EMERGING STRONGER
Reuniting to Advance Educational Leadership

35th Annual Convention of the University Council for Educational Administration
Michigan State University is committed to improving school leadership across the nation through

- Highly ranked graduate programs
- Cutting edge faculty research
- Partnerships with schools & communities

We are proud to serve as the host for the University Council for Educational Administration!

education.msu.edu/ead/k12/
UCEA 2021

The 35th Annual UCEA Convention
November 11-14, 2021
Hyatt Regency Columbus, Columbus, Ohio
#UCEA21

EMERGING STRONGER
Reuniting to Advance Educational Leadership

University Council for Educational Administration
College of Education
Michigan State University
www.ucea.org
DRAFT
Oct. 13
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Dear UCEA Familia,

On behalf of our President Bill Black, President-Elect David DeMatthews, the Executive Committee, the Convention Planning Committee, and Headquarters, it’s my pleasure to welcome you to our 35th Annual Convention!

It has been 2 long years since we were last together in New Orleans … and it may be 2 more before our entire community is able to come together. For those who are able to travel, I am grateful that you chose to join us in Columbus. For those who cannot be with us, know that you will be truly missed.

In those 2 years, all aspects of our world have changed. We have had to rethink how we interact with each other, how and what we teach, how we define community, and how we understand leadership. We have lost some things, as well, a little bit of ourselves and our freedoms. We have lost friends, loved ones, and trusted colleagues. Even as we continue to step cautiously into our new reality, we carry these loved ones with us. It has been a difficult 2 years.

Our theme, Emerging Stronger, therefore, has layers of meaning for each of us and all of us, for K-12 schools and higher education, and for our field. To me emerging stronger is as much something to be achieved as it is a set of questions to be explored: What does it mean to be strong? How do we emerge stronger without repeating the same mistakes of the past? How do we ensure that our strength isn’t at the expense of others’ perceived weakness? How do we balance strength with caring, corazón, and authenticity?

The Planning Committee has worked hard to “slow down” the Convention and create time and space out of our usual frenetic pace. In light of our current context and smaller overall Convention, it seemed right to try to do a few things a little differently. In addition to our General Sessions and research/conversation sessions, there are “unstructured” sessions that are open and seek to build community around certain topics, new “Sparkplug” sessions that invite you to bring a piece of writing or thinking that you have put to the side, a Fireside Chat with the Executive Committee and the Graduate Student Council, and a break for lunch every day.

My hope is that our time together these next few days provides an opportunity to ponder the questions of what it means to emerge stronger, individually and as a community. I also hope that this week provides places of and for laughter, connection, and spaces of healing and stillness, even if for a little time.

As always, If you see me in the hallways, stop me, introduce yourself, show me pictures of your family pet or your home project, tell me how you are doing. Like many of you, I am really looking forward to being together, so let’s make the most of it!!

Adelante UCEA,

Mónica Byrne-Jiménez
Executive Director
Welcome to the 35th Annual Convention of the University Council for Educational Administration. The UCEA Executive Committee is delighted to bring the 2021 UCEA Convention to you in person in Columbus, Ohio.

In 2020 the UCEA Executive Committee made the decision to transition the UCEA Convention in San Juan, Puerto Rico, to a virtual format. This year, the 2021 Convention Planning Committee continued to work under “fluid” conditions to create an outstanding program for you. Their convention theme, *Emerging Stronger: Reuniting to Advance Educational Leadership*, reflects the challenges and opportunities before us at this moment. This year’s convention keynote speakers further invite us to take up collective responses to complex social issues and imagine our world anew. Janice Jackson shares lessons learned in advancing equitable outcomes for students as the CEO of Chicago Public Schools; Rich Milner focuses on ways to learn about opportunity-centered leadership from young people, families, and teachers; and Bruce Baker engages school finance, inequality, and the role of race. Please be sure to share your appreciation with the Convention Planning Committee: David DeMatthews, University of Texas at Austin; Noelle Witherspoon Arnold, The Ohio State University; Paul Cruz, University of Texas at Austin; DeMarcus Jenkins, Pennsylvania State University; Yinying Wang, Georgia State University; and Karl Gildner, UCEA’s Events Manager, who continues to deal with the uncertainties of planning the logistics of the two conventions with humor, innovation, and a commitment to the success of UCEA.

As we reconvene after a year and a half of meeting through virtual platforms, we look forward to “seeing” each other in person. Please be assured that the Executive Committee has worked with UCEA Headquarters and hotel staff to develop protocols and policies relating to vaccination, testing, masking, and social distancing. We are also providing online participation options for all general sessions and roundtable sessions for those who are joining us from afar. Please make sure to view the online version of the program at [http://www.ucea.org/conference/convention-program/](http://www.ucea.org/conference/convention-program/) and download the Whova mobile app to view the agenda, access livestream sessions, connect with other attendees, and much more.

I am humbled to have had the opportunity to serve the organization in the role of President-Elect and President over the last 2 years. During this time, the UCEA Executive Committee and Headquarters navigated COVID conditions as we pivoted to a virtual convention, met virtually, moved from the University of Virginia to Michigan State University, hired new staff, created new financial structures, reviewed existing policies, admitted new members, and launched an equity self-study. Thanks to all of you, UCEA remains a diverse, resilient, and caring community as we strive to emerge stronger together. Even as we take on important issues of educational leadership research, policy, and practice this week, I hope that you also find the time to connect with friends and colleagues, old and new, as well as remember and honor those who may not be here with us as we convene.

Welcome Back!

Bill Black
UCEA President, 2020-2021
Dear Colleagues:

As the Interim Dean of the College of Education at Michigan State University, which has the privilege to host the UCEA Office, I have the honor of welcoming you to the 2021 UCEA Annual Convention. Every year’s conference brings well-anticipated opportunities to connect with old and new colleagues, share discoveries and lessons from research and practice, and step back to reflect on the important issues around educational practice and leadership. This year, however, there is a unique excitement about coming together, whether in person or via Zoom, to affirm connections to colleagues and commitments and to look in fresh ways, informed by the pandemic experience, on challenges and opportunities for strengthening educational leadership.

I am among those who perceive that we are in the midst of shaping a new era in how we approach learning, teaching, and educational leadership. Over the past decade and more, those of us in education have experienced the press to find more effective ways to enhance learning for an increasingly diverse group of students, to utilize the possibilities of new technologies to enrich educational practice and research, and to engage in educational leadership worthy of the challenges and demands of the times. The multiple impacts of the COVID pandemic, along with the heightened societal recognition over the past few years of the depth and impact of racial inequities in American society, have deepened our awareness of the responsibilities we have to make a difference in society thorough our work as educational leaders, researchers, and practitioners.

The them of the UCEA Convention, Emerging Stronger: Reuniting to Advance Educational Leadership, promises an experience of connection, learning, renewal, and professional growth—impacting those individuals who attend and the broader field of educational administration. The conference themes invite attendees into opportunities to consider fresh theoretical, methodological, and epistemological approaches to their research and practice, deeper understandings of professional identities, the intersectional complexities of equity issues, and new approaches to collaboration and interdisciplinary work. I noticed that the welcoming video also highlights various innovative, interactive, and enjoyable modes for conference interactions and learning.

Whether you are attending in person or remotely, I wish you a conference experience that leaves you refreshed, supported, renewed, and challenged to continue the important work of strengthening educational leadership though research, policy, practice, and preparation. Special thanks to the UCEA leaders and conference planners who have brought thought, creativity, and commitment to planning the conference. And best wishes to each of you attending and recommitting yourselves to the essential work of advancing high-quality education.

Warm regards,

Ann E. Austin
University Distinguished Professor and Interim Dean
Associate Dean for Research
College of Education
Michigan State University
East Lansing, MI 48824
aaustin@msu.edu
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 2020-21 UCEA EXECUTIVE COMMITTEE

William (Bill) Black, President
University of South Florida

David DeMatthews, President-Elect
University of Texas at Austin

Gerardo López, Secretary/Treasurer
Michigan State University

Shelby Cosner
University of Illinois at Chicago

Carol A. Mullen
Virginia Tech

Cristóbal Rodríguez
Howard University

Anjalé Welton
University of Wisconsin–Madison

Khuala Murtadha
Indiana University–Purdue University
Indianapolis

Lisa Bass
North Carolina State University

Sarah Woulfin
University of Texas at Austin

Ex-officio:
Mónica Byrne-Jiménez
Executive Director, UCEA
Michigan State University

2021 Convention Planning Committee

David DeMatthews, University of Texas at Austin
Noelle Witherspoon Arnold, Ohio State University
Paul Cruz, University of Texas at Austin
DeMarcus Jenkins, Pennsylvania State University
Yinying Wang, Georgia State University
Karl Gildner, UCEA

UCEA Staff

Mónica Byrne-Jiménez, Executive Director
Chris Torres, Headquarters Associate Co-Director
John Yun, Headquarters Associate Co-Director
Michael O’Malley, Associate Director of Publications
Lisa Bass, Associate Director of Graduate Student Development
Hollie Mackey, Associate Director of Graduate Student Development
Jayson Richardson, Associate Director of Program Centers
John Nash, Associate Director of Communications
Chris Thelen-Creps, Policy & Outreach Coordinator
Ed Fuller, Associate Director for Policy & Advocacy

Jane Clark Lindle, Associate Director for Policy & Advocacy
Karl Gildner, Project & Events Manager
Ruth Norris, Office Coordinator
Jennifer E. Cook, Publications & Communications Editor
Pei-Ling Lee, Webmaster
Mariama Nagbe, Postdoctoral Research Associate

Research Assistants:
Talgat Bainazarov
Yi-chih Chiang
Alounso Gilzene
Lawrence Louis
Yujin Oh
Dasmen Richards

Thank you to all proposal reviewers for your time and dedication to UCEA and the field of educational leadership and policy.
The 35th Annual UCEA Convention theme, Emerging Stronger: Reuniting to Advance Educational Leadership, is an opportunity to join together after an unprecedented time of isolation and loss. Having both exposed and intensified well-documented opportunity gaps, the COVID-19 pandemic has forever left its mark on our communities, schools, academic field, and lives. The pandemic’s effects have not only been “unfolding before our eyes,” as Roy (2020) pointed out, but also exist as “wreckage of a train that has been careening down the track for years.” Such pandemic realities have largely limited our ability to cocreate knowledge as a community, intensifying long-standing disciplinary and epistemological silos that limit our field’s collective impact. This is especially troubling given the problems encountered by educational leaders do not fit neatly into academic fields or disciplines. Yet, the pandemic has reminded us how important collective research efforts are to responding to complex social problems, such as those confronting educational organizations during and in the eventual aftermath of the pandemic. As Roy further highlighted how prior pandemics have “forced humans to break with the past and imagine their world anew,” this year’s theme encourages reunion and collective effort in support of public education.

Even before the pandemic, disciplinary and epistemological boundaries have led many researchers to narrowly construct research questions, adhere to specific funding-agency priorities, exclude voices of nonresearchers, adopt ahistorical approaches to inquiry, frame marginalized communities through deficit lenses, and prioritize publication in solely discipline-specific journals. For example, some researchers examine antiracist leadership to address issues of White supremacy and anti-Blackness; others focus on inclusive leadership for students with disabilities. In cliques, both groups can miss opportunities to share and learn from each other, a critical step in addressing the intersectional oppressive forces that operate within schools. While not a panacea for binary thinking, intersectionality is a necessary framework for methodological and pedagogical approaches to complexity and conflict. This is even more paramount now as longstanding systemic social inequities have put historically underserved populations at greater risk for the worst effects of COVID-19.

Although there is not broad agreement on what constitutes interdisciplinary scholarship, a growing consensus in the scientific community recognizes how diversifying expertise can push the boundaries of knowledge production. The constellation of potential interdisciplinary efforts will provide new voices, new questions, and new approaches to advance educational leadership. Together we can emerge stronger.

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The 2021 UCEA Convention Logo was designed by Jeff Thruston.
About the 2021 UCEA Convention

The 2021 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 (or virtual), 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.

REGISTRATION
Registration must be completed before traveling to Ohio. We will require documentation of full vaccination status for all in-person attendees.

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.
Network: Hyatt_Meeting    Password: UCEA2021

ONLINE PROGRAM AND MOBILE APP
View the online version of the program at http://www.ucea.org/conference/convention-program/ and be sure to download the Whova mobile app to view the agenda, access livestream sessions, connect with other attendees and much more.

THE UCEA ANNUAL BANQUET
The 2021 Banquet will be held Saturday, Nov. 13, 6:30–11:00 pm EST. Information available at registration.

SPONSORSHIP OF UCEA EVENTS
If you are interested in sponsoring a future convention, email UCEA Headquarters at uceaconvention@gmail.com or call 517-353-4025. Event sponsorships are an excellent way to increase the visibility of your institution.
In the 35 years that UCEA has held its convention, many institutions have served as generous sponsors and exhibitors. In all cases, these cooperative endeavors served to create a more dynamic relationship between UCEA and those institutions and organizations. UCEA acknowledges the substantive contributions that the following sponsors and exhibitors have made to this year’s convention. We greatly appreciate their support and continuing endorsement.
2021 Events at a Glance

All times are EST

VIRTUAL PAPERS
Virtual papers are available throughout the Convention.

FRIDAY Nov. 5
1:00 –2:00 pm EST Pre-Convention General Session

MONDAY Nov. 8
8:00 am–5:00 pm EST UCEA Executive Committe Meeting

TUESDAY Nov. 9
8:00 am–5:00 pm EST UCEA Executive Committe Meeting

WEDNESDAY Nov. 10
12:00–6:10 pm EST Graduate Student Summit (registration required)
6:30–7:30 pm Plenum & Graduate Student Reception

THURSDAY Nov. 11
7:30–8:30 am EST Breakfast for Graduate Student Summit Registrants & Jackson Scholars
8:00–8:50 am Jackson Scholars Network Convocation
8:00 am–12:00 pm Plenary Session
9:00–9:50 am Graduate Student Summit feedback (registration required)
10:00–10:50 am Jackson Scholars Network Research Symposium Presentations
11:45 am–12:00 pm UCEA Land Recognition & Convention Opening
12:00–1:30 pm UCEA Awards Luncheon
1:45–3:15 pm General Session I: Superintendent Spotlight: Lessons From a Leader: Janice Jackson
3:45–6:30 pm Breakout sessions
6:45–8:30 pm Reception in Honor of UCEA Past Presidents

FRIDAY Nov. 12
8:00–9:10 am EST Breakout sessions
10:40–11:50 am UCEA Art Salon
Breakout sessions
11:50 am–1:20 pm  Lunch break
1:20–2:30 pm  Sparkplug Session I
   Networking Session 1
1:20–3:50 pm  Breakout sessions
4:00–5:10 pm  UCEA/BELMAS Research Collaboration: The ISLDN
   Networking Session 2
   Breakout sessions
5:30–6:45 pm  General Session III: Social Justice Keynote: Rich Milner
7:00–8:00 pm  UCEA Jackson Scholars Network Recognition Ceremony
8:00–9:00 pm  UCEA Barbara L. Jackson Scholars Network Reception

SATURDAY Nov. 13

8:00–9:10 am EST  Breakout sessions
9:20–10:30 am  General Session IV: Mitstifer Lecture: Bruce D. Baker: School
   Finance, Inequality and the Role of Race
10:40–11:50 am  UCEA Fireside Chat
   Networking Session 3
   Breakout sessions
11:50 am–1:20 pm  Lunch break
1:20–2:30 pm  Sparkplug Session II
1:20–5:10 pm  Breakout sessions
5:15–6:15 pm  General Session V - UCEA Presidential Address: Bill Black: Leadership Beyond Ableism: Toward Collective
   Responsibility and Interdependence
6:30–7:30 pm  UCEA Annual Banquet Cocktail Hour
7:30–9:00 pm  UCEA Annual Banquet Dinner (ticketed event)
9:00–11:00 pm  UCEA Annual Banquet Party
4:00–5:10 pm  Networking Session 4

SUNDAY Nov. 14

post-Convention workshops

8:00–10:00 am EST  Emerging Stronger After Major Crises: Supporting Junior Faculty Success
     Educational Leadership Lab: Providing Innovative Solutions Using Design Thinking Approach
10:00 am–12:00 pm  UCEA Voices 4 Effort
Special Presentations

All general sessions will be livestreamed for all registered attendees to view.

001. Pre-Convention General Session (Virtual)
Friday Nov. 5 1:00–2:00 pm EST
This session includes a panel discussion with high-performing superintendents from throughout the country who have demonstrated strong leadership in their school systems and communities. While there will be time for comments from the audience, the following questions will open the discussion: Working through this pandemic has been challenging for all of us. What were some of the most significant lessons learned from it? What do you see as some of the lasting effects of the pandemic on our students and staff? How did you work with your school community to address the social justice issues that we were all experiencing? What advice do you have for our aspiring superintendents and district leaders who are now taking on new roles in educational administration? Panelists: Ed Graff, Minneapolis Public Schools, Minnesota; Barbara Jenkins, Orange County Public Schools, Florida; Rick Lopez, Garland ISD, Texas. Facilitator: Paul Cruz, University of Texas at Austin

054. General Session I: Superintendent Spotlight: Lessons From a Leader: Janice Jackson
Thursday Nov. 11 1:45–3:15 pm EST
Dr. Janice Jackson is a Senior Fellow whose work at Carnegie focuses on equity issues, such as improving high school and college attainment nationwide and ensuring that African American, Latinx, and Indigenous students receive exemplary education and social and emotional support. She is the former CEO of Chicago Public Schools (CPS). Jackson’s tenure at CPS—the nation’s third largest school district—is most notable for the results the district attained in advancing equitable outcomes for its students. Jackson’s efforts, along with those of Chicago’s dedicated teachers and principals, have propelled CPS students to record-breaking improvements in academic achievement, high school graduation, and postsecondary completion. Education experts across the country regard Chicago as a national leader in improving results for young people at scale. Jackson holds a BA and MA from Chicago State University and an MA and EdD from the University of Illinois at Chicago. She is also a board member of the Collaborative for Academic, Social, and Emotional Learning.

Friday Nov. 12 9:20–10:30 am EST
As the instability and uncertainty caused by the pandemic continues to challenge educational systems, new research brings the role of school leaders—and their preparation—to the forefront. Research on the roles of principals, assistant principals, and leadership preparation demonstrates the vital importance of centering equity within the school leadership field. These three research studies offer new insights about the demographics within the field and the elements of successful leadership. This discussion is an opportunity to bring together these three research strands and to explore the past, present, and future of educational leadership. Panelists will share their findings on the key equity concerns for the leadership profession, including important implications
Friday Nov. 12  5:30–6:45 pm EST

*Learning From Young People, Families, and Teachers About Opportunity-Centered Leadership.* [H. Richard Milner IV](http://example.com) (also known as Rich) is Cornelius Vanderbilt Distinguished Professor of Education and Professor of Education in the Department of Teaching and Learning at Peabody College of Vanderbilt University. His research, teaching and policy interests concern urban education, teacher education, African American literature, and the social context of education. His most recent books are *Start Where you Are, But Don’t Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today’s Classroom* (2nd ed.), and *Handbook of Urban Education* (2nd ed., coedited with Kofi Lomotey).

172. **General Session IV: Mitstifer Lecture Sponsored by Penn State University:**

**Bruce D. Baker**
Saturday Nov. 13  9:20–10:30 am EST

*School Finance, Inequality, and the Role of Race.* [Bruce D. Baker](http://example.com), EdD, is a Professor in the Department of Educational Theory, Policy, and Administration at the Rutgers University Graduate School of Education and is widely recognized as a leading scholar in the field of education finance. His recent research focuses on state aid allocation policies and practices, with particular attention to the equity and adequacy of aid for special student populations. He is a past recipient of an NCES/AEFA new scholar’s award and has received research funding from the Association for Institutional Research for studying variations in costs to baccalaureate degree attainment.

224. **General Session V - UCEA Presidential Address: William (Bill) Black**
Saturday Nov. 13  5:15–6:15 pm EST

*Leadership Beyond Ableism: Toward Collective Responsibility and Interdependence.* [William R. (Bill) Black](http://example.com) is current UCEA president and Professor of Educational Leadership and Policy Studies at the University of South Florida. Before joining USF, Dr. Black was an Assistant Professor of Educational Leadership and Policy Studies at Indiana University–Purdue University at Indianapolis. Dr. Black has worked in Florida, Costa Rica, and Texas as a community educator and immigration paralegal, bilingual elementary school teacher, and elementary administrator. Dr. Black received his MEd and PhD in Educational Administration from the University of Texas at Austin. Dr. Black's research focuses on leadership preparation and partnerships, as well as educational policy implementation related to students identified with disabilities and bilingual/bicultural students. Dr. Black has served as the coeditor of the *Journal of Cases in Educational Leadership* and recently coedited two volumes in the *Research and Theory in Educational Leadership Book Series*.

225–227. **UCEA Annual Banquet**
Saturday Nov. 13  6:30–11:00 pm EST

Cocktail hour 6:30–7:30, followed by ticketed dinner until 9:00pm, when party begins.
NEW!  UCEA is a community where graduate students, practitioners, and faculty convene and share ideas and mentorship. Last year, we missed an opportunity to cultivate new relationships. These networking sessions are designed as an informal space to connect with leading scholars across a broad array of topics. Join us, introduce yourself, and start a conversation. These sessions are about reconnecting and reigniting our community, and our facilitators are excited to meet you and talk with you.

FRIDAY, Nov. 12

1:20–2:30 pm EST  125. Networking Session 1
Book Series Editor, Designing Qualitative Studies, Insights From Department Chairs, the EC and UCEA Governance

4:00–5:10 pm  155. Networking Session 2
Network Analysis, Insights From Deans, Journal Editors

SATURDAY, Nov. 13

10:40–11:50 am EST  185. Networking Session 3
Past UCEA Presidents, Grant Development, Topics in Rural Education, Writing for Nonacademic Audiences

4:00–5:10 pm  222. Networking Session 4
Designing Qualitative Studies, Transitions From Practice to Academia, Recent Early Career Award Winners

Wallace Foundation Events

Over the last 21 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 invited to join.

THURSDAY, Nov. 11

12:00–1:30 pm EST  053. 2021 UCEA Awards Luncheon

FRIDAY, Nov. 12


For additional information about The Wallace Foundation and supported research, please visit wallacefoundation.org

Wallace
Workshops

THURSDAY, Nov. 11

3:45–5:00 pm EST  
065. E-Advising: Utilizing Online Technology to Improve Advising of Educational Leadership Doctoral Students

5:15–6:30 pm
078. Improving the Development, Content, and Utilization of Logic Models to Support Educational Research and Practice

FRIDAY, Nov. 12

10:40–11:50 am EST  
107. UCEA Art Salon

4:00–5:10 pm
152. UCEA/BELMAS Research Collaboration: The International School Leadership Development Network

SUNDAY, Nov. 14

8:00–10:00 am EST  
228. Emerging Stronger After Major Crises: Supporting Junior Faculty Success

229. Educational Leadership Lab: Providing Innovative Solutions Using Design Thinking Approach

10:00 am–12:00 pm  
230. UCEA Voices 4 Effort

Graduate Student Council

2020–2022 UCEA Headquarters Representatives
Dasmen Richards, Michigan State University
Lawrence Louis, Michigan State University

2021–2024 Representatives
Cara Jones, Texas Christian University
Andrea “Andii” Layton, Pennsylvania State University
Jeana Partin, University of Tennessee, Knoxville
Dre’Sha Singleton, North Carolina State University
Nathan Tanner, University of Illinois at Urbana-Champaign

2020–2022 Representatives
Joonkil Ahn, University of Illinois at Urbana-Champaign
Frank Gause, University of South Carolina
Lebon Daniel James III, University of Texas at Austin

2019–2021 Representatives
James “Lamar” Foster, University of Washington
Annie Maselli, Pennsylvania State University
## Sparkplug Sessions

NEW!  Feel alienated from your research? Your data look like another language? Can’t find a way back to that R&R? Or can’t look at your computer without breaking out in a cold sweat? You’re in luck! The past year has put additional stress on many making researching, conceptualizing, and writing incredibly difficult. These new Sparkplug sessions are designed to provide space and support to help you find the joy in your work again. Bring ideas, manuscripts, or anything you want/need to “reconnect” with your inner researcher.

