmative education theory for educational leadership scholars in a North American context.
Presenters:
Erin Anderson, University of Denver
Ira Bogotch, Florida Atlantic University
Daniel Castner, Bellarmine University
James George Henderson, Kent State University
Uwe Hameyer, University of Kiel
Stephan Huber, IBB Institute for the Management and Economics of Education
Angel Miles Nash, University of Virginia
Daniel Reyes-Guerra, Florida Atlantic University
Dilys Schoorman, Florida Atlantic University
Pierre Tulowitzki, Pädagogische Hochschule Zug
Michelle D. Young, University of Virginia/UCEA

Facilitator:
Rose Ylimaki, University of South Carolina

301. UCEA Program Design Network
Meeting
8:00 to 12:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Windows
Facilitators:
Casey D. Cobb, University of Connecticut
Sara Dexter, University of Virginia/UCEA
Richard Gonzales, University of Connecticut
Mariela A. Rodriguez, University of Texas at San Antonio
Karen L. Sanzo, Old Dominion University
David H. Eddy Spicer, University of Virginia
Michelle D. Young, University of Virginia/UCEA

302. JCEL Editorial Board Meeting
Meeting
8:30 to 10:00 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court B
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
Mónica Byrne-Jiménez, Indiana University
Bradley W. Carpenter, University of Houston
Gary Crow, Indiana University
Janet Decker, Indiana University
David DeMatthews, University of Texas at El Paso
Robert Donmoyer, University of San Diego
Karen Dunlap, Texas Woman’s University
Scott Ferrin, Brigham Young University
Mark Anthony Gooden, Teachers College, Columbia University
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, Old Dominion University
James Joseph “Jim” Scheurich, Indiana University
Alan R. Shoho, 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/UCEA

Facilitators:
Vonzell Agosto, University of South Florida
William Black, University of South Florida
Sean Dickerson, University of South Florida
Zorka Karanxha, University of South Florida

303. EAQ Editorial Board Meeting
Meeting
9:40 to 11:10 am
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court A

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/UCEA
Chris Dunbar, Michigan State University
Andrea E. Evans, Governors State University
Gail Furman, Washington State University
David Garcia, Arizona State University
Sonya Douglass Horsford, Teachers College, Columbia University
Erica Fernández, University of Connecticut
Roger Goddard, Ohio State University
Eric Houck, University of North Carolina at Chapel Hill
Kimberly Kappler Hewitt, University of North Carolina at Greensboro
Benjamin Kelcey, University of Cincinnati
Ted Kowalski, University of Dayton
Ross Larsen, Brigham Young University
Janie Clark Lindle, Clemson University
Christopher Lubinski, University of Illinois at Urbana-Champaign
Jacky Lumby, University of Southampton
Joanne M. Marshall, Iowa State University
Matthew Militello, East Carolina University
Robert Miller
Carol A. Mullen, Virginia Tech
Elizabeth Murakami, University of North Texas
Sarah Nelson Baray, Texas State University
Yongmei Ni, University of Utah
Ann O’Doherty, University of Washington
Michael Owens, California Lutheran University
Samantha Paredes Scribner, Indiana University
April Peters-Hawkins, University of Houston
Donald J. Peurach, University of Michigan
Morgan Polikoff, University of Southern California
Rick Reitzug, University of North Carolina at Greensboro
Viviane Marcelle Joan Robinson, 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
Veronica Santelices, Pontificia Universidad Catolica de Chile
James Joseph “Jim” Scheurich, Indiana University
Janelle Scott, University of California, Berkeley
Peter Sleegers, University of Twente, Enschede
Howard Stevenson, University of Nottingham
Jonathan Supovitz, University of Pennsylvania
George Theoharis, Syracuse University

Facilitators:
Aarti Bellara, University of Connecticut
Melissa Berggren, University of Connecticut
Casey D. Cobb, University of Connecticut
Morgaen Donaldson, University of Connecticut
Rachel Gabriel, University of Connecticut
Richard Gonzales, University of Connecticut
Eric Haas, WestEd
Kimberly LeChasseur, University of Connecticut
Melinda M. Mangin, Rutgers University
Anysia P. Mayer, California State University, Stanislaus
Margaret (Terry) Orr, Fordham University
Larisa Warhol, George Washington University
Jennie Weiner, University of Connecticut
Anjalé Welton, University of Illinois at Urbana-Champaign
Sarah Woulfin, University of Connecticut

304. UCEA Publications Meeting
Meeting
10:30 to 12:00 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Second Level - Tower Court B
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
Michelle D. Young, University of Virginia/UCEA
Facilitator:
Michael P. O’Malley, Texas State University
The Penn State College of Education’s Department of Education Policy Studies is announcing the opening of three faculty positions for the current and upcoming academic year.

We are seeking an experienced scholar for the Wayne K. & Anita Woolfolk Hoy Endowed Professorship of Education in Educational Leadership. We are especially interested in a scholar with a strong focus on educational leadership who studies organizational climate and behavior, resource allocation, education law, or educator development and evaluation. Look for job number 70703 on psu.jobs

The Educational Leadership program and the Higher Education Program are also looking for candidates at the assistant or associate professor level. In Educational Leadership, our focus is on someone with a strong research emphasis on resource allocation and educational finance-related issues. In Higher Education, our focus is on education law and legal issues. Look for job numbers 74214 and 74285 on psu.jobs
Virgil Rogers  Syracuse University         1956-58
Walter Anderson  New York University         1958-59
Truman Pierce  Auburn University         1960-62
Van Miller  University of Illinois         1962-64
Richard C. Lonsdale  New York University         1964-66
Kenneth E. McIntyre  University of Texas at Austin         1966-68
Willard R. Lane  University of Iowa         1968-70
J. Alan Thomas  University of Chicago         1970-71
Samuel Goldman  Syracuse University         1971-72
E. Wailand Bessent  University of Texas at Austin         1972-73
Donald J. Willower  Pennsylvania State University         1973-74
Loren Downey  Boston University         1974
Troy V. Mckelvey  University at Buffalo/SUNY         1974-76
Peter J. Cistone  OISE/University of Toronto         1976-77
Wayne K. Hoy  Rutgers University         1977-78
Larry W. Hillman  Wayne State University         1978-79
Carl R. Ashbaugh  University of Texas at Austin         1979-80
Eugene Ratsoy  University of Alberta         1980-81
James H. Maxey  Georgia State University         1981-82
Dennis W. Spuck  University of Houston         1982-83
Michael J. Murphy  University of Utah         1983-84
Richard A. Rossmiller  University of Wisconsin         1984-85
Bryce M. Fogarty  New York University         1985
Martha M. McCarthy  Indiana University         1985-86
Richard V. Hatley  University of Missouri         1986-87
Paula M. Silver  University of Illinois         1987
John T. Greer  Georgia State University         1987-88
Robert T. Stout  Arizona State University         1988-89
Jay D. Scribner  University of Texas at Austin         1989-90
Gail T. Schneider  University of Wisconsin-Milwaukee         1990-91
Terry A. Astuto  New York University         1991-92
Pedro Reyes  University of Texas at Austin         1992-93
Paul V. Bredeson  University of Wisconsin-Madison         1993-94
Nancy A. Evers  University of Cincinnati         1994-95
Paula M. Short  University of Missouri         1995-96
Daniel L. Duke  University of Virginia         1996-97
Paula A. Cordeiro  University of Connecticut         1997-98
Diana G. Pounder  University of Utah         1998-99
Mary E. Driscoll  New York University         1999-00
María Luisa González  New Mexico State University         2000-01
Gail Furman  Washington State University         2001-02
Frances K. Kochan  Auburn University         2002-03
Margaret Grogan  University of Missouri-Columbia         2003-04
Gary Crow  University of Utah         2004-05
Michael Dantley  Miami University of Ohio         2005-06
Fenwick English  University of North Carolina at Chapel Hill         2006-07
Stephen L. Jacobson  University at Buffalo/SUNY         2007-08
James W. Koschoreck  University of Cincinnati         2008-09
Alan R. Shooh  University of Texas at San Antonio         2009-10
Autumn Tooms  University of Tennessee         2010-11
Andrea K. Rorrer  University of Utah         2011-12
Cynthia Reed  Auburn University         2012-13
Mark A. Gooden  University of Texas at Austin         2013-14
Noelle Witherspoon Arnold  The Ohio State University         2014-15
Mónica Byrne-Jiménez  Hofstra University         2015-16
April Peters-Hawkins  University of Houston         2016-17
The Roald F. Campbell Lifetime Achievement Award