**FRIDAY, Nov. 12**

1:20–2:30 pm EST  
113. Sparkplug Session I

**SATURDAY, Nov. 13**

1:20–2:30 pm EST  
187. Sparkplug Session II

## UCEA SIG & Program Center Sessions

### THURSDAY, Nov. 11

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<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>3:45–5:00 pm EST</td>
<td>066. A UCEA Program Center Special Session 2021: UCEA Joint Center for Research on the Superintendency</td>
</tr>
<tr>
<td>5:15–6:30 pm</td>
<td>079. CASTLE Session: Leadership for Deeper Learning: Lessons From 30 Innovative, Deeper Learning Schools</td>
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### FRIDAY, Nov. 12

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<th>Time</th>
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<tbody>
<tr>
<td>8:00–9:00 am EST</td>
<td>090. Leadership for Social Justice SIG</td>
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<td>093. The Center for Urban School Leadership</td>
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<td>10:40–11:50 am</td>
<td>108. UCEA Center for Innovative Rural Collaborative Leadership Education (CIRCLE): Critical Conversations About Shared Rural Interests</td>
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<td>111. Center for the Advanced Study of Technology Leadership in Education (CASTLE)</td>
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<tr>
<td>2:40–3:50 pm</td>
<td>139. UCEA Center for Urban School Leadership: Partnering to Prepare Equity-Centered Educational Leaders and Pipelines</td>
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<tr>
<td>4:10–5:10 pm</td>
<td>154. Research on Gender and Women in Leadership SIG</td>
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<td>156. UCEA Program Centers Director Board of Directors and Advisory Board Meeting</td>
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</tbody>
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### SATURDAY, Nov. 13

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>10:40–11:50 am EST</td>
<td>184. Joint Program Center for the Study of the Superintendency and District Governance</td>
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<tr>
<td>2:40–3:50 pm</td>
<td>209a. UCEA Center for the International Study of School Leadership Presents a Conversation on Post-COVID Leadership and Leadership Preparation</td>
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</tbody>
</table>
Graduate Student Summit

WEDNESDAY, Nov. 10

12:00–12:50 pm EST 012. Graduate Student Summit (GSS) Opening Session
1:00–2:10 pm 013. Critical Examinations of Education Policy
014. Critical Conversations About Race and Gender
015. Responses to Accountability and Challenges in Online Learning Context
2:20–3:30 pm 016. Leadership and Student Learning in the COVID-19 Pandemic
017. Antiracist School Leaders With Diverse Racial, Gender Backgrounds
018. Exploring Evidence for Leadership and Student Learning
3:40–4:50 pm 019. Collective Leadership, Professional Learning Community, and School Improvement
020. The Role of Educational Leadership and Policy Towards Equity and Diversity
021. Exploring Curricular Considerations for Antiracist, Authentic Leadership Practices
022. Ignite! Shifting the Paradigm: Visions for Education
5:00–6:10 pm 023. GSS Roundtable
6:30–7:30 pm 024. Plenum and Graduate Student Reception

THURSDAY, Nov. 11

7:30–8:30 am EST 025. Breakfast for GSS Registrants and Jackson Scholars
9:00–9:50 am 034–038. GSS Feedback Sessions A–E

Other Graduate Student Sessions

THURSDAY Nov. 11

3:45–5:00 pm EST 055. Finding Work–Life Balance in Graduate School and Beyond
5:15–6:30 pm 067. Navigating Graduate School During and After the COVID-19 Pandemic

FRIDAY Nov. 12

8:00–9:00 am EST 082. Graduate Writing Ignite! Tips for Crafting Your Best Work
10:40–10:50 am 096. Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professoriate
1:20–2:30 pm 112. Mapping the Field: Epistemology and Ontology of Educational Leadership
2:40–3:50 pm 128. Exploring Professional Routes Outside the Professoriate
4:00–5:10 pm 142. Conferencing With Your Research Agenda in Mind
UCEA welcomes the new 2021–2023 Barbara L. Jackson Scholars. Jackson Scholars are urged to register for the Graduate Student Summit.

### 2021–2023 Jackson Scholars Cohort

- Carlos Aldrete, University of Washington
- Brandi Avila, Loyola Marymount University
- Racquel Armstrong, Ohio State University
- Talgat Bainazarov, Michigan State University
- Rahman Bell, Auburn University
- James Bridgeforth, University of Southern California
- Brandon Britt, Ohio State University
- Anglesia Brown, Wayne State University
- Miguel Capers, University of Illinois at Urbana-Champaign
- Nateil Carby, Georgia State University
- Lloyd Cheatom, Duquesne University
- Willie Chen, University of Utah
- Soobin Choi, University of Missouri
- Sherry Corbitt, Auburn University
- Anita Dann, Sam Houston State University
- Eupha Jeanne Daramola, University of Southern California
- Christopher Darby, University of South Florida
- Roseann Gonzales, University of Texas at San Antonio
- Dawn Gordon, Duquesne University
- Raisa Gray, Pennsylvania State University
- Christina Hernández, Texas State University
- Montisha Hines-Goosby, Sam Houston State University
- Andrew Johnson, Michigan State University
- Sahar Khawaja, University of Denver
- Stacey Love, University of Kentucky
- Fannie Martinez, University of Washington
- Tiffany Mayes, Sam Houston State University
- Donald Moore, Rutgers University
- Michael Ota, Texas State University
- Kwame Patterson, Jr., Illinois State University
- Stephanie Perez, Rutgers University
- Claire Ramirez, Loyola Marymount University
- Bobby Marcus Roberson, Duquesne University
- R. Lynn Sydnor-Epps, University of Delaware
- Bindu Sunil, Georgia State University
- Michelle Taylor, Wayne State University
- Pranjali Upadhyay, Washington State University
- Jasmine Victor, University of Texas at San Antonio
- JaDawn Wagstaff, University at Buffalo, SUNY
- Carrie Whitlow, Kansas State University
- Shawn Wooden, Purdue University

### 2020–2022 Jackson Scholars Cohort

- Armen Alvarez, Illinois State University
- Melody Andrews, Howard University
- Joshua Anzaldúa, University of Texas at San Antonio
- Esther “Renee” Bocanegra, Texas State University
- Alexandra Channell, Texas Christian University
- Shaun Crisler, Illinois State University
- Shari Cunningham, Rutgers University
- Dionne Davis, University of South Florida
- Sarah De La Garza, University of Texas at Austin
- Teruko Dobashi-Taylor, Georgia State University
- Antonio Felix, Loyola Marymount University
- Rasheed Flowers, University of Kentucky
- Juan Ford, Auburn University
- Yolanda Grijalva, Texas State University
- Tekoa Jane Hill, University of Oklahoma
- Jeremy Horne, University of Texas at Austin
- Julius Hunter, Auburn University
- Kadia Hylton-Fraser, Lehigh University
- Jennifer Jarret, North Carolina State University
- Ana Lucia Gonzalez-Prier, Duquesne University
- Ajua Kouadio, Rutgers University
- Andrea Layton, Pennsylvania State University
- Caroline Lontoc-Diaz, Georgia State University
- Erica Mallet, University of Washington
- Xinyi Mao, University of Missouri
- Daniel Moraguez, University of Virginia
- Tiffany Newsome, University of North Carolina at Greensboro
- Trang Pham, Pennsylvania State University
- Tiffani Robertson, Illinois State University
- Dante Studamire, University of Illinois, Urbana-Champaign
- Michael Warren, Duquesne University
Jackson Scholars Network Research Symposium

THURSDAY Nov. 11

7:30–8:30 am EST 025. Breakfast for GSS Registrants and Jackson Scholars

8:00–8:50 am 026. Jackson Scholars Network Convocation

9:00–9:50 am  
Jackson Scholars Network Research Symposium Presentations:

028. Faith and Identity: Resilience and Hope in the Face of Challenges

029. Identity and Trauma: Black Students’ Experiences Informing Leadership

030. Leadership Identity: School Level Responses to Violence, Stress, and Equity

031. Identity and Nuance: The Role of Persistence in Higher Education

032. Identities in Urban Contexts and Voice: Cultural Responsiveness and Students’ Lived Experiences

033. Decolonizing Identities and Unprecedented Times: Reclaiming Place and Space through Resistance

10:00–10:50 am 039–044. JSN Mentor Feedback Sessions

045. Social Justice Identities: Leadership Perspectives for Preparation, Preschool, and Bilingual Education

046. Intersectional Identity: Black Women and Representation in Education

047. International Identities: Social Justice Leadership Across the Globe

048. Identity and Perspective: Influences of Latinx Identity Formation on Educational Practices and Experiences

11:00–11:50 am 049–052. JSN Mentor Feedback Sessions

052a. Julie Laible Memorial Session for New Jackson Scholars

FRIDAY Nov. 12

7:00–8:00 pm EST 158. UCEA Jackson Scholars Network Recognition Ceremony

8:00–9:00 pm 159. UCEA Jackson Scholars Network Reception

JSN Scavenger Hunt: Adventure Columbus

Open to all Convention attendees. Requested donation $20; register using Whova. Grab your team, lace up your walking shoes and get ready to experience Columbus like you never have before. Using your smartphone, you’ll unearth fun facts, take ridiculous pictures, and test your navigation skills as you trek through Columbus.
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UCEA Plenary Session Representatives (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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University of Texas Rio Grande Valley: Fred Guerra
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University of Washington: Jessica Rigby
University of Wisconsin–Madison: Mollie McQuillan
University of Wisconsin–Milwaukee: Leigh Wallace
Vanderbilt University: Marisa Cannata
Virginia Commonwealth University: Andrene Castro
Virginia Tech University: Carol Cash
Washington State University: Kristin Huggins
Wayne State University: Erica Edwards
Western Carolina University: Kofi Lomotey

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- JRLE: @jrleeditor

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- UCEA Barbara L. Jackson Scholars
- University Council for Educational Administration (UCEA)

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- UCEA Headquarters
- University Council for Educational Administration Graduate Student Council
- UCEA Jackson Scholars Network
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University of Texas at Tyler
Pre-Convention Session

FRIDAY NOV. 5

001. Pre-Convention General Session (Virtual)
UCEA Convention
Special Session: Virtual
Friday Nov. 5  1:00 to 2:00 pm EST
See call-out box.

Pre-Convention General Session (Virtual)

This session includes a panel discussion with high-performing superintendents from throughout the country who have demonstrated strong leadership in their school systems and communities. While there will be time for comments from the audience, the following questions will open the discussion:

1. Working through this pandemic has been challenging for all of us. What were some of the most significant lessons learned from it?
2. What do you see as some of the lasting effects of the pandemic on our students and staff?
3. How did you work with your school community to address the social justice issues that we were all experiencing?
4. What advice do you have for our aspiring superintendents and district leaders who are now taking on new roles in educational administration?

Panelists:
Ed Graff, Minneapolis Public Schools, Minnesota
Barbara Jenkins, Orange County Public Schools, Florida
Rick Lopez, Garland ISD, Texas

Facilitator:
Paul Cruz, University of Texas at Austin

Session 001  Friday Nov. 5  1:00–2:00 pm EST
002. COVID-19 Pandemic and Education Policy
UCEA Convention
Virtual Paper Session
Participants:
Leading Districts Through COVID-19: A Mixed-Methods Study of Superintendent Decision-Making in Two States. Catharine Biddle, University of Maine; Maria Frankland, University of Maine; Ryan Crane, University of Maine

This study examines the crisis management of superintendents during the spring of 2020 and the 2020-21 school year in two states with different infection rates: Maine and Pennsylvania. The study draws on 7,000 coded and quantized documents collected from 615 school districts and 58 interviews with superintendents across the rural-urban continuum. We find significant differences across the rural-urban continuum around access to resources and superintendent decision-making mediated by regional/local networks of support and coordination.

Leading in Times of Predictable Precarity: Toward a Signature Praxis. Brendan Maxcy, Indiana University-Purdue University Indiana (IUPUI); Thu-Suong Nguyen, IUPUI; Kyle Huskins, IUPUI; Hardy Murphy, IUPUI; Khaula Murtadha, IUPUI; David Hoa Khoa Nguyen, IUPUI; Samantha Paredes Scribner, IUPUI

The pandemic exacerbated circumstantial precarity, a generalized condition of existential anxiety intensified and exploited by neoliberal reforms. While the resulting anxiety was generalized and pervasive, the impacts were uneven with vulnerable and marginalized communities disproportionately burdened and traumatized. In this paper, we meditate on the arc of leadership preparation toward social and racial justice and on the pursuit of signature praxis for our program suited to precarity and shaped by curiosity, clarity, and humility.

Leading Through Crisis: District-Level Communication Around Mental Health and Social-Emotional Learning. Maria Frankland, University of Maine; Catharine Biddle, University of Maine

Students faced with the collective trauma of the COVID-19 pandemic and resulting rapid closure of school buildings encountered unprecedented challenges to their physical and mental health. Superintendents were charged with reimagining the role of their schools in providing for these needs. Our census of district-level communications during the crisis schooling associated with the COVID-19 pandemic revealed both innovative practices and disturbing trends around social-emotional learning and mental health supports.

“Virtually Everything”: Principal Sensemaking of How COVID-19 Will Impact the Future of the Principalship. David B. Reid, Seton Hall University

In this study I asked (a) how do principals envision their role as school leaders post-COVID-19, and (b) how, if at all, do these beliefs influence principals’ thinking about remaining in the profession? An analysis of the data reveals principals believe in the future their job will become more virtual, which influences their future employment considerations. Implications for policy and practice are discussed.

Visualizing the Digital Divide in Pandemic Texas: A Machine Learning Model. Danielle Lindo, University of Texas at Austin; Sung Joon Roh, University of Texas at Austin; Janani Ravikumar, University of Texas at Austin

In this exploratory study, we used open data and machine learning algorithms to (a) determine
comprehensive categorizations describing the level of the digital divide and (b) establish trends among children and adults characterizing the distribution of the digital divide across zip codes in Texas. The second stage of our work will use statistical methods to explore the implications of our categorical assignments on a variety of educational outcomes.

**District Responses to Decreasing Learning Gaps Due to COVID for Students With Disabilities.** Krista Bixler, Florida Gulf Coast University; Noelle Balsamo, Florida Gulf Coast University; Jennifer Sughrue, Florida Gulf Coast University; Raymond Wilson

This study investigated the impact that COVID-19 had on students with autism, their families, service providers, and administrators and their response to the students' educational needs. Findings address lessons to be learned in educating and socializing students with autism that could be applied in improving access to a free, appropriate public education (FAPE), how interdisciplinary expertise can inform future policy and practice, and needed leadership skills for an interdisciplinary approach to address learning gaps for students with disabilities.

**“We’re Already Doing it”: Expanding Leadership Practices in Support of Immigrant Communities in Times of Crisis.** Rebecca Lowenhaupt, Boston College; Julie Kim Yammine, Boston College; Edom Tesfa, Harvard University; Jennifer Queenan; Paulette Andrade-Gonzalez, Boston College; Dafney Dabach, University of Washington; Ariana Manguel Figueroa; Roberto Gonzales, Harvard University

Building on an ongoing, longitudinal study in six immigrant-serving districts around the country, we share findings about how educational leaders are supporting immigrant-origin youth in the COVID-19 pandemic. Via monthly Zoom meetings, we engaged in ongoing discussions to support planning and inform district policymaking. We focus on the impacts of the pandemic on immigrant-serving districts and the innovative ways districts are adapting and connecting with communities in the midst of disruption.

**Turnaround Superintendents’ Insights on Virtual Learning and the Future of Schooling in the Wake of COVID-19.** Chanteliese Griskell, Michigan State University; Chris Torres, Michigan State University

Superintendents face increasing pressure to develop virtual learning options because of competition for student enrollment and racial differences in the trust of in-person education. This study analyzes interviews of superintendents and charter school leaders working in Michigan’s Department of Education partnership districts or schools. How do superintendents explain the effectiveness of virtual or hybrid models implemented during the pandemic? How do they reason about the future of such options?

**Moral Distress Amongst District Leaders: Intensity, Dilemmas, and Coping Mechanisms.** Jeff Walls, Washington State University; Karen R. Seashore, University of Minnesota

The pandemic has placed pressure on teachers, students, families, and school and system leaders. In many cases, this pressure has had an ethical dimension: how to balance student well-being with academic press, how to balance safety with community pressure, etc. As we emerge stronger, and reunite to advance educational leadership, there is a need to examine how leaders navigated moral dilemmas against the backdrop of the pandemic.

**003. ELLs, Race/Ethnicity, and Underserved Populations**

UCEA Convention Virtual Paper Session

Participants:

**A Rhetorical Analysis of Florida Schools District Board Meetings and the Impacts on Emergent Multilingual Students.** Michelle Cristina Angelo Dantas Rocha, University of South Florida

This case study is a rhetorical analysis of the 2016 to 2021 Florida Public School (FPS) district board meetings. I analyze how FPS district board members use language to talk about English as a Second Language students from economically disadvantaged backgrounds. I examine how the FPS board members use rhetoric persuasion strategies to make decisions about educational policies, programs, and practices towards emergent multilingual students and families.

**Juntas en la Lucha: Coordinated Equity Advocacy Between a Latina Parent and School Board Member.** Katherine Rodela, Washington State University; Julie Esparza Brown, Portland State University

This paper analyzes coordinated equity-focused advocacy between a Latina mother and Latina
school board member, brought together by serious accusations of child abuse at an elementary school in a large district. Using Latino critical race theory, this paper explores how Latinx school board members may work in direct collaboration with local communities of color—juntas en la lucha (together in the struggle)—to promote equity. Findings reveal the possibilities and tensions of school board–community organizing.

**Oral Histories From a Black Southern Segregated School Using Interdisciplinary Methods.** Star Adrianna Norton, Virginia Tech; Carol A. Mullen, Virginia Tech

The purpose of the qualitative case study was to explore Black education in Southwest Virginia as personally experienced by inhabitants. Interviews were conducted with alumni and teachers who were at a Black segregated rural school from 1963 to 1970 during the Civil Rights Movement. Seven findings align with literature on Black segregated schools, demonstrating commonalities of, and differences in, experiences of desegregation. The research advances educational leadership through interdisciplinary scholarship drawing on oral history methodology.

**Teacher Workforce Diversity: A Review of Barriers and Issues Impacting Black and Latinx Teachers.** Priscilla Aquino Garza, University of Texas at Austin

This paper will discuss the various factors that have contributed to the low percentages of Black and Latinx teachers in public schools, including the U.S.’s foundational commitment to educate White students, high turnover rates for teachers, and various barriers into the teaching profession that disproportionately impact potential Black and Latinx teachers.

**The Relationship Between Teachers’ Race and Perceived Lack of Parental Involvement of LEP Students.** Muna Ahmed Altowajri, Miami University; Bryan J Duarte, Miami University

Parents’ involvement in English language learners (ELLs) and limited English proficient (LEP) education has numerous benefits. However, there is still a perceived lack of ELLs’ family involvement. Drawing upon critical race theory, CWS, and CP, this critical quantitative pilot study challenges the negative or dominant stereotypes that feed deficit perceptions of ELLs and families and argue that lack of ELLs’ parents’ involvement is constructed out of deficit orientations towards ELLs and families through examining the links between teachers race and family involvement of LEP students.

**Understanding the College Persistence Experiences of Low-Income, First-Generation, Latinx Students.** Madeline Laurinda Haynes, University of Texas at Austin

While studies have examined persistence for Latinx, first-generation, and/or low-income students separately (or in combination of two), few have closely examined the experiences of students who are at the intersection of these three identities. Through interviews with 15 young adults from the Rio Grande Valley, eight who have completed a bachelor’s degree and seven who have stopped out, this study investigates the barriers encountered and the sources of strength students drew on in persevering.

**Lies, Denials, and Cover-Ups: The Pervasiveness of Whiteness as Property in Parent Engagement.** Vidya Shah, York University; Diana Grimaldos

This study explores the counterstories of 13 Black parents and parents of color who challenged schools/districts because of active harm they endured, or their children endured, at the hands of educators and racist policies and practices. Drawing on Whiteness as property, an analytic construct of critical race theory, we explore how educators uphold Whiteness to protect their reputation, the narrative of schools as all-knowing and benevolent, and the ability to determine deservedness and disposability.

**A Critical Examination of Leadership Practices and Policies Shaping ELs’ Access to Computer Science Courses.** Hayley Weddle, University of Pittsburgh; Megan Hopkins, University of California, San Diego

Computer science (CS) is the fastest growing subject in the U.S., yet English learners (ELs) are dramatically underrepresented in these courses. Promoting ELs’ access to CS is imperative, as ELs bring a wealth of resources to the classroom and CS courses provide opportunities to develop both CS knowledge and language proficiency. Recognizing the need to disrupt systemic barriers, this study examines school leadership practices and policies shaping secondary ELs’ access to CS courses.
Listen to the Kids: Honoring the Voices of Students of Color. Trevon R. Jones, Texas Christian University; Jo Beth Jimerson, Texas Christian University

The purpose of this case study was to understand why and how a student organization creates, develops, and protects space for the voices of students of color in an urban school district in order to discern practices that promote and elevate student voice in schools. We investigated how adults who facilitate this student organization promote the voices of students of color and the reasons that adults engage in these activities.

“On a Risky Slope of Democracy”: Racialized Logics Embedded in Community–School Board Interactions. Eupha Jeanne Daramola, University of Southern California; Taylor Enoch-Stevens, University of Southern California; Akua Nkansah-Amankra, University of Southern California; James Bridgeforth, University of Southern California

We apply ethnographic case study methodology to understand the interactions between a predominantly Black school board and its community. Utilizing the theory of critical race institutional logics, we examine the values that undergird the board–community relationship. Overall, our data suggest logics that privileged Whiteness prevailed even though the board was majority Black. Our findings suggest that racial representation in education politics must accompany changes to policies, practices, and processes that privilege Whiteness and reproduce racism.

004. Equity, Accountability, and Social Justice

UCEA Convention
Virtual Paper Session
Participants:
Artmaking to Promote Social Justice and Community. Christa Boske, Kent State University; Mariel Sallee, Ashtabula Area City Schools, Ohio; Leshun Collins, Orange County Schools, Ohio; Lenard Jackson; Marilyn Mauck; Jeannie Oakar; Jarred Zapolnik, Kent State University

The purpose of this presentation is to explore approaches, challenges, and possibilities that have arisen over the last several years from existential crises and threats in promoting social-justice-oriented work in K-12 U.S. public schools to build community. For the purpose of this study, seven leading for social justice school activists will utilize a biographical methodological approach to investigate similar phenomena.

Ethical Transformative Leadership—The Key to Confronting and Dismantling Educational Inequity. Kimberly Lefevre-Walke, Ontario Institute for Studies in Education, University of Toronto

After COVID-19, the advancement of equity will be more urgent and public education will be expected to do more to disrupt systemic barriers to equity. District leaders need more tools to draw on in their equity work. Ontario standards of practice, leadership preparation programs and frameworks, and the literature offer few specifics about how to advance equity. A 2018 doctoral study identified the need to develop the ethical dimension of leadership in the teaching profession.

Overcoming the Unbearable Whiteness of Teaching: Narratives of an Antiracist Professional Development Program. Madeline Mason, Indiana University; Samantha Paredes Scribner, Indiana University–Purdue University Indiana

This study presents a critical policy analysis of a multipronged antiracist professional development program in an urban school district, begun during the COVID pandemic. Utilizing a narrative policy framework to analyze the narratives at micro, meso, and macro levels, we highlight the varying positioning of resistance and support, offering insights into opportunities for advancing, diffusing, and institutionalizing these efforts.

Patchworks of Leadership Work for Beloved Community: Heeding Hauntings of Race and Disability, Reckoning With Something-to-Be-Done. Irene H. Yoon, University of Utah

Memorial Elementary's transition to full inclusion for students with emotional/behavioral disability labels—mostly students of color with transgenerational, persistent trauma—responded to historical, ongoing exclusion and confinement. I examine patchwork blocks of leadership work that heeded hauntings and reckoned with structural racism and ableism. The leadership work included (a) naming the ghosts, (b) inclusion that dissolved inclusion, (c) cultivating a culture of achievement,
(d) teacher and staff leadership, and (e) imagining futures, still haunted.


As we confront the COVID-19 pandemic and the racism epidemic, time is up for White educators preserving the status quo. Using critical autoethnography with a critical Whiteness lens, we enact psychosocial and sociocultural inquiry that enables the emergence of antiracist, transformative work in White fragile communities (WFCs). Further, we provide pathways and guidance that move antiracist pedagogy and leadership from theory to practice, which have historically failed in WFCs wherein systemic oppression persists.

Sex Trafficking: What Educational Leaders and Educators Must Know. Tashina Lenai Khabbaz, Lehigh University; Kaitlin Anderson, Lehigh University

We provide insight for educational leaders and educators to minimize the exploitation of sex-trafficked children through an examination of various policies, case-reporting datasets in the United States, and a variety of literature including peer-reviewed articles and technical reports. This paper describes how sex trafficking relates to the school sector and life outcomes. We conclude by discussing key recommendations for school leaders and educators to improve identification of and response to sex-trafficked children.

The Unique Role of HBCUs in Preparing Diverse, Equity-Focused Leaders. Lakisha G. Rice, North Carolina Central University; Kimberly Kappler Hewitt, University of North Carolina at Greensboro; Jennifer Nicole Jarrett, North Carolina State University; Portia Gibbs-Roseboro, North Carolina Central University

To make U.S. schools more inclusive, democratic, and equitable, two key changes need to occur: (a) the incongruence between the diversity of student, teaching, and principal populations needs to be addressed, and (b) principals need to lead for equity and social justice. This study, reflecting perceptual data of 1st-year principal candidates at a North Carolina historically Black college/university (HBCU), points to HBCUs as uniquely positioned to propel the nation forward in these key areas.


This study draws on qualitative data from one school to examine how 12 school leaders lead for culturally sustaining social-emotional learning (SEL). Through the theoretical lenses of sensemaking and critical consciousness, I found that leaders relied on collective tribal sensemaking of SEL to inform how their SEL program was structured and operationalized in their school. Furthermore, findings suggest the ways in which SEL is conceptualized provides an opportunity for educators to disrupt schooling notions of learning.

State Leaders’ Efforts to Uphold Multilingual Learners’ Civil Rights: How Context Mediates Federal Policy Implementation. Hayley Weddle, University of Pittsburgh; Megan Hopkins, University of California, San Diego; Rebecca Lowenhaupt, Boston College

Demographic and policy changes over the last few decades place state education agencies at the center of efforts to ensure that civil rights law is upheld for multilingual learners (MLs). However, few studies attend to state leaders’ important roles as mediators of federal policy for MLs. The purpose of this study is to examine state leaders’ efforts to uphold ML students’ civil rights, and how state context may influence these efforts across states.

Agents of Change? How PWIs Control Both the Identities and Impact of African American CDOs. Teshia Koffi, Capacity Consulting and Development

This study explored the ways in which African American chief diversity officers (CDOs) negotiate racial identity in order to advocate for institutional change around diversity and inclusion in higher education. Findings reveal that predominantly White institutions (PWIs) establish both racial and institutional barriers in order to marginalize both African American CDOs’ racial identities and the nature of their work.

Co-Opting Progress: Resistance of Affluent Parents to an Equity-Minded School Merger. Eupha Jeanne Daramola, University of Southern California; Taylor Enoch-Stevens, University of Southern California
We designed an ethnographic case study of a school merger policy process. Drawing on critical race institutional logics, our study suggests district leaders began the process intending to integrate two racially homogenous schools (one predominantly White and the other predominantly Black). However, although the leaders may have been well intentioned, they ultimately bowed to public pressure opposing the merger. Ultimately, our data indicate racialized ideology—anti-Blackness in particular—was embedded throughout the policy process.

**Empowering Agency Despite Poverty: Educational Leadership and Ecosystems of Change.** Sarah E. Argue, University of Central Arkansas; Rhonda Lea McClellan, University of Central Arkansas

We explored how educational leaders perceive their responsibility in assisting children experiencing poverty and in leveraging the education ecosystem to fulfill the promise of full capability functioning through self-agency and empowerment. Preliminary findings indicate a majority of our educational leaders (n = 24) believe poverty exists externally to the system as a problem beyond the scope of their power—or discipline. We will highlight promising data.

**Leading for Justice, Leading for Learning: Conceptualizing Antiracist Mathematics Leadership.** Jessica G. Rigby, University of Washington; Stephanie Forman, University of Washington; Elham Kazemi, University of Washington

Both leadership and mathematics education researchers and practitioners are working to document and conceptualize antiracist instructional and leadership practices, yet there is little attention to how these practices can be accomplished in concert with one another. We conceptualize leadership for antiracist ambitious mathematics instruction through a description of three overlapping sets of leadership practices in the context of mathematics: antiracist framing; building capacity towards antiracist structures, policies, and practices; and evidence towards and of transformation.

**005. International Perspectives/Case Studies, Planning, and Change**

**UCEA Convention**

**Virtual Paper Session**

**Participants:**

A Comparison of Administrative Support to Retain Teachers in Chinese vs. American Rural Schools. Jingtong Dou, University of South Carolina; Henry Tran, University of South Carolina; Suzy Hardie, University of South Carolina; Peter Moyi, University of South Carolina; Rose Ylimaki, Northern Arizona University

The problem of teacher retention in rural schools is significant for many reasons, not the least of which is that teacher retention problems have been found to be negatively associated with school performance. Leadership support is the most important variable in determining the success of teacher retention. We interviewed rural teachers in the United States and teachers in China, and compared the teachers’ perceptions of leadership support.

Democratizing International Education Through Ethical Work. Ryan Deuel, McGill University

Various critical scholarship situates international education within economic, political, and governmental frameworks. This denies international students of agency and their capacity to make their own decisions. This paper proposes an analytical framework through Foucault’s ethical work in order to (re)conceptualize international students as active agents in the construction of their own subjectivity. This allows for new understandings of the ethical dimensions of identity-making and self-formation and moves toward democratizing and decolonizing international education practices.

Educational Leadership Preparation and Professional Roles: Serving Needs of Leadership Roles Along the Leadership Continuum. Daniel Wayne Eadens, University of Central Florida; Marjorie Ceballos, University of Central Florida

One Florida educational leadership program (2013–2020) sought to see if it was serving the different professional roles adequately based on a program graduate exit survey, and descriptive and inferential results of two main research questions yielded statistically significant results. The program overall was perceived well: academically challenging, $F(5, 391) = 2.969, p = .012$; stimulating intellectual climate, $F(5, 388) = 3.545, p = .004$; and textbook usage, $F(8, 388) = 2.510, p = .030$. 
Everything Finally Changed: One-to-One Implementation Spurs Organizational Learning in an Urban Middle School. Wesley Henry, University of Redlands; Adam Swinney

This study explores organizational learning within a diverse urban middle school as a one-to-one instructional model was implemented over the course of a year. This presentation explores how the school leadership team identified instructional priorities and responded to the adaptive and technical challenges that arose when students and adults were asked to engage in new learning. Ultimately, this process was the catalyst for long-awaited changes to the school day and students’ learning.

Leadership as Contested Terrain: School Leaders Making Sense of Their Work in Diverse Contexts. Ann Elizabeth Lopez, Ontario Institute for Studies in Education, University of Toronto; Everton Ellis, University of Toronto

School leadership is an increasing policy concern globally. Drawing on research conducted with school principals in the Greater Toronto Area, this presentation explores how school leaders make sense of their work, particularly within diverse contexts. Findings reveal in making sense of their work as leaders school principals draw on the positionality, desire to increase student outcomes, and a desire to respond to diversity in culturally responsive ways.

Making Sense of System Building Efforts Within U.S. Catholic PK-12 Schools. Andrew Frederic Miller, Boston College; Melodie Wytttenbach, Boston College; John Reyes

Catholic school leaders are currently engaged in debates about the sector's viability due to persistent school closures and student enrollment declines. But in recent years, organizational responses in the sector have emphasized school-level change rather than systemic reform. In this analysis of school and system leader perceptions of change strategies, we provide initial evidence that accounts for the sector’s preference to emphasize individual school viability over system-wide sustainability.

Validating an Integrated Teacher Commitment Questionnaire Using Exploratory Factor Analysis and Partial Credit Rasch Modeling. Cheng Hua, University of Alabama; Jingping Sun, University of Alabama; Huaiyue Zhang, University of Alabama; Ting Huang, University of Alabama

The purpose of this study was to examine the component structure and psychometric properties of this scale using explorative factor analysis (EFA) and partial credit (PC) Rasch modeling. The EFA confirmed a four-factor structure of the measure. The Rasch modeling confirmed the consistent influence of item difficulty and participants’ response to the survey in general. The PC Rasch model uncovered “noisy” and “muted” items. These findings inform the improvement of this questionnaire.

The “Mother Tongue” Bilingual Education Policy in Singapore: Policy Analysis. Qiyang Zhang, Johns Hopkins University; Martin Scanlan, Boston College

Singapore is a multiracial, multicultural, and multilingual city-nation in Southeast Asia. This policy analysis found that Singapore's bilingual policy has exacerbated racial inequality since its inception. To alleviate the problems, we propose three policy recommendations to revise the current bilingual policy: (a) the policy should be named as “Asian language,” not “mother tongue” language; (b) the policy should diversify language choices and grant more flexibility; and (c) reduce the stakes on the mother tongue language exam.

006. Principalship, Superintendency, and District Leadership

UCEA Convention
Virtual Paper Session
Participants:

A Range of Influence: How Principals View Their Impact on School Operations. Jillian Joy La Serna, University of North Carolina at Charlotte; Jamie Kudlats, University of North Carolina at Charlotte; Kyle Cox, University of North Carolina at Charlotte; Richard Lambert, University of North Carolina at Charlotte; Tracey A. Benson, University of North Carolina at Charlotte

Principal influence in the era of mandated accountability measures from legislation such as the Every Student Succeeds Act (2015) is an area of study to be monitored. This study utilizes the 2015-16 National Teacher and Principal Survey to analyze principals’ perceptions of influence in
key domains. Findings show statistical differences in perceived principal influence, dependent on school variables. Following a presentation of the findings, this paper highlights implications for policy, practitioners, and further research.

Black Women Principals in American Secondary Schools: Quantitative Link Between their Leadership and Student Achievement. Sung Tae Jang, The Education University of Hong Kong; Nicola A. Alexander, University of Minnesota

This study aimed to provide quantitative knowledge concerning the leadership of Black women principals. Based on the framework of critical quantitative intersectionality, we specifically investigated (a) the student demographic composition where Black female principals serve, (b) these principals’ instructional leadership behaviors, (c) the collective responsibility of teachers in the schools they lead, and (d) the association between their interacting identities and the math achievement scores of ninth graders in these schools.

Effectiveness of Principal Preparation per the NELP Standards: An Assessment of One University’s Performance. Marilynn Quick, Ball State University; Lori Boyland, Ball State University; Rachel Louise Geesa, Ball State University

This study's purpose was to investigate the perceptions of principal alumni and superintendents about the quality of a university’s principal training program in relation to the National Educational Leadership Preparation (NELP) Standards. Using quantitative survey methodology, anonymous responses were collected from 74 principal alumni and 49 superintendents across our state. Results indicated that respondents agreed that our candidates were well prepared per the NELP Standards, but several areas were noted for further review and to inform potential program improvements.

Inclusive Leadership: Listen, Connect, Act. Heather P. Williams, Boise State University; Jennifer L. Snow, Boise State University

We detail a comparative case study of three principals and their inclusive leadership practices. We examine what drives individual leaders to achieve equity and excellence for each learner in their system, and more importantly, how they overcame the barriers in their leadership journey to make their inclusive leadership practices a reality. Findings explore pathways to the leaders’ development and funds of knowledge related to inclusive leadership practices. Themes of openness, community/relational work, and advocacy/equity emerged.

Leadership in Context-Driven School Improvement Model: A Mixed-Methods Analysis of North Carolina’s Restart Program. Lam Pham, North Carolina State University; Gage Matthews, North Carolina State University

School reform strategies have recently incorporated charter-like flexibility for schools during the improvement process, giving principals greater autonomy over decisions. Currently, little is known about their experiences. This study explores the decision-making process of and influences on principals in a flexible reform model. Our findings suggest multiple factors that inform, limit, and increase principals’ ability to plan for and implement this reform. This informs current knowledge of principals’ decision-making and future flexible reform programs.

Leading Through Crisis: A Principal Fighting for a Black Charter School to Remain Open. Taylor Enoch-Stevens, University of Southern California; Eupha Jeanne Daramola, University of Southern California

Research suggests a closure decision places school communities into crisis. Yet, literature on principals navigating this crisis is limited. Further, principals with marginalized identities may experience closure differently. Through a narrative case study, we examine a unique case of a Black woman principal who worked to mitigate the negative effects of a closure decision on her school community. We find that multiple factors influenced one another and shaped how the school navigated the closure process.

Linking a Legacy: Retired Black Leaders and Educators and the Quest for Education and Liberation. Floyd D. Beachum, Lehigh University; Tashina Lenai Khabbaz, Lehigh University; Kadia N. Hylton-Fraser, Lehigh University

This study captures historical counternarratives of Black school leaders and educators in order to inform present-day leadership practices. Through narrative inquiry, researchers uncoil the unique
perspectives of retired principals, superintendents, and teachers from 1975 to 2005. They reflect on their experiences in the South, their journey to a midwestern industrial city, and their experiences as teachers and leaders. Experiences explored consist of the search for employment, racial school climate, leadership practices, and personal resilience.

Generating Innovative Ideas for School Improvement: An Examination of School Principals. Miguel Gonzales, University of Nevada, Las Vegas; Tiberio Garza, University of Nevada, Las Vegas; Elizabeth Leon, University of Nevada

This study aims to examine school principals’ tendencies and practices that bring forth innovative ideas for school improvement through a survey (N = 127). Open coding indicated idea networking, open-mindedness, and challenging the status quo led to innovative ideas for school improvement. Path analysis indicated nonstatistical significance among some of the essential practices for innovation. Our study illustrates what is needed for principals to generate innovative ideas for school improvement.

Forging Partnerships: Preparing School Leaders in Complex Environments. Isela Pena, University of Texas at El Paso; Karina C. Canaba, University of Texas at El Paso; Rodolfo Rincones, University of Texas at El Paso

This study examines how two autonomous organizations collaborate towards preparing future school principals. Specifically, we are interested in how two partnering organizations navigate the creation and alignment of initial divergent but mutually beneficial interests to forge a meaningful and sustainable collaboration using Kezar’s (2005) Stage Model for Collaboration. Findings suggest that the collaboration has been successful in implementation, but more time is needed to determine whether this collaboration will foster real change.

Changing the Face of School Leadership: Diversifying the Principal Pool Through Purposeful Recruiting and Mentoring. Jacob D. Skousen, University of Nevada, Las Vegas; Maria Banda Roberts, University of Nevada, Las Vegas; Dana L. Bickmore, University of Nevada, Las Vegas; Miguel Gonzales, University of Nevada, Las Vegas

Student demographics in U.S. schools have changed in the last few decades. While student demographics have changed across the U.S. to the point that there are more students of Color than White students, the demographics of teachers and school leaders have remained relatively the same. The purpose of this study was to investigate impacts of a pilot program in which administrators of Color purposefully recruited and mentored teacher leaders of Color into a principal preparation program.

Cultivating Leadership Identity: Exploring the Motivations and Experiences of Aspiring School Leaders. Jamie Kudlats, University of North Carolina at Charlotte; Jillian Joy La Serna, University of North Carolina at Charlotte

We know that principals are critical to school success, and that principals must have the appropriate knowledge, skills, and dispositions to lead effectively. However, research shows that identifying these potentially effective leaders is difficult. Furthermore, little is known about the motivations and experiences of aspiring school leaders. This study aims to better understand the motivations and lived experiences of aspiring school leaders enrolled in graduate principal preparatory programs.

Cultivating Racial Diversity or Reproducing Whiteness? A QuantCrit Analysis of School Districts’ Early Principal Hiring Practices. Amy Luelle Reynolds, University of Virginia; Lolita Tabron, University of Denver

This study built on previously collected data on how districts hire principals to illuminate how patterns in districts’ early principal hiring practices (EPHPs) potentially suppress, reproduce, or build diversity in the principalship. Using a QuantCrit framework, we found that districts’ EPHPs fail to disrupt longstanding patterns of inequity and instead perpetuate the reproduction of Whiteness in the pipeline. We illustrate ways district leaders can reflect on their (in)actions that reproduce or disrupt inequities in EPHPs.


This paper discusses the differentiation practices of two principal supervisors working with five principals of high-needs schools. Findings include principal supervisors build partnerships and use
data and context to inform their differentiation. The findings can inform future principal supervisor selection and learning.

Care, Context, and Learning School Organizations: Implications for Leadership. Jisu Ryu, University of Minnesota; Jeff Walls, Washington State University
This study investigates the intersections between caring school leadership, school context, and organizational learning. We examine how two principals who prioritized caring in their school mission and relational approach were influenced by the context of the school, and how caring and context textured efforts to foster organizational learning. We found that school context and the accompanying leader beliefs shaped the structures and practices where organizational learning occurred.

Habari gani menta (What's Happening)? Black Male Principals and Heads of School on Mentoring. Phillip A. Smith, Teachers College, Columbia University
This study explores the phenomenon of culturally sensitive mentoring as described, experienced, and understood by 14 Black/African heritage male K-12 principals and heads of schools. The study examines the philosophy and approach to mentoring of these leaders, based on their individual experiences as proteges and/or mentors. The research builds theory grounded in Black leadership epistemology, informed by African-centered models of leadership, and formulates a new and comprehensive definition of mentoring while Black and male.

Understanding Critical Thinking: Bridging Theory and Practice. Bobbie J. Sargent
The way we define critical thinking undergirds the actions of educators in the classroom. Critical thinking skills are in high demand, yet we fail to agree on a single meaning; therefore, we act out critical thinking in a myriad of ways. When we have a shared understanding of what it means to think critically, we can begin the work of actually cultivating critical thinkers.

A Case Study Analysis of Principal Succession and Leadership Preparation in a Large Urban School District. David G. Buckman, Kennesaw State University; Henry Tran, University of South Carolina
An increasingly popular type of succession planning used by schools is aspiring leadership programs. Because not much is known about these programs, this study will describe the details and processes associated with an aspiring leadership program at a large suburban school district in the southeastern United States. This study provides a comparison of the district's succession planning practices to best practices as identified from the broader succession planning literature, as well as recommendations for improvement.

Above and Beyond the Rhetoric of the Racial Discipline Gap: Principals’ Reasonings of Disciplinary Actions. Wei-Ling Sun, University of Texas at El Paso
This research identified several commonly used and racialized disciplinary practices, challenges of implementing alternative discipline programs, and the manifestations of racial politics through the rhetoric of racial equity from principals’ perspectives. Implementing alternative disciplinary programs and acknowledging the existence of systemic racism are not panaceas to address racial disparities. Raising awareness of racial biases that is embedded in everyday disciplinary practices is a critical action to address unequal disciplinary actions to students of color.

007. School Finance/Program Funding
UCEA Convention
Virtual Paper Session
Participants:

English Learners in Texas’s School Finance System: How Does Money Matter? Edgar Manuel Torres, University of Texas at Austin
English learners (ELs) are the fastest growing student population in the K-12 setting. In Texas, this is no different. While the EL population continues to grow, spending for this population remains inconsistent across Texas public school districts. Thus, the purpose of this paper is to analyze Texas school districts’ spending on ELs from 2018-2019 and juxtapose them with their academic achievement in reading and math in Grades 3–8 for the same school year.

Mediating the Effects of Spending on Educational Achievement in Arizona. David G. Martinez, University of South Carolina; Margarita Pivovarova, Arizona State University
Compulsory public education in the United States continues to develop as an integral part of the nation's fabric, attempting to mitigate disparities between sociodemographic classes that create learning gaps. Arizona as a state has long been recognized for its school finance disparity and inability to improve educational outcomes. We examine how Arizona funds its education system and the impact of fiscal capacity on educational outcomes across the state.

The Impact of Regionality on Education Finance Equity in South Carolina: A Comparative Analysis.
David G. Martinez, University of South Carolina; Hector Luis Diaz, University of South Carolina
This study examines the correlation of regionality and local tax revenue generation on fiscal availability using longitudinal panel data. We first establish horizontal equity differences comparatively between rural and urban schools. We then measure vertical equity by specifying the relationship between inputs and district sociodemography. Findings show variation in per-pupil resources after accounting for student need. This study adds to the discourse by empirically examining funding inequities across South Carolina.

The Price of Opportunity.
Frank Adamson, California State University, Sacramento; Kathryn Elizabeth Wiley, University of Denver; Anna D. Deese, University of Colorado Boulder
The U.S. simultaneously expects K-12 public schools to serve as “great equalizers” while suffering chronic underfunding, creating significant obstacles in offering high-quality learning opportunities. This study offers a new approach to state-level school finance, the Price of Opportunity Panel (POP), using a community-driven approach to estimate the resources required to close educational opportunity gaps. Diverse groups identified over 100 recommendations. As an example, we present costs for providing community schools officers across schools.

The Smokescreen of Title I Funding: Is This the Best We Can Do for our Kids? Judy Jackson May, Bowling Green State University
Since 1966, over $300 billion have been funneled to schools through Title I funds. Research on the success of Title I funding is mixed at best. This examination investigates a low-budget mentoring program on students in an urban school. The findings reveal that participating students demonstrate significantly fewer absences, resulting in higher grade point averages. These findings indicate that low-budget school mentoring programs have a positive impact on absenteeism and student achievement.

Black Philanthropic Leadership: A History Through the Mid-19th Century. Jeremy Martin, University of California, Berkeley
This paper examines the history of Black philanthropic forms through the mid-19th century. Importantly, the paper argues that Black philanthropic forms existed in counterpublics, offering an alternative view of Black possibility, including Black educational leadership. Finally, I suggest that the framework of the counterpublic offers a critical analytical tool for future exploration of Black philanthropic leadership in education.

008. Moving Theories/Models to Practice
UCEA Convention
Virtual Paper Session
Participants:
Building a Stronger Leader Preparation Model: Inclusive Practice Grounded in Research and Experience. Jami Royal Berry, University of Georgia; Karen Caldwell Bryant, University of Georgia; Robin Christian, University of Georgia; Michele Dugan, University of Georgia; Brian Keefer, University of Georgia; Niles Davis, University of Georgia; Summer Tuggle Smith, University of Georgia; Kristen McRae, University of Georgia
This paper focuses on leadership preparation post-COVID-19 using the voices of school leaders as a source to guide the work of program providers. It begins with an overview of the literature on inclusive leadership, continues with a discussion of current practice in integrating elements of the research base into preparation program curricula, and closes by presenting the voices of inclusive leaders, laying the groundwork for approaching inclusivity through a practice-informed lens supported by scholarly literature.
Causal Comparative Examination of Effects of Tiered Interventions Within the MTSS Framework in an Intermediate Grade. Hope Strange, University of Central Florida; Daniel Wayne Eadens, University of Central Florida; David Maddock, University of Central Florida

This post hoc quantitative research used a causal-comparative design and factorial analysis of variance to explore the relationship between student achievement and tiered interventions as part of an MTSS framework. Data from the Florida Standards Assessment for English Language Arts and Mathematics from 2018 and 2019 formed the basis of the study; student demographic data also identified each student's highest level of reading, mathematics, and behavior interventions during the 2018-2019 school year.

Examining the Psychometric Properties of a Chinese Version of the Successful School Leadership Survey Using MFRM. Jingping Sun, University of Alabama; Cheng Hua, University of Alabama; Kenneth Leithwood, Ontario Institute for Studies in Education, University of Toronto; Ling Li, Southwest University, China; Stefanie Wind, University of Alabama

This study examined the psychometric properties of a Chinese version of the Successful School Leadership Survey using the many-facet Rasch model. We estimated three separate models with the following facets: Teacher, Items, Leadership Dimensions, Gender, Educational Background, and Years of Teaching Experience. We found evidence of adequate overall fit, and uncovered “noisy” items in the Chinese context, “biased” or “muted” ratings, and the ways in which respondents’ characteristics influenced their ratings.

School Enrollment Rights as Property Rights in Austin, Texas. Valerie J. Sterne, University of Texas at Austin; Rachel Whitney Boggs, University of Texas at Austin

In this study, we use a critical discourse analysis of 2,023 comments collected by Austin ISD through a digital tool to evaluate: How do parents conceptualize enrollment rights to high-opportunity schools? Who has rights and who is excluded? We found that parents conceptualize school enrollment rights as an appurtenance to the home that they purchased. They also view school boundary changes as a threat to their investment.

Strong Leaders Unite to Ensure Equitable, Socially Just, Culturally Responsive, and Inclusive Schools. Amie Cieminski, University of Northern Colorado; Kristine Joan Melloy, University of Northern Colorado

Different theorists and researchers have focused on different types of leadership needed to support historically underserved students such as students with disabilities, racially minoritized students, and students learning English. However, these approaches are not always inclusive of the intersectionality of student identities. This conceptual paper provides a brief overview of various approaches to leadership to meet diverse student needs and proposes a framework that expands upon the Professional Standards for Educational Leadership.