The Roald F. Campbell Award was established in 1992 to recognize senior professors in educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. The award is made at the discretion of the UCEA Executive Committee.

1992  Daniel E. Griffiths, New York University
1993  Jack A. Culbertson, Ohio State University
1994  David L. Clark, University of North Carolina at Chapel Hill
1995  Richard A. Schmuck, University of Oregon
1996  Edwin M. Bridges, Stanford University
1997  Donald J. Willower, Pennsylvania State University
1998  Norman Boyan, University of California, Santa Barbara
2000  Luvern Cunningham, University of Akron
2001  Barbara L. Jackson, Fordham University
2002  William L. Boyd, Pennsylvania State University
2003  Wayne K. Hoy, The Ohio State University
2004  Martha McCarthy, Indiana University-Bloomington
2005  Flora Ida Ortiz, University of California, Riverside
2006  Jerry Starratt, Boston College
2007  Cecil Miskel, University of Michigan-Ann Arbor
2008  Catherine Marshall, University of North Carolina at Chapel Hill
2009  Karen Seashore Louis, University of Minnesota
2010  Rodney Ogawa, University of California, Santa Cruz
2011  Joseph Murphy, Vanderbilt University
2012  Kenneth Arthur Leithwood, University of Toronto
2013  Robert Crowson, Peabody College, Vanderbilt University
2014  Phillip Hallinger, Chulalongkorn University
2015  Gary M. Crow, Indiana University
2016  Ellen Goldring, Vanderbilt University
2017  Carolyn Muriel Shields, Wayne State University

The Jack A. Culbertson Award

The Jack A. Culbertson award was established in 1982 to recognize unique contributions of outstanding junior professors and to honor Jack A. Culbertson, who inspired many young professors during his tenure as UCEA Executive Director.

1983  Patrick B. Forsyth, Oklahoma State University
1984  L. Dean Webb, Arizona State University
1985  Jeri Nowakowski, Northern Illinois University
1986  Joseph Murphy, University of Illinois
1987  Walter H. Gmelch, Washington State University
1988  Carol Shakeshaft, Hofstra University
1989  Carol A. Veir, University of Texas at Austin
1990  Paul V. Bredeson, Pennsylvania State University
1991  Kent D. Peterson, University of Wisconsin-Madison
1992  Ann W. Hart, University of Utah
1993  Paula M. Short, Pennsylvania State University
1994  Stephen L. Jacobson, SUNY at Buffalo
1995  Neil Theobald, Indiana University
1996  Frances C. Fowler, Miami University of Ohio
1997  Patsy E. Johnson, University of Kentucky
1998  C. Cryss Brynner, University of Wisconsin-Madison
1999  Carolyn Kelley, University of Wisconsin-Madison
The Jay D. Scribner Mentoring Award

The Jay D. Scribner Mentoring Award honors educational leadership faculty who have made a substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important role(s) mentors play in supporting and advising junior faculty. This award is named after Jay D. Scribner, whose prolific career spans over four decades and who has mentored a host of doctoral students into the profession while advising and supporting countless junior professors. Of note is Jay D. Scribner’s unique ability to reach across racial, class, and gender differences, nurturing scholars from underrepresented backgrounds into a largely homogeneous profession.