The majority of states now require observations and feedback conferences in their principal evaluation policies. However, we know little about the feedback that principals receive from their evaluations. I use statewide data that includes microdata on principals’ written feedback text, employing machine learning techniques to construct feedback quality measures. I examine the extent to which principals’ evaluation feedback meets quality standards. Results can inform discussions in policy and practice around improving formal feedback structures.

Development of the Antiracism Disposition Scale for School Administrators. Jennifer Grace, University of Houston–Clear Lake; Renee Lastrapes, University of Houston–Clear Lake; Felix Simieou, University of Houston–Clear Lake; John Decman, University of Houston–Clear Lake

The Anti-Racism Disposition Scale for School Administrators (ARDSA) supports a quantitative methodological approach anchored in critical race theory. The ARDSA items were examined for 223 participants. The ARDSA measures perceptions of racism and critical self-awareness about race. Reliability, content validity, and construct validity were demonstrated. The instrument is intended to be a catalyst in preparing school leaders to step into the role of antiracist school administrators who advocate and actualize systemic changes.
The Pressure to Be a Good Citizen at School: Examining Citizenship Pressure Phenomenon Among Teams. Rania Karayanni-Ounallah, University of Haifa, Israel; Noy Eliyahu, University of Haifa; Anit Somech, University of Haifa; Ronit Bogler, The Open University of Israel

This study investigated the phenomenon of citizenship pressure (CP), a job demand causing subjective feel of pressure to contribute beyond defined duties. We examined whether team CP is translated to team organizational citizenship behavior (OCB) and the differential impact of forces in schools—administration, subject coordinators, atmosphere, and successful teachers—on team CP. Results revealed a significant and positive relationship between team CP and team OCB and showed the differential influence of the external forces on team CP.

In Pursuit of Mutual Respect: Examining Interactions Between Leaders, System Infrastructure, and Environments. Whitney Hegseth, Boston College

I present a framework—informed by literature and empirical study—for examining relationships between educational systems, the environment, and mutual respect in schools. I define mutual respect as the work of intervening on power asymmetries typically found in classrooms. Data from leaders situated across two systems and two contexts elaborated this framework. Specifically, school and system leaders engaged with resources, regulations, and sociocultural values of their environment in ways that shaped classroom mutual respect.

The Effects of Students’ College Level Trust on Their Propensity to Engage. Kevin Fosnacht, Indiana University; Shannon Calderone, Washington State University

We examine the relationship between college student trust and the propensity for campus engagement. Using a special National Survey of Student Engagement (NSSE) set of trust items, we measured changes in students’ trust in key campus actors (i.e., faculty, advisors, and leadership) to better understand how trust encourages (or discourages) student engagement in highly effective educational practices. Our findings suggest a relationship between trust and engagement, but to a lesser extent than anticipated. We offers insights for policy and practice.

009. Teacher Leaders, Networks, and Collaboration

UCEA Convention
Virtual Paper Session

Participants:

Building an Authentic University–District Partnership for Leadership Development: The [Insert Program Name] Case. Jennifer Goldstein, California State University, Fullerton; Manuel Colon; Nell Scharff Panero, Hunter College, CUNY; Maritza Lozano, California State University, Fullerton; Aida Molina

We present a framework for those interested in building an authentic university–district partnership for leadership development. We argue that goals, theory of action, and resources are key and that the five necessary resources are point people, time, money, an improvement-focused curricular container, and feedback loops. We argue that feedback loops and ontological humility are key to the adaptation at the heart of partnership authenticity, and present our program as a case to elucidate the framework.

Collaborative Directory-Advisor Model Serves Students and Supports Enrollments in Principal Preparation Programs. Lori Boyland, Ball State University; Casey Schultz, Ball State University

We focus on a collaborative model developed to enhance recruitment and retention efforts for a university’s principal preparation programs. The director and advisor of the programs (the authors) have developed a model to guide recruitment and retention efforts based on serving candidates through five approaches. Since initiating the model, enrollment and completion rates have steadily risen. We would like to share our model with others interested in the enrollment health of principal preparation programs.

Linking Distributed Leadership With Collective Teacher Innovativeness: Mediating Roles of Job Satisfaction and Professional Collaboration. Hilal Buyukgoze, Hacettepe University; Omer Caliskan, Yozgat Bozok Universitesi; Sedat Gumus, Aarhus University, Denmark

This study aims to explore the relationships between distributed leadership, job satisfaction, professional collaboration, and collective teacher innovativeness by using the Teacher and
Learning International Survey (TALIS) 2018 dataset. Preliminary findings of the partial mediation SEM analysis revealed that distributed leadership has both direct and indirect effects on collective teacher innovativeness, as mediated by job satisfaction and professional collaboration. Results provide evidence how principal’s leadership practices impact teacher’s change behaviors through professional attitudes and practices.

Successful Health-Promoting School Leadership—A Question of Synchronization. Pia Skott, Stockholm University
The aim of this paper is to identify the role of the principal in establishing a whole school approach for health, well-being, and learning. The findings show that successful school leaders are crucial in establishing a whole school approach, because of the work they do to synchronise the activities in schools. The study identifies four aspects of coordination that need to be enacted simultaneously when leading health-promoting processes. A leadership turn around is necessary.

Systematizing Equitable Collaborations. Linda Kay Mayger, The College of New Jersey; Kathleen Provinzano, Drexel University
This research reports findings from a study of the National Educational Association’s Community Schools Institute and shows how leaders and policymakers can systematize equity centered partnerships. These results have implications for school leaders, policymakers, and leadership preparation programs in providing practical strategies for furthering systemic and inclusive school reform.

Teacher Leadership for Professional Learning: A Case Study of an Master Teacher Studio in China. Meng Zhang
Teacher leadership is being regarded as a favorable condition for teacher professional learning within and beyond schools. However, little research has examined the roles and behaviors of teacher leadership for professional learning. Master Teacher Studios (MTS) in China provides us with a pool of potential research sites to explore teacher leadership for professional learning. Thus, this study takes an MTS in Zhejiang province as an example to reveal how master teachers promote fellow teachers’ professional learning.

The present research interrogates whether some research papers are more cited because of author affiliation, gender, publishing journal’s impact factor, paper age, and/or structural (im)balance of those features between citing and cited parties. To that end, “technology leadership” and “e-leadership” informed research papers were scrutinized at the Scopus to disclose which features are more likely to predict the most cited papers in citation networks. Findings offer new insights into bibliometric network analysis.

High-Functioning and Less Well-Functioning Professional Learning Community Teams and the Role of Leadership. Robert Holland Voelkel, Jr., University of North Texas
Research suggests effective professional learning communities (PLCs) enhance teacher collaboration and student achievement. Within school variation in PLC processes, however, is underexplored. This study highlights differences in teacher behavior and teams’ perceptions of principal leadership in well- versus less well-functioning teams. Analysis of interviews of principals and team members showed teams differed in intensity of analysis of student work and the level of changes in instructional practices.

STEM Teacher Leadership: Sensemaking and Risk-Taking to Influence Others. Kristin Shawn Huggins, Washington State University; Tamara Holmlund, Washington State University
The purpose of this study was to examine how teacher leaders enacted and influenced others to enact STEM education. Using a qualitative approach and a sensemaking and risk-taking conceptual framework, we studied a rural school district team of five teacher leaders over a 3-year period as they sought to implement STEM education across their district. Findings indicate individual, collective, collegial, and system-wide actions led to teacher leaders influencing the STEM instructional practices in their district.

Family Liaisons and Community Cultural Wealth: A Qualitative Case Study. Eupha Jeanne Daramola, University of Southern California
In this qualitative case study, I explore a Black and Latinx parent organization’s redesign of the family liaison role. Through the lens of community cultural wealth, I examine how the organization utilized the positions to center Black and Latinx parents. I also document a large school district’s attempt to adopt the organization’s model. This study offers promises and limitations in designing family liaison roles in alignment with community cultural wealth principles.

Understanding How a Leaders of Color Network Supports the Retention of a Diverse Leader Workforce. Rebecca Cheung, University of California, Berkeley

This paper presents an intrinsic case study of a Leaders of Color Network implemented by a university-based leadership preparation program in a school district that is attempting to diversify its workforce. The participants experienced increased workplace stress, and the network provided promising supports in service of the retention and efficacy of leaders of color. This case presents the need for targeted and systematic support that uplifts, empowers, and amplifies the needs of leaders of color.

Catalytic Leadership: Three Lessons From Exemplary STEM Schools. Jonathan Eckert, Baylor University

In chemistry, a catalyst is any substance that increases the rate of reaction without itself being consumed. This study describes catalytic leadership. We conducted a multiple-case study to identify common themes across all cases that provided insight into school improvement. Catalytic leadership accelerates the improvement of others without being used up. We found (a) STEM cultures of leadership, (b) collective efficacy, and (c) strong orientations toward improvement.

Minding All Matters: Exploring Emotion in Advocacy Leadership and Research. LaSonja Roberts, Western Michigan University; Tanetha Jamay Grosland, University of South Florida; Brittany Holmes, University of South Florida

In accordance with the 2021 UCEA theme, “Emerging Stronger: Reuniting to Advance Educational Leadership,” we “expand and refine theoretical framings” as well as engage in “researcher-practitioner collaboration” in our exploration of how emotions enter into and expand the theoretical framing of leadership and how poststructural narrative theory creates opportunities to foster well-being for both the researchers and the practitioner participants as it can mitigate the harm to emotional well-being among leadership committed to advocacy.

What Types of Administrative Support Matter for Teacher Retention? Henry Tran, University of South Carolina; Kathleen M. W. Cunningham, University of South Carolina; Suzy Hardie, University of South Carolina

This study leverages the advantages of mixed methods to examine the relative importance of different types of administrative (i.e., principal) support for teacher retention. Subanalyses are conducted with schools of different grade level (middle vs. high school), teacher retention status (high vs. low retention), and geography (rural vs. urban). We accomplish this via a questionnaire to generate estimates of each support’s relative importance and supplemented that data with data from in-depth qualitative interviews.

The Relevance of Cross-Racial Trust in Diverse Faculty Comentoring. Shannon Calderone, Washington State University; Maritza Lozano, California State University, Fullerton; Amy Serafini, Auburn University; Melissa Ann Martinez, Texas State University

This study examines the concept of cross-racial trust within the context of a mentoring circle comprised of four racially/ethnically diverse women faculty. Using auto-ethnographic methods, we explored the origins of our shared trust, and importantly, the role of race/ethnicity in the formation of cross-racial trust. Among the analytical themes that emerged was the importance of predictability, reliability, and faith to the fostering of circle-related cross-racial trust.
PRE-CONVENTION

Monday Nov. 8

010. UCEA Executive Committee Meeting - Day 1
Meeting
8:00 am to 5:00 pm EST
Hyatt Regency Columbus: Floor 3 - Third Floor Conference Room

Tuesday Nov. 9

011. UCEA Executive Committee Meeting - Day 2
Meeting
8:00 am to 5:00 pm EST
Hyatt Regency Columbus: Floor 3 - Third Floor Conference Room

Wednesday Nov. 10

012. GSC Programming - Opening Session
Graduate Student Summit
Special Session
12:00 to 12:50 pm EST
Hyatt Regency Columbus: Floor 2 - Union ABC

GRADUATE STUDENT SUMMIT

Registration for the Graduate Student Summit (GSS) and the Jackson Scholars Network Research Symposium must be completed prior to the Convention. Registrants who pick up materials also will receive all Convention items.
013. GSS Session 1 - Critical Examinations of Education Policy
Graduate Student Summit
Graduate Student Paper Session
1:00 to 2:10 pm EST
Hyatt Regency Columbus: Floor 2 - Champaign

Participants:
Mapping Shuttered Schools in the Mountain West Region: A Critical Race Spatial Analysis. M. Nathan Tanner, University of Illinois at Urbana-Champaign
Midlevel Managers as Key Policy Interpreters: State and Local Leaders’ Perspectives on Castañeda. Madeline Mavrogordato, Michigan State University; Rebecca Marie Callahan, University of Texas at Austin; Caroline Bartlett, Michigan State University
Pulling Back the Curtain: A Student Collaborative Case Study of Equity Issues in Colorado’s School Finance System. Amy Schwartz, University of Denver
How Did Kansan Home Educated Children Learn During the Pandemic? Danqing Yin, University of Kansas

Facilitator:
Bryan Van Gronigen, University of Delaware

014. GSS Session 2 - Critical Conversations About Race and Gender
Graduate Student Summit
Graduate Student Paper Session
1:00 to 2:10 pm
Hyatt Regency Columbus: Floor 2 - Knox

Participants:
The Intersection of Racism and Research: How Research Universities Narrated the Death of George Floyd. Christopher Darby, University of South Florida
Antiracist Work With White Educators: Problematizing “Going Slow to Go Fast.” Abby Koberstein, University of Wisconsin–Madison; Sarah D. Lent, University of Wisconsin–Madison
Beyond Discriminatory Logics: Reviewing the Psychic Effects of Racial Violence on Black Students. Jeremy Dewan Horne, University of Texas at Austin
Contested Spaces: Sense of Belonging for Black Men in a Targeted Recruitment Program for Doctoral Study. Dante Studamire, University of Illinois at Urbana-Champaign

Facilitator:
Mark Anthony Gooden, Teachers College, Columbia University

015. GSS Session 3 - Responses to Accountability and Challenges in Online Learning Context
Graduate Student Summit
Graduate Student Paper Session
1:00 to 2:10 pm
Hyatt Regency Columbus: Floor 2 - Madison

Participants:
Datafication and Education Governance in India. Jainisha Chavda, Michigan State University
Evaluating Dimensions of Personalized Learning to Improve Instructional Design. Gerald L. Dryer, University of Wisconsin–Madison
Leadership for Equity in Virtual Schooling: A Call for Epistemic Equity. Ruth Nielsen, University of Western Ontario

Facilitator:
Shelby A. Cosner, University of Illinois at Chicago
016. GSS Session 4 - Leadership and Student Learning in the COVID-19 Pandemic
Graduate Student Summit
Graduate Student Paper Session
2:20 to 3:30 pm
Hyatt Regency Columbus: Floor 2 - Champaign
Participants:
Women Leadership in the Triple Pandemic: A Metasynthesis of Literature. Katrina Struloeff, Drexel University; Christopher J. Fornaro; Kimberly Sterin
The Impact of COVID-19 on ELPAC Administration and English Learner Reclassification in California. Isabel Clay, University of Southern California; Leila Carranza
Moving From Understanding to Transformation: Superintendents as Community-Engaged Crisis Leaders. Jacob Alonso, University of Southern California; Emily Germain, Michigan State University; Elizabeth Ann Morris, University of Southern California
Facilitator:
Scott McLeod, University of Colorado Denver

017. GSS Session 5 - Antiracist School Leaders With Diverse Racial, Gender Backgrounds
Graduate Student Summit
Graduate Student Paper Session
2:20 to 3:30 pm
Hyatt Regency Columbus: Floor 2 - Knox
Participants:
Antiracist Commitments: White Principals Navigating Leadership Amidst Two Pandemics. Sarah D. Lent, University of Wisconsin–Madison
An Autoethnography of a Self-Proclaimed Antiracist Assistant Principal Learning to Lead During a Global Pandemic. Kirsten Letofsky, New Mexico State University
“It’s a Journey”: Theorizing White Women Principals’ Identities and its Impact on Their Racial Equity Leadership. Nicholas D’Marco Mitchell, University of Wisconsin–Madison
Facilitator:
Michael P. O’Malley, Texas State University

018. GSS Session 6 - Exploring Evidence for Leadership and Student Learning
Graduate Student Summit
Graduate Student Paper Session
2:20 to 3:30 pm
Hyatt Regency Columbus: Floor 2 - Madison
Participants:
School Leadership and Student Learning: The Mediating Roles of Parents and Teachers. Rong Zhang, University of Alabama
Instructional Leadership to Improve Student Achievement: High-Needs School Principals’ Perceptions of University Principal Preparation Programs. Hamada Elfarargy, Texas A&M University
The Impact of Suspending High School Exit Exams on Student Outcomes. Michael Charles Fienberg, University of Southern California
Facilitator:
Angela Urick, Baylor University
019. GSS Session 7 - Collective Leadership, Professional Learning Community, and School Improvement
Graduate Student Summit
Graduate Student Paper Session
3:40 to 4:50 pm
Hyatt Regency Columbus: Floor 2 - Champaign
Participants:
Experiences of Learning and Change for Newly Positioned Assistant Principals. Kimberly Joy Rushing, Auburn University
External Consultants’ Strengths and Challenges in Facilitating Collaborative Curriculum Development: A Loosely Coupled System Perspective. Yi-Chih Chiang, Michigan State University
From Plan to Process: The Role of Collective Leadership in Implementation of Effective School Improvement. Heather Williams, Baylor University
Examining the Relationship Between a Sense of Community and Teacher Retention: A Multiple Regression Analysis. Robbyn Shook Glinsmann, Southern Nazarene University
Facilitator:
    Curtis Brewer, University of Texas at San Antonio

020. GSS Session 8 - The Role of Educational Leadership and Policy Towards Equity and Diversity
Graduate Student Summit
Graduate Student Paper Session
3:40 to 4:50 pm
Hyatt Regency Columbus: Floor 2 - Knox
Participants:
A Community Model of Parability. Michael Ota, Texas State University
Examining Cocurricular Involvement of Latinx Students. Richard Kyle Taylor, Baylor University
“I’m Not Doing Your Crap”: Principals Navigating District Racial Equity Leadership Expectations. Nicholas D’Marco Mitchell, University of Wisconsin-Madison
Facilitator:
    Anjalé Welton, University of Wisconsin-Madison

021. GSS Session 9 - Exploring Curricular Considerations for Antiracist, Authentic Leadership Practices
Graduate Student Summit
Graduate Student Paper Session
3:40 to 4:50 pm
Hyatt Regency Columbus: Floor 2 - Madison
Participants:
Should Education Practitioners Take up Donald Trump’s “Patriotic Education” Initiative? M. Nathan Tanner, University of Illinois at Urbana-Champaign; Jasmine Porter Rallins, University of Illinois at Urbana-Champaign
The Role of Authentic Leadership in the Implementation of a Trauma-Informed Hope Toolkit. Amara Boettler Detrick, Southern Nazarene University
Examining Equity in Student Recommendation Criteria for Secondary Advanced Coursework: A Systematic Review. Kathryn M. Lutton, University of Tennessee, Knoxville
Facilitator:
    Erin Anderson, University of Denver
022. GSS Session 10 - Ignite! Shifting the Paradigm: Visions for Education
Graduate Student Summit
Graduate Student Ignite Session
3:40 to 4:50 pm
Hyatt Regency Columbus: Floor 2 - Marion
Participants:
- Enrichment’s Potential: The Social Change Model of Leadership Development as a Basis for Qualitative Research. Andrew Fox, University of Denver
- LGBTQ+ Studies in High School... a Not-So-Queer Idea. Graham Lockett, California State University, Long Beach
- Outcomes and Education Funding: The Social Emotional Learning Programs for PK-12. Edgardo Barrientos Castro, New Mexico State University
- Reimagining the Impact of Internationalizing Higher Education: Deconstructing Student Trade in the Global North. Rachel Anna Kamnkhwani, University of Denver; Philip Gadzekpo
- Nontraditional Paths to Research: Adjunct Faculty CAN Conduct Research! Michael Ota, Texas State University
- Towards a Strategic Onboarding Process for Online Doctoral Students. Jeri M. Heileman, University of Kentucky
Facilitator:
- Miriam D. Ezzani, Texas Christian University

023. GSS Roundtable Session
5:00 to 6:10 pm
Hyatt Regency Columbus: Floor 2 - Union ABC
Facilitator:
- Meredith Lea Wronowski, University of Dayton

023-1. GSS Roundtable - Black Experiences in Schools
Participants:
- “It’s Part of Who I Am”: Conceptualizing Intersectionality and Identity Negotiation Among Black Women Teachers. Andrea Terrero Gabbadon, Temple University
- A BlackCrit Analysis of Legislative Censorship. James Bridgeforth, University of Southern California
- Black Parent Perspectives on School Fit: For Themselves and for Their Daughters. Candance Brooks, Baylor University
- Black School Leaders’ Experiences During COVID 19. Dasmen Richards, Michigan State University

023-2. GSS Roundtable - Cultivating Leadership
Participants:
- Exploring the Experiences of African American School Leaders in the San Francisco Unified School District. Crystal A. Moore, Stanford University
- Mindfulness: A Necessary Tool for Educational Leaders. Jeana Partin, University of Tennessee, Knoxville
- Principal Resiliency Within K-12 Bilingual Education. Kimberly Scroggins Harmon, Texas Christian University
- The Erasure of BIPOC Leaders in Education: A Call for Unification. Cassandra Marie Sims, New Mexico State University; Kirsten Letofsky, New Mexico State University; Lionell Manlutac
023-3. GSS Roundtable - Decolonizing School and Education
Participants:
Mirroring, Adding, and Pushing: Novice Teachers and District Racial Frames. Joy Esboldt, University of California, Berkeley
Racial Discourse Is Necessary: Does Completing an Antiracist Course Make Me an Antiracist? Ramarra Garrett, Wayne State University; Rebecca Frances Reaume, Wayne State University
Untangling White Educational Leaders’ Decision-Making: Antiracist or Complicit? Kirsten Letofsky, New Mexico State University
White Teacher Attitudes Towards Experiences With Antiracist Initiatives: Understanding Invisible Barriers to Racial Equity. Rebecca Frances Reaume, Wayne State University

023-4. GSS Roundtable - Examining Perspectives: How Educators Construct Understandings of Policy and Their Practice
Participants:
Constructing Teacher Expertise. Madeline Good, University of Missouri
Texas High School Graduation Requirements and Tracking. Hadiza Mohammed, University of Texas at Austin
Factors Influencing Project-Based Learning Implementation in Sixth- Through Eighth-Grade Classrooms. Jenny Jasper, Southern Nazarene University

023-5. GSS Roundtable - Exploring the Inclusive Educational Practice and Culturally Responsive Learning Environment
Participants:
Erasure of Filipino-American Vulnerability in American Public Schools. Cassandra Marie Sims, New Mexico State University
Informing Student-Led Antiracist Activism: The Action Book Clubs. Katie Golieb, University of Denver; Klaudia Fay Neufeld, University of Denver
Reviewing Culturally Responsive SEL Interventions in Schools: What are the Outcomes? Tabitha Reynolds, University of Texas at Austin

023-6. GSS Roundtable - Inclusive Leadership for Equitable Schools
Participants:
Muslim Women in Educational Leadership. Suzan Samaha, Lead with your H.E.A.R.T., LLC
Necessary Work: Leadership During Community Change. Kate Hasler Steilen, University at Buffalo, SUNY
The Role of Mindsets in Teachers’ Collaboration. Talgat Bainazarov, Michigan State University

023-7. GSS Roundtable - Inclusive Programs and Policies
Participants:
How Underfunding Affects the Special Education Student. Michael Ota, Texas State University
Leadership for English Learner Students’ College Readiness. Bita Razavi-Maleki, University of Texas at Austin
Physical Education Policy Association With Academic Achievement. Vanessa Rodriguez, Seton Hall University

Dual Language Programs: Unequal Benefits Among Native English Speakers and Nonnative English Speakers. Jenna Doane, University of Texas at Austin

023-8. GSS Roundtable - Promoting Socially Just Learning Environments
Participants:
Community-Based Schooling: School Improvement Through an Innovative Bubble. Michael Ota, Texas State University; Christina Gomez Hernandez, Texas State University
Mindfulness-Based Intervention for Schools That Utilize Restorative Discipline Practices. Cierra Bernice Nickerson, Baylor University
South Carolina School District Takeover: A Critical Policy Analysis. David Osworth, University of South Carolina

024. Plenum and Graduate Student Reception
UCEA Convention
Reception
6:30 to 7:30 pm
Hyatt Regency Columbus: Floor 2 - Second Floor Atrium

Jackson Scholars Network Scavenger Hunt: Adventure Columbus

Ready to explore Columbus in a unique way? Jackson Scholars Network is at it again, sending you and your team on Adventure Columbus. Tourist, local, or new to town, this is a lively small-group activity that everyone can enjoy. Grab your team, lace up your walking shoes, and get ready to experience Columbus like you never have before. Using your smartphone, you’ll see groups of friends competing to unearth fun facts, taking ridiculous pictures, putting your navigation skills to the test as you trek through Columbus discovering different destinations along the way. The items and challenges can be competed in any order you prefer! The objective of this adventure is to complete it in the fastest time, get the most points, explore the city and have a great time!