The Master Professor Award

The UCEA Master Professor Award is made to a faculty member whose record is so distinguished that the UCEA must recognize this individual in a significant and timely manner. The attributes for choosing UCEA Master Professors include professors who have a sustained record as an outstanding teacher, as attested to by students and faculty peers. They have exhibited educational innovation in the classroom and the extension of educational opportunities to an ever-wider group of students in educational leadership/administration programs; are considered to be outstanding advisors and mentors of students as evidenced by mentoring students in research projects that address the needs of K-12 educational systems; and have taken a leadership role in their academic unit, as administrators or leaders in educational endeavors. They have gained a regional and national reputation, as educational leaders and
innovators; have provided outstanding leadership in promoting and supporting diversity in faculty, students, staff, programs, and curriculum in the field of educational leadership; and have provided outstanding public service through participation in public or private agencies, or both bodies that contribute to PK-16 partnerships and to improving the quality of PK-16 education throughout state, national, or international arenas.

2005  Sally Zepeda, University of Georgia  
2006  James Scheurich, Texas A&M University  
2007  Gary Crow, Florida State University; Colleen Capper, University of Wisconsin-Madison  
2008  Paul Begley, Pennsylvania State University; Bruce G. Barnett, University of Texas at San Antonio  
2009  Joan Poliner Shapiro, Temple University  
2010  Nancy Evers, University of Cincinnati  
2011  Diana Pounder, University of Central Arkansas  
2012  María Luisa (Malu) González, University of Texas at El Paso  
2013  Paula Short, University of Houston  
2014  Steven Jay Gross, Temple University  
2015  Gail C. Furman, Washington State University-Spokane  
2016  Michael Dantley, Miami University  
2017  Margaret Grogan, Chapman University

Edwin M. Bridges Award for Contributions to the Preparation and Development of School Leaders

The Edwin M. Bridges Award is given by UCEA annually for original, outstanding work in research or development that contributes to our knowledge and understanding of how best to prepare and support future generations of educational leaders. Contributions can be in any of several forms, including the design and evaluation of an innovative approach to leadership preparation; development of a research-based tool for use in leadership education; a conceptual or empirical research paper (publication or dissertation) that illuminates important issues; or a long-term, high-impact program of research and development in this area. The award recognizes contributions to pre-service preparation as well as continuing professional development aimed at school leaders broadly defined, and the locus can be in universities or in the field. Contributions are judged on the extent to which the quality and originality of the effort suggest the potential to create a lasting impact on research and/or practice in this domain.

2010  Edwin M. Bridges, Stanford University  
2011  Martha McCarthy, Indiana University  
2013  Perry Zirkel, Lehigh University  
2014  Joseph F. Murphy, Vanderbilt University  
2015  Margaret Terry Orr, Bank Street College; Allan Walker, Hong Kong Institute of Education  
2016  Diana G. Pounder, University of Utah  
2017  Linda Skrla, University of the Pacific

The Paula Silver Case Award

The Paula Silver Case Award was instituted by UCEA in 1999 to memorialize the life and work of Paula Silver, UCEA Associate Director and President-Elect, who made significant contributions to our program through excellence in scholarship, advocacy of women, and an inspired understanding of praxis. This award is given annually to the author(s) of the most outstanding case published during the last volume of UCEA's Journal of Cases in Educational Leadership.