Requested donation is $20. All proceeds will benefit the UCEA Jackson Scholars Network, and all convention attendees can register for Adventure Columbus (as an add-on) using Whova, the convention registration site.
025. Breakfast for GSS Registrants and Jackson Scholars
Graduate Student Summit
Special Session
7:30 to 8:30 am EST
Hyatt Regency Columbus: Floor 2 - Delaware Foyer

026. Jackson Scholars Network Convocation
Jackson Scholars Network Research Symposium
Special Session
8:00 to 8:50 am
Hyatt Regency Columbus: Floor 2 - Delaware A

027. Plenary Session
UCEA Convention
Meeting
8:00 am to 12:00 pm
Hyatt Regency Columbus: Floor 1 - Hayes

028. Jackson Scholars Network Research Symposium Presentations (Session 1) - Faith and Identity: Resilience and Hope in the Face of Challenges
Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:50 am
Hyatt Regency Columbus: Floor 2 - Delaware A
Participants:
- A Critical Study of Unaccompanied Homeless Youth in a Local Housing Program. Michael J. Warren, Duquesne University
- Pray and Play: The Impact of Fellowship of Christian Athletes Among African American Football Players. Rasheed Flowers, University of Kentucky
- Resisting the Narrative: Identity and Resilience Experiences in Black Gay College Men. Dante Studamire, University of Illinois at Urbana-Champaign
Facilitator:
- David Hoa Nguyen, Indiana University–Purdue University Indianapolis

029. Jackson Scholars Network Research Symposium Presentations (Session 2) - Identity and Trauma: Black Students’ Experiences Informing Leadership
Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:50 am
Hyatt Regency Columbus: Floor 2 - Delaware B
Participants:
*Black Girl Perspectives of Single-Sex Schools: The Impact of All-Girls Education on Identity and Interactions.* Alexandra Channell, Texas Christian University
*Social and Emotional Trauma: Suicide Among Black Girls in K-12 Education.* Andii Layton, Pennsylvania State University
*Black on Black School Discipline: Double Consciousness and the Perspective of Disciplining Your Own.* Teruko Dobashi-Taylor, Georgia State University
Facilitator:
Terri Nicol Watson, City College of New York

030. Jackson Scholars Network Research Symposium Presentations (Session 3) - Leadership Identity: School-Level Responses to Violence, Stress, and Equity
Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:50 am
Hyatt Regency Columbus: Floor 2 - Delaware C
Participants:
Hallway Riot: A History of Police and Violence in a Brooklyn High School. Ajua Kouadio, Rutgers University
Public School Secondary Principals and Secondary Traumatic Stress: Investigating Awareness for Improved Practice. Juan Andre’ Ford, Auburn University
Race and School Finance, How District Leaders Decide to Spend Funds on Black and Latinx Students. Erica Mallett, University of Washington
Facilitator:
Kristina Hesbol, University of Denver

031. Jackson Scholars Network Research Presentations (Session 4) - Identity and Nuance: The Role of Persistence in Higher Education
Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:50 am
Hyatt Regency Columbus: Floor 2 - Delaware D
Participants:
Black Women Academic Deans and the Power of Persistence. Tiffani Robertson, Illinois State University
Ignoring Whiteness in the Assessment of the Campus Climate at Historically White Institutions. Shaun Nathaniel Crisler, Illinois State University
Un-Essentializing in Blackness in Doctoral Programs. Shari Monique Cunningham, Rutgers University
Facilitator:
Dana N. Thompson Dorsey, University of South Florida

032. Jackson Scholars Network Research Symposium Presentations (Session 5) - Identities in Urban Contexts and Voice: Cultural Responsiveness and Students’ Lived Experiences
Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:50 am
Hyatt Regency Columbus: Floor 2 - Champaign
Participants:

*Characteristics of Culturally Responsive Educators at Four Urban Majority Black Turnaround Schools.* Tekoa Jane Hill, University of Oklahoma

*Going the Distance: Testimonios of Latino/a Catholic School Teachers in Underresourced Urban Catholic Schools.* Antonio Felix, Loyola Marymount University

*Investigation of Perceptions and Experiences of Black and Latinx Student Voice From Literature.* Jennifer Nicole Jarrett, North Carolina State University

Facilitator:
James S. Wright, San Diego State University

**033. Jackson Scholars Network Research Symposium Presentations (Session 6) - Decolonizing Identities and Unprecedented Times: Reclaiming Place and Space Through Resistance**

Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:50 am
Hyatt Regency Columbus: Floor 2 - Clark
Participants:

*Dismantling Settler Colonialism’s Educational Philosophy in the Stolen Lands: A Research of Afro-Taino Epistemological Legacy Resistance.* Armen Alvarez, Illinois State University

*No “Man’s” Land: Anti-Blackness, Settler Colonialism, and Black Education in Gentrifying East Austin.* Jeremy Dewan Horne, University of Texas at Austin

*(Re)Framing COVID-19 Era Adversities Impacting Latina/o/x College Students With Foster Care Histories.* Joshua Mark Anzaldua, University of Texas at San Antonio

Facilitator:
Susan Faircloth, Colorado State University

**034. GSS - Feedback Session A**
Graduate Student Summit
Special Session
9:00 to 9:50 am
Hyatt Regency Columbus: Floor 2 - Fairfield

**035. GSS - Feedback Session B**
Graduate Student Summit
Special Session
9:00 to 9:50 am
Hyatt Regency Columbus: Floor 2 - Knox

**036. GSS - Feedback Session C**
Graduate Student Summit
Special Session
9:00 to 9:50 am
Hyatt Regency Columbus: Floor 2 - Madison

**037. GSS - Feedback Session D**
Graduate Student Summit
Special Session
9:00 to 9:50 am
Hyatt Regency Columbus: Floor 2 - Marion

038. GSS - Feedback Session E
Graduate Student Summit
Special Session
9:00 to 9:50 am
Hyatt Regency Columbus: Floor 2 - Morrow

039. JSN Mentor Feedback Session - Faith and Identity: Resilience and Hope in the Face of Challenges
Jackson Scholars Network Research Symposium
Mentor Feedback Session
10:00 to 10:50 am
Hyatt Regency Columbus: Floor 2 - Delaware A
Facilitator:
   David Hoa Nguyen, Indiana University–Purdue University Indianapolis

040. JSN Mentor Feedback Session - Identity and Trauma: Black Students’ Experiences Informing Leadership
Jackson Scholars Network Research Symposium
Mentor Feedback Session
10:00 to 10:50 am
Hyatt Regency Columbus: Floor 2 - Delaware B
Facilitator:
   Terri Nicol Watson, City College of New York

041. JSN Mentor Feedback Session - Leadership Identity: School-Level Responses to Violence, Stress, and Equity
Jackson Scholars Network Research Symposium
Mentor Feedback Session
10:00 to 10:50 am
Hyatt Regency Columbus: Floor 2 - Delaware C
Facilitator:
   Kristina Hesbol, University of Denver

042. JSN Mentor Feedback Session - Identity and Nuance: The Role of Persistence in Higher Education
Jackson Scholars Network Research Symposium
Mentor Feedback Session
10:00 to 10:50 am
Hyatt Regency Columbus: Floor 2 - Delaware D
Facilitator:
   Dana N. Thompson Dorsey, University of South Florida

043. JSN Mentor Feedback Session - Identities in Urban Contexts and Voice: Cultural Responsiveness and Students’ Lived Experiences
Jackson Scholars Network Research Symposium
Mentor Feedback Session
10:00 to 10:50 am
Hyatt Regency Columbus: Floor 2 - Clark
Facilitator:
James S. Wright, San Diego State University

**044. JSN Mentor Feedback Session - Decolonizing Identities and Unprecedented Times: Reclaiming Place and Space Through Resistance**
Jackson Scholars Network Research Symposium
Mentor Feedback Session
10:00 to 10:50 am
Hyatt Regency Columbus: Floor 2 - Champaign
Facilitator:
Susan Faircloth, Colorado State University

**045. Jackson Scholars Network Research Symposium Presentations (Session 7) - Social Justice Identities: Leadership Perspectives for Preparation, Preschool, and Bilingual Education**
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Hyatt Regency Columbus: Floor 2 - Franklin A
Participants:
*Developing Social Justice Leaders (?): Assessment of Emphasis, Pedagogies, and Needs in Educational Leadership Preparation Programs.* Daniel Moraguez, University of Virginia
*A Texas Landscape of Bilingual Teacher Preparation Program Profiles.* Sarah Alexandria De La Garza, University of Texas at Austin
*Perspectives in Leadership and Program Management of Preschool Directors.* Caroline Diaz, Georgia State University
Facilitator:
Katherine Cumings Mansfield, University of North Carolina at Greensboro

**046. Jackson Scholars Network Research Symposium Presentations (Session 8) - Intersectional Identity: Black Women and Representation in Education**
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Hyatt Regency Columbus: Floor 2 - Franklin B
Participants:
*If Not Us, Then Who? The Underrepresentation of Black Women in Two-Way Immersion Schools.* Dionne L. Davis, University of South Florida
*Meeting the Career Development Needs of Black Women Aspiring to Become Principals.* Tiffany Angela Newsome, University of North Carolina at Greensboro
Facilitator:
Detra D. Johnson, University of Houston

**047. Jackson Scholars Network Research Symposium Presentations (Session 9) - International Identities: Social Justice Leadership Across the Globe**
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Hyatt Regency Columbus: Floor 2 - Franklin C
Participants:
Internal Migration and Students’ Bullying Experience: The Case of China From PISA 2018. Xinyi Mao, University of Missouri
Leadership for Social Justice: Exploring the Beliefs and Actions of Jamaican Principals. Kadia N. Hylton-Fraser, Lehigh University
Vietnamese Preservice Teachers: Professional Intention. Trang Pham, Pennsylvania State University
Facilitator:
Reginald Wilkerson, Clemson University

048. Jackson Scholars Network Research Symposium Presentations (Session 10) - Identity and Perspective: Influences of Latinx Identity Formation on Educational Practices and Experiences
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Hyatt Regency Columbus: Floor 2 - Franklin D
Participants:
Latina Educators and Identity Formation—The Journey of an Impostor. Yolanda Grijalva, Texas State University
Nurturing and Sustaining Pedagogical Spaces for Identity Formation: Reimagining the Chicanx/Latina Identity Collectively. Esther Renee Bocanegra, Texas State University
Testimonios From the Field: Pedagogies of Latina/o/x Math Teachers. Lucia Gonzalez-Prier, Duquesne University
Facilitator:
Amanda Cordova, North Dakota State University

049. JSN Mentor Feedback Session - Social Justice Identities: Leadership Perspectives for Preparation, Preschool, and Bilingual Education
Jackson Scholars Network Research Symposium
Mentor Feedback Session
11:00 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Delaware A
Facilitator:
Katherine Cumings Mansfield, University of North Carolina at Greensboro

050. JSN Mentor Feedback Session - Intersectional Identity: Black Women and Representation in Education
Jackson Scholars Network Research Symposium
Mentor Feedback Session
11:00 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Delaware B
Facilitator:
Detra D. Johnson, University of Houston

051. JSN Mentor Feedback Session - International Identities: Social Justice Leadership Across the Globe
Jackson Scholars Network Research Symposium
Mentor Feedback Session
11:00 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Delaware C
Facilitator:
   Reginald Wilkerson, Clemson University

052. JSN Mentor Feedback Session - Identity and Perspective: Influences of Latinx Identity Formation on Educational Practices and Experiences
Jackson Scholars Network Research Symposium
Mentor Feedback Session
11:00 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Delaware D
Facilitator:
   Amanda Cordova, North Dakota State University

052a. Julie Laible Memorial Session for New UCEA Jackson Scholars
Jackson Scholars Network Session
11:00 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Franklin A
Facilitators:
   Lawrence Louis, Michigan State University
   Hollie Mackey, North Dakota State University
   Angel Miles Nash, Chapman University
   Dasmen Richards, Michigan State University

052b. UCEA Land Recognition & Convention Opening
11:45 am to 12:00 pm
Hyatt Regency Columbus: Floor 2 area
Please join us as we come together after 2 years apart to take a moment to remember, reflect, and create a sacred space to heal and strengthen our community.
Facilitators:
   Judy Alston, Ashland University
   Susan Faircloth, Colorado State University

053. 2021 UCEA Awards Luncheon
UCEA Convention
Ticketed Event
12:00 to 1:30 pm
Hyatt Regency Columbus: Floor 2 - Union ABC
See call-out box. Sponsored by The Wallace Foundation

054. General Session I: Superintendent Spotlight: Lessons From a Leader: Janice Jackson
UCEA Convention
Special Session
1:45 to 3:15 pm
Hyatt Regency Columbus: Floor 3 - Regency Ballroom
See call-out box.
**General Session I: Superintendent Spotlight: Lessons From a Leader: Janice Jackson**

Dr. Janice Jackson is a Senior Fellow whose work at the Carnegie Foundation focuses on equity issues, such as improving high school and college attainment nationwide and ensuring that African American, Latinx, and Indigenous students receive exemplary education and social and emotional support. She is the former CEO of Chicago Public Schools (CPS). Jackson’s tenure at CPS—the nation’s third largest school district—is most notable for the results the district attained in advancing equitable outcomes for its students. Jackson’s efforts, along with those of Chicago’s dedicated teachers and principals, have propelled CPS students to record-breaking improvements in academic achievement, high school graduation, and postsecondary completion. Education experts across the country regard Chicago as a national leader in improving results for young people at scale. Jackson holds a BA and MA from Chicago State University and an MA and EdD from the University of Illinois at Chicago. She is also a board member of the Collaborative for Academic, Social, and Emotional Learning.

Session 054    Thursday Nov. 11    1:45–3:15 pm EST
Hyatt Regency Columbus: Floor 3 - Regency Ballroom
055. GSC Programming - Finding Work–Life Balance in Graduate School and Beyond  
Special Session  
3:45 to 5:00 pm  
Hyatt Regency Columbus: Floor 2 - Champaign  
Graduate school is challenging, and finding a healthy work–life balance can be even more challenging. This session will focus on opportunities and avenues to address finding time for yourself, taking breaks, and finding success.  
Facilitator:  
Rachel Sue White, Old Dominion University

056. Equity Audits: Possibilities, Pitfalls and Perils  
Critical Conversations  
3:45 to 5:00 pm  
Hyatt Regency Columbus: Floor 2 - Delaware A  
In responding to educational inequities, educational leaders often use equity audits to diagnose systemic barriers to opportunities to learn and point toward structural change. They are often lauded as powerful tools for leaders espousing social justice reform. The purpose of this session is to engage participants in a Critical Conversation that interrogates this assumption, exploring the possibilities, pitfalls, and perils regarding how equity audits are used (and not used) in schools.  
Participants:  
Gretchen Givens Generett, Duquesne University  
Mark Anthony Gooden, Teachers College, Columbia University  
Terrance Green, University of Texas at Austin  
Muhammad Khalifa, Ohio State University  
Kofi Lomotey, Western Carolina University  
Sharon I. Radd, St. Catherine University  
George Theoharis, Syracuse University  
Henry Turner  
Facilitator:  
Martin Scanlan, Boston College

057. Leadership and Social-Emotional Learning  
In-Person Paper Session  
3:45 to 5:00 pm  
Hyatt Regency Columbus: Floor 2 - Delaware B  
Participants:  
“It’s Just Good Teaching”: School and District Leaders Reflect on Districtwide SEL Implementation.  
Hilary Lustick, UMass Lowell; Michael Ota, Texas State University  
Extant research on social-emotional learning (SEL) tends to focus on formal curricula but acknowledge that informal SEL lessons are key. How do district and school leaders in one urban district perceive formal versus informal SEL, and how does this impact implementation? Participants spoke of SEL as emotional labor: a philosophy that must undergird any strong teaching practice and school culture. We discuss implications for filling gaps in the literature as well as implementation.  
Leadership Matters: Leadership and the Implementation of Social-Emotional Learning. Lee Morgan, Sacred Heart University; Amie Cieminski, University of Northern Colorado  
This researcher–practitioner collaboration examined the role of school leaders and counselors in implementing a districtwide social-emotional learning initiative in a large, urban, predominantly Latinx school district using qualitative methods. The findings indicated that quality implementation was influenced by the school site leaders’ vision for social-emotional learning and the counselors’ efficacy as program champions. However, a tight-loose model at the district level hindered the
realization of equitable outcomes across the district.

The Development of an Effective Educational Leadership Framework for Student Social, Emotional, and Mental Health. Scott Matthew Richardson, University of Virginia; Coby Meyers, University of Virginia

This study investigated how educational leaders effectively address student social-emotional learning, how they identify students requiring more intensive support, and how they assist in the treatment of students with mental health disorders. This research resulted in a framework useful for the preparation and practice of educational leaders regarding effective leadership practices in the fostering of student’s social and emotional learning and assistance of students struggling with the diagnosis of a medical mental health disorder.

Care and Social-Emotional Supports: A National Study of District Leaders. Kate Kennedy, University of Southern California; Jeff Walls, Washington State University

We examine the caring leadership work of 46 superintendents and central office leaders, finding that care and social-emotional supports are a priority for district leaders. Three themes emerged from our grounded theory analysis: (a) caring work is complex, (b) leaders practice care in collaboration with others, and (c) community organizations enable a constellation of care. With few exceptions, district-level respondents spoke about care using race-evasive language, yet described care work as complementary of equity initiatives.

Facilitator:
Deborah Schussler, Pennsylvania State University

058. Disrupting Racist Policies for Advanced Course Enrollment: Reflections From Black Female School Leaders

Symposium
3:45 to 5:00 pm
Hyatt Regency Columbus: Floor 2 - Delaware C

This symposium will share the work of two Black female school leaders who disrupted racist systems to promote equity in advanced programs for K-12 students. The session will review the research and actions they engaged in with their schools and districts to dismantle policies that prevented students of color from entering advanced programs. The session will also reflect on the practitioner-researchers’ individual growth as Black female school leaders working in systems of White supremacy.

Participants:

Addressing the Disproportionality of African American Students in the Academically and Intellectually Gifted Program. Nikia Davis, East Carolina University

Increasing Minority Participation in Advanced Programs and Classes in a Rural School District. Tammy Boone, East Carolina University

Facilitators:
Karen Diane Jones, East Carolina University
Travis Lewis, East Carolina University

059. Language, Literacy, and Leadership: Research, Policy, and Practice

In-Person Paper Session
3:45 to 5:00 pm
Hyatt Regency Columbus: Floor 2 - Delaware D

Participants:

English Learner Policies Into Practice: The Power of Campus Leadership. Vanessa de León, Texas Tech University; Katie Walker; Andrea Nicole Moreno Juarez, Texas Tech University

English learners (ELs) are a central, yet marginalized student population attending public schools. Currently, language policies written into legislation provide support for EL students. In this study, campus administrators in Texas school districts utilize responsive interviews to examine how their
beliefs and practices shape their response to issues of compliance and implementation of language policies. Ultimately, successful campuses are bred through a supportive, culturally competent climate, modeled by an involved campus administrator.

How State English Language Arts Coordinators’ Social Networks Shape Instructional Resource Curation. Serena Jean Salloum, Ball State University; Emily Hodge, Montclair State University; Susanna Benko, Ball State University

In the wake of states adopting the Common Core State Standards, state education agencies (SEAs) sought to support instructional practice. Research found that states’ approaches to supporting standards varied widely, with some SEAs providing resources created internally, by other states, or by external organizations. We investigate the social networks of state English language arts (ELA) coordinators, key decision-makers in each state for supporting teachers’ literacy instruction across an entire state. We find that the ELA coordinator’s social networks shape curation behaviors.

Midlevel Managers as Key Policy Interpreters: State and Local Leaders’ Perspectives on Castañeda. Caroline Bartlett, Michigan State University; Rebecca Marie Callahan, University of Texas at Austin; Madeline Mavrogordato, Michigan State University

Castañeda v. Pickard established a broad, three-pronged test for English learner (EL) student educational programs. Our qualitative study highlights the importance of understanding perspectives of those charged with interpreting Castañeda for implementation, the state and local administrators who oversee EL education. As we think about the future of EL educational equity after COVID-19, we leverage our participants’ experiences with Castañeda to consider what works for them now and what could be improved moving forward.

The Coherence Challenge Between Policy Makers and School Leaders: Exploring a National Pedagogical Reform. Eliana Bros, Bar Ilan University; Chen Schechter, Bar-Ilan University

Coherence between primary stakeholders involved in an educational reform is a key determinant of its success. This study examines a large-scale reform in Israel by studying the variations in perceptions of policy makers and school principals. Interviews were conducted with school principals (N = 30) and policy makers (N = 2) who served as national initiators of the reform. This study contributes to a deeper understanding of coherence in educational leadership and reform.

Facilitator:
David G. Martinez, University of South Carolina

060. Being and Becoming Antiracist Leaders: EdD Students as Coconspirators
Symposium
3:45 to 5:00 pm
Hyatt Regency Columbus: Floor 2 - Franklin A

Participatory action/activist research (PAR) EdD dissertation projects engage students in deep inquiry of race, gender, and class. In affinity group settings and program experiences, practitioner-scholars interrogate their identities and organize their dissertations to develop knowledge, skills, and dispositions of antiracist coconspirators. In the symposium, EdD students and program faculty highlight dissertation projects, research methodologies, program principles and pedagogy, and collective knowledge about organizing educational leadership programs to support the work of equity and intersectionality.

Facilitators:
Paul Koh
Matthew Militello, East Carolina University
Carrie Morris, East Carolina University
Lynda Tredway, East Carolina University
Annice Williams
061. **B-Sides: Urban School Leadership and the Undertold Stories of Instructional Improvement**

Symposium  
3:45 to 5:00 pm  
Hyatt Regency Columbus: Floor 2 - Franklin B  

Black practitioner-scholars present what we refer to as B-sides, undertold stories, and insights from their school-based action research projects that were designed to improve teachers’ instruction and student outcomes. B-sides refer to the sides of the vinyl audio recordings that demonstrate creative merit and show aspects of their work that, until a listener flips over the sound recording, remain unheard. If instructional leadership is the A-side, what then is its B-side?  

Facilitator:  
Decoteau J. Irby, University of Illinois at Chicago

062. **Free Speech in Public Schools Today**  

Critical Conversations  
3:45 to 5:00 pm  
Hyatt Regency Columbus: Floor 2 - Franklin C  

This panel will review contemporary cases and legal dilemmas concerning free speech issues in public schools involving both students and educators. The panel will be interactive with the audience and will create discussion on important implications for school administrators, attorneys, professors, and policy makers as it examines, analyzes, and critiques various issues pertaining to marginalized students and employees.  

Participants:  
Martha McCarthy, Loyola Marymount University  
Charles Russo  
Elena Silverman, Indiana University–Purdue University Indiana  

Facilitator:  
David Hoa Khoa Nguyen, Indiana University–Purdue University Indiana

063. **Roundtable A**  

In-Person Roundtable  
3:45 to 5:00 pm  
Hyatt Regency Columbus: Floor 1 - Hayes  

Facilitator:  
Noelle Witherspoon Arnold, Ohio State University

**063-1. Educators’ Perspectives on School Leadership**  

Participants:  
*Doug Lemov’s “Teach Like a Champion”: Why Are We Giving it a Pass?* Ronald Cunningham, Indiana University–Purdue University Indiana  
*Educator’s Perspectives of the Practices and Implementation of a Mindfulness-Based Social-Emotional Learning Program.* Monica Ballon, University of Denver  
*The Role of Mindsets in Teachers’ Collaboration.* Talgat Bainazarov, Michigan State University

**063-2. Instructional Leadership**  

Participants:  
*Assistant Principal as Instructional Leader: An Underutilized Resource.* Tamela Crawford, Baylor University  
*Leadership for Adult Development: Principal Support for Teachers as Agents of Power.* Kristina N. LaVenia, Bowling Green State University
063-3. Leadership Amid COVID-19
Participants:
Assessment and Learning During COVID-19: A View From Tech-Savvy Leaders. Nicholas J. Sauers, Georgia State University; Matt Townsley, University of Northern Iowa; Jayson W. Richardson, University of Denver
Under Pressure: How Crisis Contexts Drive the Evolution of Educational Leadership Through Mental Models and Sensemaking. Eleanor Su-Keene, Florida Atlantic University
Responding to COVID-19 Pandemic: Principal Candidates’ Perceptions of Advancing Educational Leadership Virtual Training. Hamada Elfarargy, Texas A&M University; Nahed AbdelRahman, Texas A&M University; Beverly Irby, Texas A&M University; Gwendolyn Carol Webb, Texas A&M University; Elsa G. Villarreal, Texas A&M University; Susan Holley, Texas A&M University; Carl Fahrenwald, Texas A&M University; Mehrangiz Abadi, Texas A&M University; Angela Louise Abney
School Leaders’ Roles in Addressing Differential Impacts of the Pandemic. Kristen Wilcox, University at Albany

063-4. Identity and Intersectionality
Participants:
Exploring the Social and Academic Identities of Latina STEM Students in COVID-19 Times. Brenda Rubio, New Mexico State University; Hilda Cecilia Contreras Aguirre, New Mexico State University
Latina/o/x Faculty Confront Intracultural Imposed Gender Binaries. Amanda Jo Cordova, North Dakota State University; Juan Manuel Niño, University of Texas at San Antonio
Same Script, Different Cast: Historically Centering Intersectionality to Proffer Educational Leadership Practices in Crises. Angel Miles Nash, Chapman University; Dana N. Thompson Dorsey, University of South Florida

063-5. Team-Building and Leadership Preparation
Participants:
Creating Conditions for Collaboration: A Case Study on Design-Based Professional Learning. Leslie Ittner; Karen L. Sanzo, Old Dominion University
Evolving Images of Educational Leadership: Metaphors and Meaning Making in Leadership Preparation. Brianne L. Reck, University of South Florida; William Black, University of South Florida; Adam Rea, University of South Florida
Space to Lead: Cognitive Coaching as Mindful School Leader Practice. Jennifer H. Cox, University of Louisville

063-6. Sociocultural Perspectives
Participants:
Liberating Sovereign Potential: A Working Education Capacity Building Model for Native Nations. Alex Red Corn, Kansas State University
Millennial, Gifted, and (Pell-Grant) Poor: Implications for Black and Hispanic Students Enrolled in STEM at HBCUs. Fred Arthur Bonner, Prairie View A&M University; Stella Smith, Prairie View A&M University
Patterns of Anger Among School Principals: A Cultural-Social Perspective. Idit Nupar; Izhar Oplatka, Tel Aviv University

063-7. Social Justice Leadership
Participants:
A Roundtable Discussion on Cowboy Epistemology: Rural Leadership for Diversity and Social Justice. William “Toby” Holmes, University of New Mexico
Designing a Multilevel Growth Model for Continuous School Improvement: Lessons for Transformative School Leadership. Erin Anderson, University of Denver; Kathleen M. W. Cunningham, University of South Carolina; Jayson W. Richardson, University of Denver

063-8. Teacher Recruitment and Retention

Participants:
Examing Educator Ethos: Shifting Deficit Thinking to Inclusivity and Acceptance. Jennifer Rinck, University of South Florida; David Scanga, Pasco County School District
In What Contexts Are Teacher Shortages Most Severe? Evidence From Oklahoma. Tyler Joe Mobra, University of Oklahoma
Roles of Principals of Color in Recruiting Teachers of Color. Anna Sun, Rowan University

064. Ignite 1: Research and Leader Preparation

In-Person Practitioner-Oriented Ignite Session
3:45 to 5:00 pm
Hyatt Regency Columbus: Floor 2 - Knox

Participants:
Da Art of Storytellin’: Using Humanizing, Phenomenological Interviewing and Observations to Construct Research Narratives. Alounso Antonio Gilzene, Florida State University

The purpose of this Ignite session is to discuss the use of humanizing in-depth phenomenological interviewing, in concert with observations, to engage with research. This process was born out of a qualitative case study that looked at the ways school leaders in a resource-constrained, urban school environment made sense of their work with community-based partnership organizations.

Policy Recommendations for English Learner (EL) Students’ College Readiness. Bita Razavi-Maleki, University of Texas at Austin

The support for EL students under the Every Student Succeeds Act (ESSA) does not include college readiness as a goal in its accountability system. Although earning a high school diploma partially indicates college and career readiness, it is not directly addressed as an outcome for EL students. In my presentation, I explain how ESSA has improved the previous education laws and how it can improve the educational experience of EL students further in the next reauthorization.

The Intersection of Culturally Responsive Standards, SEL, and Preparatory Programs. Kathleen King, North Central College; Mary Beth Ressler, North Central College

Recognizing the importance of culturally responsive practice to educator preparation, the State of Illinois adopted Culturally Responsive Teaching and Leading Standards (CRTLS) in 2021 as a requirement for licensure, applying to both teacher and leader preparatory programs. This Ignite session offers a case study regarding preparatory program adoption of culturally responsive practices with social-emotional learning (SEL) intersections. The interface of CRTLS with SEL has great significance to national discourse on fostering school cultures of student belonging.

Strengthening Preparation Programs by Uniting Principal and Teacher Perspectives: Innovating the Preparation Model. William L. Sterrett, University of North Carolina Wilmington; Kerry Robinson, University of North Carolina at Wilmington; Steven Dale Hooker, University of North Carolina at Wilmington; Dennis Kubasko, University of North Carolina at Wilmington; Ginger Rhodes, University of North Carolina at Wilmington; Andy Ryder, University of North Carolina at Wilmington; Angie Reid-Griffin, University of North Carolina at Wilmington

This 3-year strategic effort brought teachers, principals, and university faculty together to examine and implement a shared collaborative model that fosters shared reflection and observation protocols and allows principals and teachers to better understand and support each other. The focus on reunifying is key; faculty have not always worked together, yet this effort has brought them together and yielded interesting insights. This presentation will share insights from both faculty and students involved in both preparation programs.

Dismantling Racism Through ... Text Messages: Exploring Benefits of Text Message Courses for Adult Development. Leslie Hazle Bussey, GLISI
A design challenge of working with thousands of educators in a large district to develop their equity consciousness drove us to design a text-message-based course. What we found was that a compromise became a strategic advantage. The medium of text-message courses provides an unexpectedly effective learning environment perfect for honest self-examination and internal dialog.

**Doctoral Writing Support: A Series of Effective Synthesis Activities.** Shawna Richardson, Southern Nazarene University; Shawn Pendley, Southern Nazarene University

This Ignite! presentation examines a series of effective synthesis activities that have been incorporated into our doctoral program. Themes identified in this action research context include (a) student growth in synthesis skills, (b) the efficient and constructive feedback opportunity, and (c) student growth in APA application skills. All activities shared during this presentation could easily be adapted and incorporated in other undergraduate, graduate, and doctoral programs to strengthen synthesis writing skills.

Facilitator:
Debra Cantu, University of Texas at Austin

**065. E-Advising: Utilizing Online Technology to Improve Advising of Educational Leadership Doctoral Students**

Innovative Session / Mini-Workshop
3:45 to 5:00 pm
Hyatt Regency Columbus: Floor 2 - Madison

The purpose of the session is to discuss different technology tools that faculty can utilize to facilitate advising responsibilities—e-advising. These tools can be employed to expand student access to resources, manage student progress, promote collaboration, and facilitate feedback and professional development.

Facilitator:
Tamara Young, North Carolina State University

**066. A UCEA Program Center Special Session 2021: UCEA Joint Center for Research on the Superintendency**

Critical Conversations
3:45 to 5:00 pm
Hyatt Regency Columbus: Floor 2 - Marion

This UCEA Program Center Special Session intends to present five chapters from Volume II of the *Research on the Superintendency Series* (forthcoming) by each of the chapter's authors. Chapters chosen for presentation were those most likely to engage the audience and the other chapter authors in dialogue regarding the theme of this year’s UCEA Conference (Emerging Stronger: Reuniting to Advance Educational Leadership) and the development of a meaningful agenda for research on the superintendency.

Facilitator:
Leigh Ellen Wallace, University of Wisconsin–Milwaukee

**067. GSC Programming - Navigating Graduate School During and After the COVID-19 Pandemic**

Special Session
5:15 to 6:30 pm
Hyatt Regency Columbus: Floor 2 - Champaign

The COVID-19 pandemic has affected every facet of our lives, and graduate school is no exception. This session will discuss relevant changes and opportunities within graduate school while overcoming difficult challenges.

Facilitator:
Jo Beth Jimerson, Texas Christian University
068. Will Equity Emerge Stronger (or Weaker) in Education? Critical Policy Analysis Across Contexts

Symposium
5:15 to 6:30 pm
Hyatt Regency Columbus: Floor 2 - Delaware A

This symposium presents contemporary critical policy analyses from the United States and Australia. Papers offer critiques of localized policy processes and outcomes that shape the way equity and inequity manifest. As a whole, they represent a spectrum of approaches to understanding equity in education and suggest various ways to engage with systems and leverage change. The session is structured to provide interaction with authors and the facilitator.

Participants:

**Language and Power Dynamics: A Critical Policy Analysis of Racial Discourses in School Integration Policies.** Sarah Diem, University of Missouri; Madeline Good, University of Missouri; Sarah Walters, University of Missouri; Brittany Smootherson, University of Missouri; Vida Nana Ama Bonney, University of Missouri

**Blind Spots and Blank Spots: An Examination of State Board of Education Members in the United States.** Bryan A. VanGronigen, University of Delaware; Michelle D. Young, Loyola Marymount University; Kevin Rodriguez, University of Virginia

**Subsidizing Learning or Exacerbating Inequalities? Racial Disparities in Pennsylvania’s ECE Subsidy Funding.** Karen Babbs Hollett, Pennsylvania State University; Erica Frankenberg, Pennsylvania State University

**Interrogating the “Value” of Rezoning: An Examination of Public Comments in Segregated School Districts.** Andrene Castro, Virginia Commonwealth University; Mitchell Parry, Virginia Commonwealth University; Genevieve P. Siegel-Hawley, Virginia Commonwealth University

**The Inequitable Processes of Education Policy Production: A Critical Policy Analysis of School Funding Policymaking in Australia.** Matthew Sinclair, RMIT University, Australia; Jeffrey S. Brooks, RMIT University, Australia

Facilitator:
Camille M. Wilson, University of Michigan

069. Leadership Diversity and Preparation for Equity and Transformation

In-Person Paper Session
5:15 to 6:30 pm
Hyatt Regency Columbus: Floor 2 - Delaware B

Participants:

**Does Diversity Truly Matter? How Educational Leadership Program Websites Neglect Diverse Student Markets.** Elizabeth C. Apodaca, New Mexico State University; Kristine Andrea Velasquez, New Mexico State University

This study sought to determine if top-ranking educational leadership preparation programs consciously market to non-White student populations. In review of 24 university websites from programs across the nation, we found little indication of a commitment to promote to ethnically diverse populations, even when social justice was a core programming component. Our findings suggest little effort is placed on enrolling non-White student populations at these institutions, despite the growing need for more faculty and administrators of color.

**The DATA Model as a Methodology for Improving a Partnership-Based Leadership Preparation Program.** Kimberly Kappler Hewitt, University of North Carolina at Greensboro; Chris K. Hall, University of North Carolina at Greensboro; Tiffany Lee Smith, University of North Carolina at Greensboro; Chris Weikart

This paper introduces the DATA model to the field of educational leadership and to illustrate how it can be used to promote reflection and improvement in a leadership preparation program. Specifically, we report on the use of the DATA model to examine the health, strengths, and areas
for growth of a research–practice partnership known as the Principal Preparation for Excellence and Equity in Rural Schools (PPEERS) program.

Facilitator:
Kathleen M. W. Cunningham, University of South Carolina

069a. Ignite 2: Research and Leader Preparation
Virtual Practitioner-Oriented Ignite Session
3:45 to 5:00 pm
Virtual
Participants:
A DREAM 20 Years Deferred. Érica Fernández, Miami University; Alonso Rafael Reyna Rivarola, Salt Lake Community College; Liliana E. Castrellon, Duquesne University; Gerardo R. López, Michigan State University
The tenuous history of the DREAM Act coupled with current anti-immigrant sentiment in the nation deepens the uncertainty and anxieties of undocumented immigrant students and families and elicits an urgent call to action for school leaders and practitioners to support and stand in solidarity with un/documented students, families, and communities. Through this Ignite presentation, we provide tangible action steps for how school leaders and practitioners can individually and collectively support un/documented students, families, and communities.

Blueprint for Improved Results for Students With Disabilities: An Equity Audit Through Researcher–Practitioner Collaboration. Holly Manaseri, SUNY Cortland
This Ignite presentation will focus on problems of practice in four NYS schools to creating inclusive school environments for students with disabilities. Prerecorded vignettes will highlight the work using the Blueprint for Improved Results for Students with Disabilities tool to audit practices around seven research-based principles. Team members will share personal reflections on the process and lessons learned.

Conflict-Agility: Leadership Practices That Build Organizational Capacity. Robert Feirsen, New York Institute of Technology; Seth Weitzman, Mercy College
Conflict is typically viewed as an aberration, a sign of leadership weakness or organizational deficiency. Addressed strategically, however, conflict can become a productive tool for school improvement. The presentation will offer recommendations for school leadership practice to develop a school’s conflict-agility, that is, a higher level of organizational capacity for managing conflict and for increasing overall school effectiveness. The model connects the work of Gerzon and Runde and Flanagan with the protocols of design thinking.

“The Disrespect.” Black Educators on Schooling in a Pandemic. Shannon Paige Clark, University of Illinois at Chicago
In this talk I conceptualize Black teacher attrition as a problem of practice exacerbated by COVID-19. I showcase “The Disrespect” that 11 Black educators described while navigating the 2020-21 school year in U.S. schools. Interviews, focus groups, participant journals, and document analysis were combined to gather details on the experiences of each educator. This talk explores what might improve the schooling experiences of Black people—students, families, teachers, administrators—and increase Black teacher retention.

The Unleading Project. Vidya Shah, York University; Jocelyn Shih; Sayema Chowdhury; Amanda Lima, York University
Unleading requires a commitment to troubling common-sense assumptions of complex ideas such as leadership, schooling, and society. Unleading asks us to engage in the praxis of leadership also asks us to look for leadership in unfamiliar places and challenge the notion of the individual leader. This website and podcast series will highlight voices of leaders in classrooms, communities, homes, schools, school districts, and beyond.

Time to Rebuild: A University–District Partnership for Program Redesign. Wesley Henry, University of Redlands; Lori R. Rhodes, Sonoma State University
This Ignite presentation explores the efforts of a principal preparation program to build and
maintain purposeful and reciprocal relationships between the credential program and districts in an expansive rural region. A change to state credentialing requirements necessitated program redesign, and this provided an opportunity to build dynamic university–district partnerships to foster deeper learning for candidates and mission-aligned benefits for districts.

Facilitator:
Debra Cantu, University of Texas at Austin

070. Pushing Through the Pandemic: Resilient and Sustaining Practices
In-Person Paper Session
5:15 to 6:30 pm
Hyatt Regency Columbus: Floor 2 - Delaware C

Participants:
Survival: Teachers’ Perspectives on Teaching and Learning During the Pandemic. Ximena Burgin, Northern Illinois University; Mayra Daniel; Teresa Wasonga, Northern Illinois University
As COVID-19 raged the globe, learning was greatly impacted. This study documented teachers’ perceptions on the transition to online teaching/learning. The phenomenological approach was used to gather and analyze responses to open-ended survey questions that solicited teachers’ reflections on the benefits and challenges of teaching/learning online, interactions with families, and leadership supports. Three themes emerged: challenges of adjusting to new circumstances and complexities of meeting students’ needs remotely while maintaining high academic expectations.

The Heart of Resilience Leadership: Practices of Teacher Leaders During COVID-19 Pandemic. Nahed AbdelRahman, Texas A&M University; Beverly Irby, Texas A&M University; Hamada Elfarargy, Texas A&M University; Rafael Lara-Alecio, Texas A&M University; Fuhui Tong, Texas A&M University
This phenomenological study studied the impact of leadership practices to the COVID-19 pandemic as perceived by the teacher leaders. Thirty-one teachers participated to identify the leadership practices during the pandemic. We identified five main practices to overcome the pandemic sequences: (a) distributing meals for students and their families, (b) issuing learning materials and devices, (c) coordinating online instruction, (d) assisting leadership teams, and (e) leading professional development sessions to integrate the school teams’ experiences.

Viewing School Leaders’ Challenges From Inside Out Through Multiple Lenses: Why it Matters. Pat Maslin-Ostrowski, Florida Atlantic University; Ellie E. Drago-Severson, Teachers College, Columbia University; Jessica Blum-DeStefano, Bank Street College
Based on our mixed-methods, longitudinal research with 141 leaders, we highlight central learnings about how leaders make sense of their most pressing challenges inside-out, help teachers manage change, and how they understood their internal experiences of leading for social justice, building individual, team and organizational capacity, and supporting student learning. Findings underscore the social-emotional and developmental capacities needed to exercise leadership. We emphasize implications for strengthening leadership practice, preparation, and workplace learning to sustain leaders.

Facilitator:
Michelle D. Young, Loyola Marymount University

071. Mentoring Beginning Teachers During a Pandemic: Leadership Strategies That Are Here to Stay
Symposium
5:15 to 6:30 pm
Hyatt Regency Columbus: Floor 2 - Delaware D

During the COVID-19 pandemic, principals had to find ways to support beginning teachers (BTs) virtually. These teachers faced remote learning challenges in addition to the struggles starting their teaching careers. Principal preparation programs did not include this type of learning. Two principals pivoted their studies to actively involve mentors to support new teachers. As a result, these principals have intensified the collaboration among the BT mentors, the teachers, and themselves in creative
ways.
Facilitators:
   Kelsea Ballard
   Colleen A. Burt, East Carolina University
   Travis Lewis, East Carolina University
   Marjorie Campo Ringler, East Carolina University

072. Discussing Values and Ethics in Educational Leadership: A Special Session From the Consortium for the Study of Leadership and Ethics in Education (CSLEE)
Symposium
5:15 to 6:30 pm
Hyatt Regency Columbus: Floor 2 - Fairfield
Participants:
   The Educational Benefits of Diversity on Black Students’ Democratic Citizenship: Does Campus Racial Composition Matter? Terrell Lamont Strayhorn, Vanderbilt University
   Supporting Democratic Ethical and Values-Based Leadership During Times of Turbulence and Crisis. Susan Hope Shapiro, Touro Graduate School of Education; Jennifer Antoni, Eastern University; Arkadiy Yelman, One Bright Ray Community High School; Taryn Conroy, Montgomery School; Kevin A. Peters, Dallastown Area School District; Joan Poliner Shapiro, Temple University; Steve Gross, Temple University
   Pragmatic Identity Formation—From Theory to Practice. Joseph Levitan, McGill University; Julia Mahfouz, University of Colorado Denver
   Democratic Education and the Education of Democracy in Peril: Florida’s Political Gaslighting of the Foundations. Daniel Reyes-Guerra, Florida Atlantic University; Maysaa Barakat, Florida Atlantic University
Facilitator:
   Hollie Mackey, North Dakota State University

073. Neoliberal District and School Reform
In-Person Paper Session
5:15 to 6:30 pm
Hyatt Regency Columbus: Floor 2 - Franklin A
Participants:
   A Review of Urban Education Research Using Quantitative Methods and Conceptualizations: A Critical Analysis. Karen Ramlookhan, University of South Florida; Dana N. Thompson Dorsey, University of South Florida
   This critical examination of the empirical literature of quantitative studies focused on student achievement in urban educational contexts in the United States for the past 25 years. In what ways does quantitative research on urban education achievement shape our understanding of minoritized children and their experiences during the high-stakes accountability era? Utilizing critical race theory, we discuss the discursive, regulative, and evaluative mechanism racialized students as disadvantaged and normalized achievement performance through Whiteness.
   The Impact of Neoliberal Ideologies on Elementary Science Leadership: A Case Study. Stefanie Marshall, University of Minnesota
   This study examines how elementary science education practices are shaped by policies grounded in neoliberal principles through a case study. To understand the political context, I briefly review the federal education policy of No Child Left Behind (NCLB) along with specific aspects of NCLB that continue to frame elementary science today and other reform efforts that have impacted science education. How do neoliberal ideologies impact the leadership practices in science
education of elementary principals?

The Role of Districts in Supporting Emancipatory Leadership Practice Within Educational Market Contexts. Meagan Richard, University of Illinois at Chicago

Within this mixed-methods study I explore emancipatory leaders’ experiences within seven U.S. school districts incorporating educational market models with attention to how other district policies impacted leaders’ experiences. This research is motivated by the goal to better understand how school districts can support emancipatory leaders’ ability to conduct their work. In particular, this research seeks to uncover how school districts may mitigate the negative effects of market policy to schools, school leaders, and communities.

“We’re in Compliance”: Reconciling Principal and Teachers’ Work as Resistance to Neoliberal Policies. Bryan J Duarte, Miami University; Curtis Brewer, University of Texas at San Antonio

We apply Certeau’s (1984) theory of consumption to examine the clandestine ways that teachers creatively resist the policies that constrain them. Our findings demonstrate the ways in which educators blur the line between compliance and resistance as they engage in subtle acts of resistance. We argue that this has implications for how educators may build a “collective effort in support of public education” (UCEA, 2021), even as neoliberal educational policies threaten to extinguish public schools.

Facilitator:
Chris Torres, Michigan State University

075. Districtwide Mentoring: Using Kram’s Model to Support Novice and Veteran Teachers
Critical Conversations
5:15 to 6:30 pm
Hyatt Regency Columbus: Floor 2 - Franklin C

This Critical Conversation explores the systematization of mentoring districtwide in PK-12 schools using a research orientation to supporting novice and veteran teachers. Inspired by Kram’s mentoring model, novice–veteran staff in a multischool cohort were formally organized through the KRAM Program. A diverse mentoring group will dialogue with the superintendent about meaningful ways to further develop the program. Transforming programming into research is a goal for presenters. Anyone searching for mentoring ideas should find value.

Participants:
Tasneem Amatullah, Emirates College for Advanced Education
Emily T. Boyles, Virginia Tech
Gerald Fitzhugh II, Seton Hall University
Cindy Carter Klimaitis, Virginia Tech
Joel R. Malin, Miami University
Lavetta S. Ross, Monmouth University
Christopher Tienken, Seton Hall University
Christie Vanderhook, Seton Hall University
Angelica WyKeshia Witcher, Virginia Tech

Facilitator:
Carol A. Mullen, Virginia Tech

076. Roundtable B
In-Person Roundtable
5:15 to 6:30 pm
Hyatt Regency Columbus: Floor 1 - Hayes
076-1. Theory and Education
Participants:
*Leveraging Crisis for Social Justice: Toward a Grounded Theory of District-Level Leadership.* Jay Scribner, Old Dominion University; Karen L. Sanzo, Old Dominion University; Sara Epperly, Old Dominion University

*Scratch a Theory and Find a Personal Story.* Arnold Danzig, Arizona State University; William Black, University of South Florida; Catherine A. O’Brien, Gallaudet University

*Square Pegs and Round Holes: Alternative Approaches to College Student Development Theory.* Fred Arthur Bonner, Prairie View A&M University; Rosie Banda, Texas A&M University–Corpus Christi; Stella Smith, Prairie View A&M University; Aretha Marbrley, Texas Tech University

076-2. Special Education and Racial School Climate
Participants:
*A Community Engaged Approach to Reduce the Racial School Climate Gap: Equity Beyond Academics.* Kelly Brown, Lamar University

*How Underfunding Affects the Special Education Student: A Case Study of Financial Data.* Michael Ota, Texas State University

076-3. Leaders’ Decision-Making
Participants:
*Creating the “Next” Normal: Decision-Making Among Black Women Educational Leaders During the COVID-19 Pandemic.* April L. Peters-Hawkins, University of Houston; Tomika W. Greer, University of Houston

*Crisis Empowerment Framework to Support Educational Leader Decision-Making.* Regina Rose Umpstead, Central Michigan University; Adel Corinne DiOrio, Central Michigan University; Gina Wilson, Central Michigan University; Gregg Dionne, Central Michigan University

*The Making of a School Leader: A Neuroscientific Perspective of Educational Leadership.* Yinying Wang, Georgia State University

076-4. Principal Turnover and Malpractice
Participants:
*Ecologies of Schooling and Malpractice: Conceptualizing Dynamic Racism.* Lawrence Louis, Michigan State University

*Engaging Novice Principals in Professional Networks: Increasing Self-Efficacy and Well-Being.* David Scanga, Pasco County School District; Jennifer Rinck, University of South Florida

*Why Principals Leave: Exploring Factors Influence Principal Turnover in One Highly Diverse Charter School.* Kristina Brezicha, Georgia State University

076-5. International Perspectives of School Leadership, Governance, and Policy
Participants:
*Policy Trajectories in Myanmar’s Education Reforms and the Relationship Between Policymakers and Policy Actors.* Thu Ya Aung, Texas State University

*Perceptions of Israeli School Principals Regarding the Knowledge Needed for Instructional Leadership.* Haim Shaked, Hemdat Hadarom College of Education

076-6. Leadership for Racial Equity
Participants:
*A Conceptual Framework for Exploring School Board Members’ Sensemaking in Racially Diverse Districts.* Ann LoBue, Teachers College, Columbia University
076-7. Strategic Planning and Innovation

Participants:

*How Principals Can Support Early Educators in Emerging Stronger Than Before.* Christopher Pierce Brown, University of Texas at Austin


077. Ignite 3: Leadership and Professional Development

In-Person Practitioner-Oriented Ignite Session

5:15 to 6:30 pm

Hyatt Regency Columbus: Floor 2 - Knox

Participants:

*Emerging Stronger: Cultivating Equitable Educational Systems Through Culturally Proficient Professional Development.* Courtnee Reed Morris; Corinne Brion, University of Dayton

Learning is a social endeavor in which culture plays a key role. This presentation will offer a Culturally Proficient Professional Development framework that includes a Multidimensional Model of Learning Transfer (MMLT). The MMLT is a research-based and culturally grounded model that educational leaders in PK-16 schools can use to organize, deliver, and assess professional development while enhancing learning transfer and improving educators’ cultural proficiency.