1999  James S. Rinehart, University of Kentucky  
2000  Karen Seashore, University of Minnesota; BetsAnn Smith, Michigan State University  
2001  Stephen H. Davis, University of the Pacific  
2002  George White & Thomas Mayes, Lehigh University  
2003  Sandra Lowrey & Sandra Harris, Stephen F. Austin State University  
2004  Duane Covrig, Louis Trenta, & Sharon Kruse, University of Akron
2005 Donald Leech, Valdosta State University; Lorraine Miller, Duval County Public Schools
2006 David Mayrowetz, University of Illinois at Chicago; John Preston Price, Chicago Public Schools
2007 David Strader, University of Texas at Arlington
2008 Kerry S. Kearney & Judith K. Mathers, Oklahoma State University
2009 Catherine A. Lugg, Rutgers University; Autumn K. Tooms, Kent State University
2010 Catherine A. Lugg, Rutgers University; Candace Head-Dylla, Pennsylvania State University
2011 Donald Peurach & Gary E. Marx, Michigan State University
2012 Lisa Bass, Gregg Garn, & Lisa Monroe, University of Oklahoma
2013 Carol Karpinski, Farleigh Dickenson University
2014 Sally J. Zepeda, University of Georgia; R. Stewart Mayers, Southeastern Oklahoma State University
2016 Dorothy Hines-Datiri, University of Kansas

**Exemplary Educational Leadership Preparation Program (EELPP) Award**

To celebrate exemplary programs and encourage their development, UCEA has established an Award for Exemplary Educational Leadership Preparation. This award complements UCEA's core mission to advance the preparation and practice of educational leaders for the benefit of all children and schools.

2013 University of Illinois at Chicago, EdD in Urban Education Leadership; University of Texas at San Antonio, Urban School Leaders Collaborative
2014 University of Denver Ritchie Program for School Leaders & Executive Leadership for Successful Schools; North Carolina State University Northeast Leadership Academy
2016 University of Washington Leadership for Learning Program

**JRLE Best Article Award**

The Best Article Award was begun in 2014 by the *Journal of Research on Leadership Education*.

2014 Philip B. Robey, Loyola Marymount University; Scott C. Bauer, George Mason University
2015 Chad R. Lochmiller, Indiana University
2016 Michael D. Steele, University of Wisconsin-Milwaukee; Kate R. Johnson, Brigham Young University; Samuel Otten, University of Missouri; Beth A. Herbel-Eisenmann, Michigan State University; Cynthia L. Carver, Oakland University
2017 Alexandra E. Pavlakis, Southern Methodist University; Carolyn Kelly; University of Wisconsin-Madison

**Hanne Mawhinney Distinguished Service Award**

On occasion, UCEA's leadership has found it appropriate to honor UCEA faculty for their outstanding service to the organization and the field. Ensuring the viability of the field and the UCEA consortium depends upon the generous donation of time and expertise like winners of the UCEA Hanne Mawhinney Distinguished Service Award.

2010 Diana G. Pounder, University of Central Arkansas
2011 Gerardo R. Lopez, University of Utah; Hanne Mawhinney, University of Maryland; Edith Rusch, University of Nevada-Las Vegas
2012 Linda Skrla, University of the Pacific; Scott McLeod, University of Kentucky
2013 Bruce Barnett, University of Texas at San Antonio; Cristobal Rodriguez, Howard University
The William J. Davis Award is given annually to the author(s) of the most outstanding article published in *Educational Administration Quarterly* (EAQ) during the preceding volume year. The article selection is made by a three-member panel chosen from the EAQ Editorial Board members who have not published in the volume being reviewed. The award was established in 1979 with contributions in honor of the late William J. Davis, former Associate Director of UCEA and Assistant Professor at the University of Wisconsin-Madison.

1980    Donald J. Willower, Pennsylvania State University
1981    Cecil G. Miskel, University of Utah; Jo Ann DeFrain, North Harris County College; Kay Wilcox, Shawnee Mission Public Schools
1982    Robert A. Cooke, Institute for Social Research; Denise M. Rousseau, University of Michigan
1983    Donald J. Willower, Pennsylvania State University
1984    Cecil Miskel, University of Utah; David McDonald, Pomona Public Schools; Susan Bloom, Blue Valley Public Schools
1985    David L. Clark, Indiana University; Lindo Lotto, University of Illinois; Terry Astuto, Kansas State University
1986    Tim L. Mazzoni, Jr., University of Minnesota; Betty Malen, University of Utah
1987    David P. Crandall, NETWORK; Karen Seashore Louis, University of Minnesota; Jeffrey W. Eiseman, University of Massachusetts-Amherst
1988    James G. Cibulka, University of Wisconsin-Milwaukee
1989    Joseph J. Blase, University of Georgia
1990    Mary Stager, University of Toronto; Kenneth A. Leithwood, OISE
1991    Ronald H. Heck, University of Hawaii-Manoa; Terry J. Larsen, Alhambra School District; George A. Marcoulides, California State University, Fullerton
1992    Robert J. Starratt, Fordham University
1993    Ulrich C. (Rick) Reitzug, University of Wisconsin; Jennifer Elser Reeves, University of Central Florida
1994    Brian Rowan, University of Michigan; Stephen W. Raudenbush, Michigan State University; Yuk Fai Cheong, Michigan State University
1995    Mark A. Smylie, University of Illinois at Chicago; Robert L. Crowson, Vanderbilt University; Victoria Chou, University of Illinois at Chicago; Rebekah A. Levin, University of Illinois at Chicago
1996    Diana G. Pounder, University of Utah; Rodney T. Ogawa, University of California, Riverside; E. Ann Adams, Granite School District
1997    William A. Firestone, Rutgers University
1998    Nona A. Prestine, Illinois State University; Thomas L. McGreal, Illinois State University
1999    Gail Furman Brown, Washington State University
2000    Anthony Bryk, University of Chicago; Eric Camburn, University of Michigan; Karen Seashore Louis, University of Minnesota
2001    BetsAnn Smith, Michigan State University
2002    Michelle D. Young, University of Missouri-Columbia/UCEA; Scott McLeod, University of Minnesota
2003    Philip Young, University of California, Davis; Julie A. Fox, Ohio SchoolNet Commission
2004    Susan Printy, Michigan State University; Helen Marks, Ohio State University
2005    Marilyn Tallerico, Syracuse University; Jackie Blount, Iowa State University
2006    Mengli Song, University of Michigan; Cecil Miskel, University of Michigan
Previous UCEA Conventions

1987 Omni Charlottesville Hotel, Charlottesville, VA
1988 Omni Netherland Plaza Hotel, Cincinnati, OH
1989 Red Lion’s La Posada Resort, Scottsdale, AZ
1990 Pittsburgh Hilton and Towers, Pittsburgh, PA
1991 Omni Inner Harbor, Baltimore, MD
1992 Minneapolis Marriott City Center, Minneapolis, MN
1993 Houston Doubletree at Post Park, Houston, TX
1994 Philadelphia Doubletree, Philadelphia, PA
1995 Red Lion Hotel, Salt Lake City, UT
1996 The Galt House, Louisville, KY
1997 Orlando Marriott, Orlando, FL
1998 St. Louis Marriott, St. Louis, MO
1999 Hyatt Regency, Minneapolis, MN
2000 Albuquerque Hilton, Albuquerque, NM
2001 Omni Netherland Plaza Hotel, Cincinnati, OH
2002 Hilton Pittsburgh and Towers, Pittsburgh, PA
2003 Portland Hilton and Towers, Portland, OR
2004 Kansas City Marriott, Kansas City, MO
2005 Gaylord Opryland, Nashville, TN
2006 St. Anthony Wyndham, San Antonio, TX
2007 Hilton Alexandria Mark Center Hotel, Alexandria, VA
2008 Buena Vista Palace Hotel, Orlando, FL
2009 Anaheim Marriott, Anaheim, CA
2010 Sheraton New Orleans, New Orleans, LA
2011 Westin, Pittsburgh, PA
2012 Denver City Center, Denver, CO
2013 Hyatt Regency, Indianapolis, IN
2014 Washington Hilton, Washington, DC
2015 Manchester Grand Hyatt, San Diego, CA
2016 Detroit Marriott Renaissance Center, Detroit, MI
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Emergency Evacuation