*Vitalizing Learning Through Sustainability Education: Uniting to Focus on Green Learning and Leadership.* William L. Sterrett, University of North Carolina at Wilmington; Sabrina Hill-Black; Kat Pohlman, University of North Carolina at Wilmington; Jackson Norvell

This Ignite presentation will share insights from a recent effort in which a school–university partnership focused on pursuing “green ribbon school” status by focusing on health and wellness, engaged student learning, and sustainability practices. This interactive Ignite session will share examples from three different schools and related research.

*Improving Educator Well-Being in a Postpandemic World.* John Pijanowski, University of Arkansas

As society gradually reopens, educational institutions are at a critical inflection point. Leaders are now called upon to address the effects of accumulated stress and disruption felt throughout their staff, students, and communities while also leveraging new ways of doing work that were born out of the necessity of the pandemic. Drawing from the collective work of scholars and practitioners, this presentation offers tools to do that work of building a healthier new normal in schools.

*School Safety in 2022: A New Framework.* Ann Marie Cotman Hicks, Texas State University

Research in the field of risk assessment shows that people perceive risk and craft reactions through mental processes layered with affective responses, superficial knowledge, and social influences. Universalizing the concept of school safety has worked to harm students with marginalized identities. The COVID-19 pandemic and robust public attention on police reform make this the perfect moment for schools to critically reevaluate safety practices. This framework offers some important first considerations for school leaders.

*Exploring Leadership in Integrative STEM Education.* Rachel Louise Geesa, Ball State University; Krista Stith, Ball State University

The purpose of this Ignite session is to discuss with leaders and educators concepts, examples, and resources for current and future educational leaders in successfully navigating this shift to integrative science, technology, engineering, and math (STEM) education by identifying potential strategies, resources, and exemplars of integrative STEM practice in schools and school districts. These leaders promote past STEM education work, are currently implementing STEM education
practices, and/or want to innovate STEM education programs in their schools.

**Collaborative Evaluation and School Improvement: Identifying and Engaging Teacher Professional Networks.** Cynthia B. Bauman, Florida Atlantic University; Liliana Rodriguez-Campos, University of South Florida

This Ignite! talk will explore and discuss the application of the Model for Collaborative Evaluations (Rodríguez-Campos & Rincones-Gómez, 2013) within school improvement planning along with the potential of social network analysis to identify and engage teacher professional networks (Bauman, 2019) during collaborative evaluation. Teachers identified as teacher leaders by their peers and who engage in collaborative practices potentially provide a unique perspective about school operation practices and implementation of processes for school improvement planning.

Facilitator:
Erin Anderson, University of Denver

**078. Improving the Development, Content, and Utilization of Logic Models to Support Educational Research and Practice**

Innovative Session / Mini-Workshop
5:15 to 6:30 pm
Hyatt Regency Columbus: Floor 2 - Madison

As a result of being a required component in grant applications (e.g., National Science Foundation and The Wallace Foundation), the logic model has gained much attention from school districts, leadership researchers, and principal preparation programs. This workshop will not only explain logic models and their strengths and weakness, but also provide tools to improve the development, content, and utilization of logic models to support educational research and evaluation as well as districts’ efforts to carry out continuous improvement cycles.

Facilitator:
Tamara Young, North Carolina State University

**079. CASTLE Session: Leadership for Deeper Learning: Lessons From 30 Innovative, Deeper Learning Schools**

Special Session
5:15 to 6:30 pm
Hyatt Regency Columbus: Floor 2 - Marion

We interviewed leaders at 30 different “deeper learning” schools around the world in 2019 and 2020. We then followed up those interviews with site visits, observations, on-site photographs and videos, and additional conversations. Our goal was to try and parse out “What do leaders at innovative schools do that is different from their counterparts in more traditional schools?” We describe what we saw in detail in our new book, *Leadership for Deeper Learning*, and articulate a Profile of a Deeper Learning Leader that’s based on empirical research, not just anecdotes. We think that this book makes a unique contribution to what we know about leadership in deeper learning schools. The book is written for a practitioner audience and is full of concrete, specific examples to get folks thinking about possibilities. Also, every main chapter concludes with Key Leadership Behaviors and Support Structures. Come join us for a lively discussion!

Facilitators:
Justin M. Bathon, University of Kentucky
Scott McLeod, University of Colorado Denver
Jayson W. Richardson, University of Denver

**080. Virtual Roundtables**

Virtual Roundtable
5:15 to 6:30 pm
Hyatt Regency Columbus: Floor 1 - Virtual Roundtables
080-1. Teacher Leaders, Principals, and Superintendents
Participants:
Leadership Mindsets: Understanding Self and How to Engage the Other: The Pursuit of a Human Capacity Paradigm. Leonard Carmelo Burrello, University of South Florida; LaSonja Roberts, Western Michigan University
Reimagining School Discipline Through Transformative Leadership: A Critical Autoethnography. Marsha Henry, University of South Florida
Research–Practitioner Collaboration to Increase Aspiring Principals’ and Counselors’ Skills: Making Case Studies Come Alive. Lynn Wheeler, University of Indianapolis; John W. Somers, University of Indianapolis
Why Principals Leave: Exploring Factors Influencing Principal Turnover in One Highly Diverse Charter School. Kristina Brezicha, Georgia State University

080-2. Race/Ethnicity and Working Conditions
Participants:
AfroLatinx College Student Sense of Belonging. Hector Luis Diaz, University of South Carolina
“It’s Part of Who I Am”: Conceptualizing Intersectionality and Identity Negotiation Among Black Women Teachers. Andrea Terrero Gabbadon, Temple University
Deepening our Commitment to Equity and Social Justice: Professional Learning for Leadership Coaches. Soraya Sablo-Sutton, University of California, Berkeley; Viet Nguyen, University of California, Berkeley

080-3. Data-Informed Educational Leadership
Participants:
Context and Initial Design Specifications of the USF Capstone Practicum Research Project. Brianne L. Reck, University of South Florida; Charles Vanover, University of South Florida
Datafication and Education Governance in India. Jainisha Chavda, Michigan State University
Strategic Planning for What? Anna D. Deese, University of Colorado Boulder

080-4. Equity, Planning, and Change
Participants:
Accountability for Equity? The Effect of Policy Controls on Students’ Opportunity to Learn. Taeyeon Kim, University of Nebraska–Lincoln; Jiangang Xia, University of Nebraska–Lincoln
Transformative Social Emotional Learning in Practice: A Case Study of a District in Flux. Rachel Roegman, University of Illinois at Urbana-Champaign; Kevin Tan, University of Illinois at Urbana Champaign
Improvement Science: Codesigning School Improvement Efforts to Address Complex, Context-Based Equity Issues. Deborah Peterson, Portland State University; Susan Paulette Carlile, Portland State University
“One Big Thing” to Change Outcomes for Students With Disabilities. Lihi Rosenthal, University of California, Berkeley; Thomas Green, University of California, Berkeley; Morgan Bessette, University of California, Berkeley
Teacher Leadership: The Growing Pains of One School District. Matthew J. Stier, University of Iowa

080-5. Teacher Preparation, Networks, and Relationships
Participants:
Micropolitical Influences on Teacher Leader Selection and Enactment. Jennifer Thomason, Hampton City Schools; Karen L. Sanzo, Old Dominion University
Mirroring, Adding, and Pushing: Novice Teachers and District Racial Frames. Joy Esboldt, University of California, Berkeley
The Influence of Educator Networks on a Centralized District Antibias Initiative. Jennifer Karnopp, San Diego State University; Deborah Shea, The College of St. Rose

Team Citizenship Pressure in Schools: A Moderated-Mediation Model. Rania Karayanni-Ounallah, University of Haifa, Israel; Noy Eliyahu, University of Haifa; Anit Somech, University of Haifa; Ronit Bogler, Open University of Israel

080-6. Newcomer Immigrant Students Along P-12 Contexts: Implications for Educational Leadership

Participants:

The (Mis)Treatment and (Non)Education of Unaccompanied Immigrant Children in the United States. Ruth Maria Lopez, University of Houston

"Who Does This Country Even Belong to?": Exploring How Policy and School Contexts Promote or Hinder Educational Opportunity and Belonging for Undocumented Newcomer Youth. Sophia Rodriguez, University of Maryland; Chelsea Connery, University of Connecticut

The Education of Newcomer Secondary English Learners during a COVID-19 Context. Jose Enrique Lopez, University of Houston


081. Reception in Honor of UCEA Past Presidents

Reception
6:45 to 8:30 pm
Hyatt Regency Columbus: Floor 2 - Second Floor Atrium
See call-out box.
FRIDAY NOV. 12

082. GSC Programming – Graduate Writing Ignite! Tips for Crafting Your Best Work
Special Session
8:00 to 9:10 am EST
Hyatt Regency Columbus: Floor 2 - Champaign
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 styles!
Facilitator:
Sonya Hayes, University of Tennessee–Knoxville

083. Culturally Responsive Leadership for Marginalized Youth
In-Person Paper Session
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Delaware A
Participants:
Culturally Responsive Leadership for Latinx Immigrant Students: Advocacy in a U.S.–Mexico Border Alternative School. Emily Crawford, University of Missouri; Fernando Valle, Texas Tech University; David Aguayo, University of Missouri
Alternative schools may be a penultimate stop in the pipeline where leaders have critical opportunity to challenge and resist policy and structural inequalities that funnel Latinx students through the school-to-prison pipeline. This paper focuses on culturally responsive practices in an alternative high school. What relationships or traits facilitate or constrain leaders’ advocacy for Latinx immigrant students to obtain a quality education? What policies and structures facilitate or constrain leaders’ advocacy?
Leadership and Policy Studies in Refugee Education: A Systematic Review of Existing Research. Khalid Arar, Texas State University; Deniz Örücü, Baskent University, Turkey; Sedat Gumus, Aarhus University, Denmark
We systematically review the existing literature to demonstrate the overall trends of the related studies in terms of context (year, country, school level), type of study, methodology, and topical focus. Three research questions guided our analysis: What are the general trends of publications on educational policy and leadership research related to refugee education? What is the topical focus of the related publications? What is missing in the related research?
Schooled by Dispossession: A Critical Narrative Study. Bodunrin Banwo, University of Massachusetts Boston; Ezekiel Joubert, California State University
This paper seeks to deepen our understanding of the role schools play in stripping Black humanity. Through critical narratives study of the authors’ educational and research experiences in educational spaces, we study how Black people have been schooled by dispossession. Through critical reflection and discourse analysis of our critical narratives, we argue that the logics of dominant social space as it is reproduced in schools are constructed through socialization and mobility.
084. Innovative Approaches to Improving Schools
In-Person Paper Session
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Delaware B
Participants:
Breaking the Bunker Mentality: A Collaborative Professional Development Model for Special Education. Wowek Sean Kearney, Texas A&M University–San Antonio; Theresa Garfield, Texas A&M University–San Antonio
A lack of connection between universities and K-12 schools can lead to principals feeling isolated and unsupported as they seek to meet their campus needs. This article examines a professional development model that pairs university faculty members with special education leaders to develop an action plan related to improving special education academic outcomes on their campus.

Virtual Reality Classroom Simulations: How School Leaders Improve Instructional Leadership Capacity. Lawrence Hodgkins, East Carolina University; Matthew Militello, East Carolina University; Lynda Tredway, East Carolina University; Ken Simon, East Carolina University
This study is an exploration of the utility of a virtual reality (VR) classroom experience for improving instructional leadership. Drawing on the application of simulations as practice, a VR experience was developed in which school leaders tag observable actions. Study results indicate the VR platform provides an innovative process for leadership development focused on building capacity to conduct evidence-based observations. This study ascertains the potential effectiveness of an advanced technology to drive improvements in practice.

The Crucibles of School Improvement: When Problem-Driven Development Meets “Best Practice” Implementation. Elizabeth Arnett Zumpe, University of California, Berkeley; Corrine Aramburo, San Francisco State University/University of California, Berkeley; Heinrich Mintrop, University of California, Berkeley
The prevailing school improvement paradigm centers around training teachers to implement research-based “best practices,” but in recent years an alternate, and more promising, approach has emerged: problem-driven development. Shifting towards problem-driven development in districts, however, must contend with an ingrained logic of implementation. We explore key tensions in this shift—what we call “crucibles”—using data from participant observation with a district leadership team and three schools as part of a research-practice partnership.

Distributed Leadership and Innovative Teaching Practices. Cailen O’Shea, North Dakota State University
The primary aim of this research is to understand the relationship between distributed leadership and teachers’ use of innovative teaching practices. Based on an internationally representative sample from 34 countries with over 100,000 participants, this study analyzed the effect of distributed leadership on teachers’ use of these innovative teaching practices. The findings demonstrate that distributed leadership has a significant and positive impact on teachers’ use of innovative teaching practices.

Facilitator:
Khaula Murtadha, Indiana University–Purdue University Indiana

085. Advancing the Education Doctorate
In-Person Paper Session
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Delaware C
Participants:
Mentoring Pathways for EdD candidates: Understanding the Sustainability, Networking, and Expected Outcomes of Mentoring During COVID-19. Rachel Louise Geesa, Ball State University; Makayla Ceresa, Ball State University; Kat R. McConnell, Marquette University

Mentoring programs for EdD candidates who are scholar-practitioners are unique for this diverse population of candidates. The COVID-19 pandemic brought many changes to everyday life, with government mandates impacting the format of schooling, and social interactions. The purpose of this paper is to understand perceptions of mentors and mentees in an EdD mentoring program in relation to sustainability, networking, and expected outcomes in addition to considerations of impacts from the COVID-19 pandemic.

Making our Pitch: Engaging Practitioner Supervisors in the Development of the Dissertation in Practice. Travis Lewis, East Carolina University; Heidi Puckett, East Carolina University; David Siegel, East Carolina University

This presentation describes the incorporation of a pitch presentation early in an EdD program for precandidacy students to develop a potential dissertation in practice topic that has the support of their workplace supervisor. Student participants reported having increased clarity and organization around their planned topic. Higher motivation due to the support and advice of the workplace supervisor relative to their intended study was also found to be the case with participants.

Making Scholarship a Tool for Change: Repurposing Literature in EdD Programs. Jill Alexa Perry, University of Pittsburgh

To support education faculty in empowering leaders to be change agents, I investigate the problem of the literature review in the EdD dissertation. Using improvement science methodology, data have been gathered to understand this problem and its impact. Three alumni focus groups, current student surveys, faculty team observations, and artifact analysis are the primary sources of data. Early results indicate the literature review is overwhelming, not useful, cumbersome, and time consuming.

Defining Rigor in Justice-Oriented EdD Programs: Preparing Leaders to Disrupt and Transform Schools. Jessica Renee Weiler, Western Carolina University; Kofi Lomotey, Western Carolina University

We discuss how the literature defines rigor within practitioner-oriented EdD programs. EdD programs can claim to be rigorous and social justice centered if their faculty (a) envision and construct rigorous student learning outcomes connected to the learning of critical theory and the demonstration of critical praxis to improve the lives of marginalized/underserved students and (b) use backward design to develop and align curriculum and pedagogy with those outcomes, including scholarly learning experiences and elicitation of critical thinking.

Facilitator: Amy Serafini, Auburn University

086. Diversifying the Principal Pipeline
In-Person Paper Session
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Delaware D

Participants:
Assistant Principals: Evidence and Insights for Advancing and Diversifying the Pathway to the Principalship. Ellen Goldring, Vanderbilt University; Mollie Rubin, Vanderbilt University; Mariesa Herrmann, Mathematica

There is little consensus on what the assistant principal (AP) role should entail and how the role could advance equity in the principal pipeline. This paper presents the results of a systematic synthesis of empirical studies and analyses of national and state data to describe the characteristics, leadership, and career paths of APs across contexts. Findings suggest that enhancing the AP role can directly address leadership shortages and barriers to advancement for educators of color and women.

First-Year Principals: Understanding Where School Leaders Face Challenges. Natalee Long, Ohio State University; Dustin Wade Miller, Ohio State University

Principals are charged with running the daily operations of a school but are historically not trained
in operational management. The purpose of this study was to identify operational challenges 1st-year principals face. An embedded qualitative study was conducted and four salient findings emerged. These findings indicate that 1st-year principals would benefit from (a) increased training in communication, (b) mentorship experiences, (c) increased understanding in management of school operations, and (d) increased training in time-management strategies.

**Introducing New Leaders in PK-12 Public School Districts: The Sustainability Professional.** Lisa A. W. Kensler, Auburn University; Kimberly Joy Rushing, Auburn University

The purpose of this multimethod study was to document the growing trend for PK-12 school districts to hire sustainability professionals at the district level and to better understand their stories of leading second-order change. Isolation and lack of positional power make these individuals unique in PK-12 schools. We report on survey and interview data collected from approximately 50 sustainability professionals working in primarily public school districts across the United States.

Facilitator:
Laura Rogers, University of Utah

**087. Authentic Partnerships in Working Schools Undergoing Changing Demographics**

Symposium
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Franklin A

The demographic composition of students in many schools across the country continues to change. By 2026, students of color will make up 54% of the school population. Differences between teachers and students often manifest in observable school outcomes. In a symposium format, we share our experiences in working with schools undergoing changing demographics. For this symposium, there will be a presentation of a 3-year research project, which was funded by the Kellogg Foundation to address equity and inclusion in schools. Identified schools had undergone a 25%–50% change in their student demographics. This symposium will focus on (a) strategies used with predominantly Latinx schools to increase parent engagement and college and career readiness from elementary to high school and leadership coaching and (b) the use of an inclusion survey to measure perceptions of equity and inclusion from the perspective of students, teachers, leaders, and parents.

Participants:
Frances Barcenez, Southwest Independent School District
Niaka Dunbar
Elisabeth Avila Luevanos, Texas A&M University
Jose Anthony Luevanos, Texas A&M University
Michael Workman

Facilitator:
Jean Madsen, Texas A&M University

**088. Indigenous Leadership and Culturally Responsive Schools**

In-Person Paper Session
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Franklin B

Participants:

*The Importance of Developing a Culturally Responsive Leadership Framework in Rural and Suburban School Districts.* LaMonica Williams, Purdue University; Marlon I. Cummings, Governors State University

This article presents qualitative data from principal preparation candidates from two midwestern universities who participated in a survey analyzing the impact of demographic shifts on their school communities and the need for specific leadership qualities to support diverse student populations. This article explores the importance of school administrators’ taking a critically reflective approach to the ways their leadership practices are shaped and implementing culturally responsive leadership.
An Indigenous Narrative Inquiry Into the Stories of Indigenous Female Title VI Counselors. Carrie Frances Whitlow, Kansas State University

The purpose of this study is to explore the leadership experiences of Cheyenne and Arapaho women as educational leaders in local education agencies through stories. For this study, educational leader can be defined as a Title VI counselor, Indian Education Coordinator, or Director of Indian Education.

Value-Creating Leadership: A Thematic Analysis. Melissa R. Bradford, DePaul University; Michael Cornell

Attention is increasingly being paid to ways of knowing, being, and doing that draw on non-Western and indigenous perspectives. Yet leadership research remains dominated by U.S. scholarship, which is firmly situated in Euro-western philosophical paradigms. The purpose of this thematic analysis is to introduce and explore the leadership perspectives of a Japanese Buddhist leader, school system founder, and author, Daisaku Ikeda (b. 1928).

Tribal Education Department’s National Assembly 2021 Report: A National Survey of Tribal Education Departments and Agencies. Alex Red Corn, Kansas State University; Carrie Frances Whitlow, Kansas State University

This presentation is an overview of the research process and findings from a team that conducted a nationwide survey of Tribal Education Departments (TEDs) as part of an effort to create a 2021 report for the TED National Assembly.

Facilitator: Hollie Mackey, North Dakota State University

089. Leading to Support and Grow Student Voice

In-Person Paper Session
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Franklin C

Participants:

Helping Teachers Elevate Student Talk for Deeper Learning and Greater Equity. David Brazer, Brazer Education Consulting; Alyson Leah Lavigne, Utah State University

This investigation uses mixed methods to learn the effects of leadership behaviors on teachers’ engagement with an automatic feedback tool. We hypothesize that principals and leadership teams with a clear focus on leading instruction are more likely to see growth in student talk and engagement. Growth happens as a result of professional learning focused on teaching techniques and feedback from the tool. Preliminary results support this hypothesis.


This qualitative study sought better understanding of how different leadership configurations impacted schools’ level of engagement in a district-wide deep learning initiative. The researchers found significant insights about vision for learning, leadership approach, and mindset toward others. As opposed to those from less engaged schools, principals leading highly engaged schools placed equal emphasis on students’ acquisition of knowledge, skills, and dispositions; distributed school leadership widely; and spoke about their work with other-centric language.

Listening to a Different Perspective: School Leaders’ Commitment to Equity Through Advocacy for Student Voice. Osly J. Flores, University of Illinois at Urbana-Champaign; Joonkil Ahn, University of North Dakota

This study seeks to advance the research on student voice in relation to school leadership. Using in-depth interview data from six principals in the U.S. Midwest, our study explores the ways in which principals demonstrated their commitment to equity via advocating for student voice. We present three emergent findings: (a) root for student voice, (b) student voice to create a holistic learning environment, and (c) student voice for student future.

Facilitator: Katherine Cumings Mansfield, University of North Carolina at Greensboro
090. Leadership for Social Justice SIG Meeting
Meeting
8:00 to 9:00 am
Hyatt Regency Columbus: Floor 2 - Morrow
Meeting open to all SIG members.
Facilitators:
Sonya Douglass Horsford, Teachers College, Columbia University
David G. Martinez, University of South Carolina
Angel Miles Nash, Chapman University

091. Studying Impact and Refining Our Practice: Developing Leaders’ Social-Emotional Competency and Mindfulness
Critical Conversations
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Knox
Join this session to engage with an emerging network of scholars and practitioners focused on understanding our impact and improving our practice in developing leaders to strengthen their social-emotional learning (SEL) competency and mindfulness practice. Drawing on Lave and Wenger’s (1991) communities of practice framework, session panelists and participants will engage in organic dialog, examining artifacts of practice and evidence of impact as a canvas for increasing our know-how in designing and facilitating effective developmental experiences.
Participants:
Joshua Bornstein, Fairleigh Dickinson University
Bradley Carpenter, Baylor University
Ed Fuller, Pennsylvania State University
Kathleen King, North Central College
Julia Mahfouz, University of Colorado Denver
John Pijanowski, University of Arkansas
Jayson W. Richardson, University of Denver
Kerry Robinson, University of North Carolina at Wilmington
Deborah Schussler, Pennsylvania State University
Facilitator:
Leslie Hazle Bussey, GLISI

092. Men’s Voices: Black and White Aspiring Principals and Their Preparation to Be Racial Equity Leaders
Innovative Session / Mini-Workshop
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Madison
This workshop examines the results of a phenomenological study of racial consciousness development of Black and White men—aspiring school leaders—who completed a principal preparation program in a racially diverse student cohort. The program was designed with an emphasis on race and racism. The study found that making race and racism a focal point of all curriculum and pedagogy produced Black and White male aspiring principals prepared to lead through the lens of race.
Facilitators:
Candace France Raskin, Minnesota State University, Mankato
Natalie Rasmussen, Minnesota State University, Mankato

093. The Center for Urban School Leadership
Meeting
8:00 to 9:00 am
Hyatt Regency Columbus: Floor 2 - Marion

Participants:
- Jennifer Esposito Norris, Georgia State University
- Janice Fournilier, Georgia State University
- Laurie Johnson, Boston College
- Tommy Welch, Gwinnet County Schools
- Brian Williams, Georgia State University

Facilitators:
- Kristina Brezicha, Georgia State University
- Will Rumbaugh, Georgia State University
- Nicholas J. Sauers, Georgia State University

094. Identifying Organizational Containment: Whiteness as a System of Oppression Affecting Black Girls in Urban Public Schools

Critical Conversations
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 1 - Taft A

The global pandemic raised ideas about how Black girls are being treated in their communities and schools while considering their mobility through learning spaces. This Critical Conversation will explore the notion of containment through a lens of racial equity focused on their school experience. By identifying the critical incidents that challenge their preparation, placement, and persistence, together we will identify the ways schools as oppressive spaces function as a barrier in their educational mobility.