• Familiarize yourself with all the available emergency exits and routes – on guest room floors, meeting spaces and public areas. All have illuminated signs.
• Listen and follow announcements on the enunciator system.
• If the announcements orders an evacuation we evacuate out of the building via the nearest fire exit.
• Once out the building please make your way to the nearby City Center Park which will be the ‘rally’ point.
• In the event of a Tornado approaching we would not evacuate outside the building, we would use the enunciator system to get our guests down to below ground level or other areas inside the building, away from any flying glass and debris.

Medical

• First Responders trained in First Aid/CPR/AED/Oxygen are on site and available 24/7.
• The Hotel has AEDs and Oxygen in 4 locations: Security, Beside Front Desk in the Plaza Lobby, the Fitness Center, and Club Lounge.

Contacting Hotel Security

For nonurgent matters, call 303-626-2589.
In the event of a medical or emergency situation:

• Pick up any house phone in the Meeting Space or Public Areas and you will be connected to PBX who will call Security to attend.
• Press the Emergency button on a guest room telephone and you will be connected immediately to 24/7 Security Dispatch.

INTERACTIVE HOTEL MAPS ONLINE:

Sheraton Denver Downtown Hotel

I.M. Pei Tower Building Mezzanine Level

I.M. Pei Tower Building 2nd Level
UCEA offers a variety of resources for research, teaching, practice and evaluation. We invite you to explore UCEA’s journals, books, briefs, webinars, curriculum modules and other resources offered free of charge and available through our resources page at ucea.org

**SEP³ Toolkit: State Evaluation of Principal Preparation Programs**
This set of resources and tools is designed to help states improve principal preparation by reforming their current approach to evaluating educational administration programs. Created in partnership with the New Leaders, the SEP³ Toolkit provides essential guidance on implementing a more in-depth and rigorous principal preparation evaluation process. Download at www.sepkit.org

**INSPIRE-Leadership Survey Suite**
A survey suite developed to assist graduate programs in educational leadership with program understanding, improvement, and planning. The INSPIRE Leadership follows the initial work of UCEA-LTEL SIG and the subsequent survey and evaluation work of the UCEA Center for the Evaluation of Educational Leadership Preparation & Practice that began in 2008. In 2011, UCEA refocused its efforts on creating a valid and reliable survey suite. From this development work, the INSPIRE Leadership Survey Suite emerged.

**A Policymaker’s Guide: Research-Based Policy for Principal Preparation Program Approval and Licensure**
(Anderson & Reynolds, 2015)
This publication explores state legislative code, rules and regulations, and State Board of Education documents for the 50 states and the District of Columbia.

**Developing Evaluation Evidence: A Formative and Summative Evaluation Planner for Educational Leadership Preparation Programs**
(Orr, Young, & Rorrer, 2013)
This publication was developed and produced by the UCEA Center for the Evaluation of Educational Leadership Preparation and Practice.

**Institutional and Program Quality Criteria: Guidance for Master’s and Doctoral Programs in Educational Leadership**
(Young, Orr, & Tucker, 2012)
A guidebook consisting of rubrics for masters and doctoral programs in educational leadership, grounded in UCEA’s Institutional and Program Quality criteria, which differentiate between very effective, effective, and developing practices.

**Developing a Purposeful and Coherent Leadership Preparation Curriculum**
(Orr, O’Doherty, & Barber, 2012)
This publication outlines both a process and a set of tools to aid program faculty in articulating and aligning leadership expectations and their program content. Included in the guide are worksheets to collect curricular information and analyze courses regarding standards alignment, content coherence, and relevance to program goals and priorities. The guide can be used for new program development or to evaluate an existing program.