Facilitators:
- Risha Berry, Virginia Commonwealth University
- Veronica Hurd, Virginia Commonwealth University
- Shreeyas Kumar, Virginia Commonwealth University
- Portia Newsome, Virginia Commonwealth University
- Hui Sun, Virginia Commonwealth University

095. General Session II: Town Hall Sponsored by The Wallace Foundation

Special Session
9:20 to 10:30 am
Hyatt Regency Columbus: Floor 3 - Regency Ballroom

See call-out box.

096. GSC Programming - Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professoriate

Special Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Champaign

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:
- David DeMatthews, University of Texas at Austin
097. Café Series Conversation

Special Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Clark

Join UCEA Café Series hosts as they talk together about the process of developing their episodes. Also engage in a conversation as they share their thoughts from listening to each others’ episodes and the implications for leadership preparation. Time for Q&A, too!

Facilitator:
John Beuhring Nash, University of Kentucky

098. Racial Reckoning or Racial Reminder? Black Leadership in a Moment of Racial Crisis

In-Person Paper Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Delaware A

Participants:
Claims on Blackness: Examining District Leaders’ Statements About George Floyd. Ishmael Miller, University of Washington

This critical textual analysis combines Wake Work and Culturally Sustaining Leadership theories to examine district leader statements about George Floyd. The statements are claims on Blackness orienting the community to the system’s beliefs and supports for Blackness. This study finds district leaders used universal language, which did not properly acknowledge the presence of anti-Blackness. This research suggests district leaders should be intentional with their language and develop plans to engage with and care for Black folks.

Embracing Black Girl Freedoms With Transgressive Leadership. Courtney Camille Mauldin, Syracuse University

This paper puts forth the need to not only “expand and refine” our theoretical framings in educational leadership, but also to illuminate the leadership practices of Black girls in schools, including the various ways in which they bring knowledge and shape policies and practices that affect all students.

Leading Through the Fire: An Exploratory Study of K-12 School Leaders’ Experiences During Racial Crises. James Bridgeforth, University of Southern California

While educational leader preparation programs often provide extensive training on instructional leadership and teacher supervision, many lack specific training on how to lead through a racial crisis. Using episodic narrative methods, this study explores the experiences of educational leaders who have navigated racial crises within their schools. Lessons from their experiences provide key implications for policy and practice related to preparing educational leaders to successfully steer their schools through formidable, but not invincible racial crises.

Facilitator: Sonya Douglass Horsford, Teachers College, Columbia University

099. Addressing Inequities Exacerbated by COVID-19 Pandemic: A Way Forward
In-Person Paper Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Delaware B

Participants:
Learning on the Mountain: Illuminating Educational Inequities During COVID-19 to Develop Community-Informed Policy in Peru. Kayla M. Johnson, University of Kentucky; Joseph Levitan, McGill University

Rural Indigenous communities in Peru have long lacked access to quality educational opportunities. When COVID-19 closed Peru’s school buildings for the full 2020 academic year and restricted mobility within the country, these preexisting inequities were exacerbated. We share insights from Indigenous community partners and our 17 years of work in Peru to illustrate how COVID-19 deepened inequities facing rural Indigenous communities, how communities responded, and how future policy responses might be developed to address those inequities.

Pandemic Partnerships: School–Community Leadership Practices Around Student Homelessness Amid COVID-19. J. Kessa Roberts, Southern Methodist University; Alexandra E. Pavlakis, Southern Methodist University; Meredith Richards, Southern Methodist University

This qualitative case study draws from 29 semistructured interviews with school and community leaders and additional supplemental data to explore how, why, and to what extent COVID-19 shaped school and community practices around student homelessness in Houston, Texas. Guided by organizational brokerage theory, we find that COVID-19 fundamentally altered school and community practices with adaptations occurring along a continuum from discontinuing existing practices to developing new ones. We conclude with school and community leadership implications.

Pardon the Interruption: Educational Leadership and Student Learning Among Low-Income ELLs During the COVID-19 Crisis. Alexander W. Wiseman, Texas Tech University; Guadalupe Bright, Texas Tech University

The purpose of this research is to investigate teacher and parent perspectives on school leaders’
impact on low-income and English language learner (ELL) students’ educational access, opportunity to learn, and academic achievement during the COVID-19 crisis. School leaders’ effect during the COVID crisis was reported by parents and teachers to be most recognizable in the policies and resources related to attendance, computer hardware accessibility, and training to use technology for educational purposes at home.

Providing Postpandemic Student Mental Health Support. Ed Fuller, Pennsylvania State University; Andrew Pendola, Auburn University; Liz Hollingworth, University of Iowa; Zoe Mandel, Pennsylvania State University

As we emerge from the pandemic, addressing students’ mental health needs will be paramount. This study examines student access to school nurses and counselors across the U.S. We find students living in poverty and students of Color are generally less likely to have access to school nurses and counselors than their more affluent White peers. Further, very few charter schools employ nurses and counselors. There are also significant differences across states.

Facilitator:
Terrance Green, University of Texas at Austin

100. Strategies to Improve Principal Preparation Programs
In-Person Paper Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Delaware C
Participants:

Educational Leadership Doctoral Program Evaluation: Using Research Evidence to Improve Problems of Practice in High-Needs Settings. Noelle A. Paufler, Clemson University; Rachel L. Biritz, Clemson University

Preparing leaders to address systemic, complex challenges in high-needs settings is critical. Leaders need to identify salient research, assess its credibility and applicability, and utilize evidence to define and improve problems. Few studies have examined the pedagogical and instructional strategies used to cultivate such skills or graduates’ impact in the field. This study evaluates the quality and impact of a professional doctorate to inform efforts to improve the preparation of leaders in high-need settings.

Immersion of High-Impact Practices: Designing a Stronger Educational Leadership Program. Aneta Walker, University of West Florida; Julie Gray, University of West Florida

Using a clinical approach and research-based model for principal preparation programs, the paper summarizes the efforts of one educational leadership program’s efforts toward continuous improvement and the implementation of high-impact practices and experiential learning. These high-impact practices are designed to increase candidates’ leadership knowledge and skills, apply and connect leadership theory to practice through integrated field experiences, experience diverse school settings, and increase leadership potential and visibility as leadership candidates.

Improving the Multicultural Efficacy of Principal Preparation Candidates. Karen Diane Jones, East Carolina University

The multicultural efficacy of 42 principal candidates was measured using the Multicultural Efficacy Scale (MES; Guyton & Wesche, 2005) before and after participating in monthly diversity seminars. Interviews and focus groups were used with the quantitative MES to expand the understanding of the findings. The study found that principal candidates’ multicultural efficacy improved during the year of participating in the diversity seminars.

Principal Preparation Programs: A Multiple Case Study Exploring Policy and Practices in Developing Culturally Responsive Leaders. Elisabeth Kathryn Pugliese, Texas A&M University; Beverly Irby, Texas A&M University; Yvonna S. Lincoln, Texas A&M University; Fuhui Tong, Texas A&M University; Mario S. Torres, Texas A&M University

University principal preparation programs develop school leaders entering into diverse and complex schools. This multiple case study is an examination of practices and policies implemented by UCEA university programs to prepare school leaders for culturally responsive leadership. We found UCEA principal preparation programs represent a broad approach to culturally responsive
leadership development. Program developers approach culturally responsive leadership cultivation through district partnerships, cohort models, faculty and student recruitment approaches, and the scope of program curriculum.

Facilitator:
Karen Stansberry Beard, Ohio State University

101. Keeping Good Talent: Considerations for Teacher Retention
In-Person Paper Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Delaware D
Participants:
Teacher Retention and Attrition: Improving School Leaders’ Understanding of Teacher Shortages. Janet Solis Rodriguez, University of Texas at Austin; Pedro Reyes, University of Texas at Austin; Celeste Alexander, University of Texas at Austin
Using an interdisciplinary methodological approach, this study examines factors associated with teacher retention and attrition in Texas. With the aim of helping school leaders be better prepared to implement proactive strategies to teacher shortages, we closely examine how individual background characteristics, teacher preparation programs, organizational characteristics, and school working conditions impact retention and attrition rates for teachers. Results will have implications for school leaders and policymakers seeking to improve student outcomes by increasing teacher stability.

Promoting Novice Teacher Retention via Induction and Mentoring: A Multilevel SEM Approach Using 2018 TALIS. Seijoon Park, University of Missouri; Soobin Choi, University of Missouri
This study shows that induction and mentoring programs help novice teachers to want to continue to work for more years via their satisfaction with the teaching profession and work conditions across the world. This study provides empirical evidence that such worldwide efforts contribute to retention among novice teachers. Educational policymakers and leaders across the world may benefit from this study by considering providing novice teachers with induction and mentoring programs.

Race Congruence: Examining Equitable Teacher Recruitment and Retention Strategies and Their Impact on Student Attendance. Lawrence Lowell Scott, Texas A&M University–San Antonio; Wowek Sean Kearney, Texas A&M University–San Antonio; Elisabeth M. Krimbill, Texas A&M University–San Antonio
This mixed-methods study examines the importance of hiring faculty that reflects the diversity of the student body. First, correlational analyses were conducted to identify whether a relationship exists between teacher ethnicity and student attendance. Next, regression analyses were completed to identify the impact of faculty diversity on student attendance. Finally, interviews are currently being conducted with principals from schools in the top 1% for teacher diversity to identify their recruitment and retention practices.

Facilitator:
David G. Martinez, University of South Carolina

102. Unpacking Educational Law and Legislation
In-Person Paper Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Franklin A
Participants:
Education Abroad Health and Safety Policies: Analyzing Reliance on U.S. Federal Travel Guidance. Ellie Holliday, University of Kentucky; Amanda U. Potterton, University of Kentucky
The complications of COVID-19 have exposed the flaws in relying exclusively on federal guidance for health and safety risk assessments in education abroad programming. International education organizations have criticized federal travel advisories and notices that have provided ineffectual
guidance throughout the pandemic. Through the lens of critical policy analysis, we argue that this guidance and associated policies are ethnocentric, suffer from undue political influence, and are misused. Schools and organizations should reconsider these policies.

**Free Speech, Social Media, Racial Equity: How Courts and School Districts Create Policies Harming Minoritized Students.** Jeffrey Sun, University of Louisville; Philip T. K. Daniel, Ohio State University

This study examines asserted arguments, which are presented as scripts, frames, and schemas, from court documents of student free speech cases at public schools to draw out the critical consciousness about effects on minoritized students.

**The Walking Dead: How the Logic of Plessy Is Preserved in Law and Education Policy Today.** Dwayne Wright, George Washington University; Raquel Muñiz, Boston College

Through a qualitative critical policy analysis of four contemporary cases, which deal with oppression in educational settings, we find little separation between the legal analysis in Plessy and the legal reasoning in these cases. We call this reasoning emphasizing meritocracy, colorblindness, epistemic injustice, and ahistoricism, the Plessy light framework.

Facilitator: Kevin Brady, University of Arkansas

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**103. Creating Caring Campus Cultures**

**In-Person Paper Session**

10:40 to 11:50 am

Hyatt Regency Columbus: Floor 2 - Franklin B

Participants:

**School Counselors’ Presence in Administrative Leadership Roles.** Nick Elam, Ball State University; Rachel Louise Geesa, Ball State University; Makayla Ceresa, Ball State University

This quantitative study is part of a larger overall mixed-methods study, addressing various aspects of principal/school counselor collaboration. This study, through surveys of principals and counselors that include Likert-scale items, ranking, and multiple-choice questions, examines the qualities principals seek in members of their leadership team, what diversity looks like on leadership teams, and in what ways school counselors contribute to leadership teams.

**Schools as Sites of Collective Healing: Addressing Loss and Grief in the COVID-19 Era.** Liliana E. Castrellon, Duquesne University; Érica Fernández, Miami University; Alonso Rafael Reyna Rivarola, Salt Lake Community College; Gerardo R. López, Michigan State University

As we come back together after a year of uncertainty, isolation, loss, and grief, we must (re)imagine what our education system can be. We center loss and grief to acknowledge that our communities need healing. Thus, we leverage a healing-centered framework to create the space needed to (re)imagine and position schools as sites of collective healing so that we may respond to this year's conference theme, “Emerging Stronger: Reuniting to Advance Educational Leadership.”

**Leveraging the Social-Emotional Assets of Marginalized Students.** Kathleen King, North Central College

This study examines whether specific social-emotional skills are particularly beneficial to marginalized students, utilizing triangulated data collection from four intervention programs. Interviews and surveys with program coordinators indicated relational capacity/interpersonal qualities, self-identity/efficacy, conflict resolution, ethical and performance values, and qualities of perspective were valuable to positive development of students experiencing underperformance. Results support consideration of student social-emotional assets in program design to support positive outcomes, rather than a narrow focus on academic skills.

**Leadership for Social-Emotional Learning in the Rural Context: Implementing Sustainable Change for Holistic Development of Students.** Lee Morgan, Sacred Heart University; Lisa Leith; Keisha Kayon Morgan, University of Denver

Social-emotional learning (SEL) programs have demonstrated positive outcomes for students in several categories. Currently, there is limited research on effective SEL programs that meet the unique needs of rural students. This study explored rural educators’ use of an SEL resource and its
effect on students’ social-emotional development. Results indicate that the GSN Advocacy Program had a significant effect on students’ social-emotional development, particularly for students starting with the lowest level of competency.

Facilitator:
Lisa A. W. Kensler, Auburn University

104. The Superintendency: Experiences, Exceptions, and Expectations
In-Person Paper Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Franklin C
Participants:
The Wounded Educational Leader: How Six Superintendents Describe a Wounding Experience. Rafaela Espinal, Teachers College, Columbia University
Leaders are often wounded in practice, often psychologically. This qualitative three-part interview study explored how six superintendents describe and understand a wounding experience—defined as a serious conflict, dilemma, or critical event in leadership practice that has a profound impact on the person. It addressed a gap in educational research by providing insights needed to better understand how superintendents processed and made meaning of their wounding experience. I explored how they learned, healed, or recovered.
Superintendent Sensemaking of District Capacity Building and Implementation of School Turnaround Policy. Chris Torres, Michigan State University
This study focuses on superintendent sensemaking of school and district turnaround policy. Analyzing 42 interviews with superintendents across the first 2 years (2018–2020) of policy implementation and comparative case studies of two districts, I look at superintendent sensemaking of turnaround policy, focusing in particular on (a) how the policy shapes their sensemaking around district capacity building and (b) how those within schools perceive these efforts.
Superintendents’ Understanding of the Influences on Designing 100% Virtual Learning Experiences During the COVID-19 Pandemic. Kathleen Wolfe Maxlow, Old Dominion University; Karen L. Sanzo, Old Dominion University; Jay Scribner, Old Dominion University
This grounded theory study sought to determine how superintendents understood the influences on the design of their districts’ 100% virtual learning plans. Findings resulted in the Influence and Response Complex Emergence (IRCE) Theory, which showed that districts sought to plan equitable virtual learning experiences for all students based on unintentional influences (politics, availability of resources, and needs of stakeholders) and the district’s intentional responses (leveraging relationships, communicating purposefully, and reinforcing the educational mission).
Facilitator:
Paul Cruz, University of Texas at Austin

105. Perspectives on Continuous School Improvement
In-Person Paper Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Franklin D
Participants:
Exploring the Conditions Affecting Teacher and Evaluator Disagreement Regarding Teacher Performance Ratings. Seth Baxter Hunter, George Mason University; Matthew Steinberg, George Mason University
Recent, widespread teacher evaluation reforms primarily aimed to develop teachers but introduced substantial administrative burdens. Goal-setting theory asserts that evaluation-as-development is hindered when teachers disagree with their evaluation ratings, decreasing the effectiveness of time spent evaluating teachers. We use more than 20,000 observation-level evaluator-assigned and teacher self-ratings from an urban Tennessee district to examine rating differences and link differences with teacher, evaluator, and classroom characteristics. Scoring difference variation is
substantial and depends on several characteristics.

Finding the Missing Link: Do Principal Qualifications Make a Difference in Student Achievement?
Sedat Gumus, Aarhus University, Denmark; Mehmet Sukru Bellibas, Adiyaman University, Turkey; Sedat Sen, Harran University, Turkey; Philip Hallinger

This study investigates the relationship between a set of principal qualifications (principal's experience in teaching, principalship and other school management roles, formal education, training, and professional development) and student achievement by utilizing cross-national TALIS and PISA 2018 data. Overall results showed that experience in principalship and other school management positions, principal training, and participation in networking activities and teaching/pedagogy focused seminars significantly predicted student achievement, while the results mostly were not consistent across different subjects.

Fostering Continuous Improvement in Districts: Affordances of a Design for Professional Development for Educational Leaders.
Heinrich Mintrop, University of California, Berkeley; Elizabeth Arnett Zumpe, University of California, Berkeley; Corrine Aramburo, San Francisco State University/University of California, Berkeley

Continuous improvement (CI) methods have garnered increasing attention in education, but little research exists about the learning processes entailed for leaders to undertake CI in typical district environments. This paper uses data from participant observation with a district leadership team participating in a professional development series about a CI method designed by a university team in a research–practice partnership. The paper traces key affordances and challenges of the series for fostering more productive problem solving.

Equity Leadership for English Learners During COVID-19: Early Lessons.
Magaly Lavadenz, Loyola Marymount University; Linda R. G. Kaminski, Loyola Marymount University; Elvira Armas, Loyola Marymount University

English learners, challenged to gain proficiency in English and academics, faced challenges sustaining education during the pandemic. To understand how exemplary leaders addressed their needs, we queried: What are leaders’ local policies and practices in designing and implementing distance learning to promote equity for English learners? Interviews with 25 leaders in five districts and reviews of key policy documents generated a framework for equity leadership to address the needs of this underserved population.

Facilitator:
Shelby A. Cosner, University of Illinois at Chicago

106. Toward an Asset-Based Perspective of EdD Students: A Critical Conversation
Critical Conversations
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Knox

Educational doctorates, or EdDs, persist as both a pipeline to educational leadership and as a central research topic for scholars of educational leadership. However, research on the educational doctorate tends to understand programs and students’ experiences from a needs-based perspective rather than an assets-based perspective—that is, what EdD students need from institutions rather than what they contribute to their institutions, organizations, and community contexts. This Critical Conversation proposes an assets-based perspective on EdD students.

Facilitator:
Lauren Bailes, University of Delaware

107. UCEA Art Salon
Innovative Session / Mini-Workshop
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Madison

This innovative mini-workshop is an art salon organized around love and imagination for scholars who are also artists. Art is part of leadership and inquiry, though it may not show up in our research.
We are open to all who wish to practice imagination, seek fellow artists, or want to share their art and plant seeds for new creations. We will have time to share/show/perform creations or works in progress.

Facilitators:
- Mónica Byrne-Jiménez, Michigan State University
- Irene H. Yoon, University of Utah

108. UCEA Center for Innovative Rural Collaborative Leadership Education (CIRCLE): Critical Conversations About Shared Rural Interests

Critical Conversations
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Marion

Please join us! To provide value to rural educational leaders, CIRCLE will create a space where educational leaders and research partners can learn from each other, accessing the Rural Innovative School Leadership Networked Improvement Community and the evolving open-source suite of formative data tools derived from S-CAP work. We identify shared focus areas related to inclusive, equitable rural educational leadership. We collaboratively develop publications, presentations, policy briefs, and other products for multiple audiences, disseminating new CIRCLE findings.

Facilitators:
- Kristina Astrid Hesbol, University of Denver
- Kent Seidel, University of Colorado Denver

109. JCEL Editorial Board Meeting

Meeting
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Morrow

Facilitators:
- Curtis Brewer, University of Texas at San Antonio
- Mark Giles, University of Texas at San Antonio
- Jo Beth Jimerson, Texas Christian University
- Nathern S. A. Okilwa, University of Texas at San Antonio
- Elisha Reynolds, University of Texas at San Antonio
- Mariela A. Rodriguez, University of Texas at San Antonio


Critical Conversations
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 1 - Taft A

Leadership preparation programs across the United States have been conceptualized with a specific sequence of courses. This Critical Conversation extends a mixed-methods study to explore decisions that influence course sequence in selected leadership programs. We define how their program has addressed racial justice; what has been learned from the past year around content, delivery, and/or sequencing of learning experiences; and what actions have or will be taken based on what has been learned.

Participants:
- Pascal Barreau, Virginia State University
- Janis Carthon, Albany State University
- Robert Corley III, Virginia State University
- Tim Drake, North Carolina State University
- Richard Gonzales, University of Connecticut
- Stacy Leggett, Western Kentucky University
Daniel Reyes-Guerra, Florida Atlantic University

Facilitators:
- Alejandro Gonzalez Ojeda, San Diego State University
- Ann O’Doherty, University of Washington

111. Center for the Advanced Study of Technology Leadership in Education (CASTLE)
Meeting
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 3 - Third Floor Conference Room

Facilitators:
- Sara Dexter, University of Virginia
- Scott McLeod, University of Colorado Denver
- Jayson W. Richardson, University of Denver
- Nicholas J. Sauers, Georgia State University

112. GSC Programming - Mapping the Field: Epistemology and Ontology of Educational Leadership
Special Session
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Champaign

Have you ever questioned about our field, educational leadership? What are the foundations of educational leadership as a field? How do scholars in our field situate their inquiry within different methodological traditions? What is considered as knowledge and truth in educational leadership? How would you view the world and knowledge, and how is it related to your research and practice? This session offers dialogues and spaces to explore philosophical inquiry about educational leadership.

Facilitator:
- Jayson W. Richardson, University of Denver

113. Sparkplug Session I: Reconnecting to Your Inner Researcher
Special Session
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Clark

Feel alienated from your research? Your data look like another language? Can’t find a way back to that R&R? Or can’t look at your computer without breaking out in a cold sweat? You’re in luck! The past year has put additional stress on many, making researching, conceptualizing, and writing incredibly difficult. These new Sparkplug sessions are designed to provide space and support to help you find the joy in your work again. Bring ideas, manuscripts, or anything you want/need to “reconnect” with your inner researcher.

114. Leading From Home: Leadership During Quarantine and Coronavirus
In-Person Paper Session
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Delaware A

Participants:
_ ECHO in Oklahoma: An Inventory of Educators’ Needs in the Wake of COVID-19._ Jentre J. Olsen, Oklahoma State University; Ashlyn Fiegener, Oklahoma State University; Katherine Curry, Oklahoma State University; Edward L. Harris, Oklahoma State University

As educators return to schools and face new challenges resulting from the pandemic, new ways of professional collaboration and networking are needed. One example is Project ECHO in Oklahoma, which became a vital mechanism during the pandemic for resource attainment and
communication, resulting in relational networks that generated real-time knowledge and supported networked professional learning. We explore how ECHO can best support educator needs as they look to fully reenter schools.

**Views From the Pandemic Frontlines: Teacher Perceptions of Classroom Autonomy and Efficacy During COVID-19.** Meredith Lea Wronowski, University of Dayton; James L. Olive, University of Dayton; Erin Galfer, University of Dayton; Gabe Brown, University of Dayton

Our ability to emerge from the COVID-19 pandemic will be dependent on our teacher corps. However, anecdotal evidence and an emerging body of scholarship have revealed that teachers have experienced significant, negative impacts on technical and affective domains of their work. This study adds to this conversation by examining the impact of teacher influence in COVID-19 decision-making and school leader support on their autonomy and self-efficacy during the COVID-19 pandemic.

**Learning and Enacting Leadership for Literacy: Elementary Principals Before and During the COVID-19 Pandemic.** Kristy Cooper Stein, Michigan State University; Yujin Oh, Michigan State University; Melissa Usiak, Michigan State University

Many elementary principals lack sophisticated knowledge of leadership for literacy—that is, practices for eliciting effective literacy instruction and for creating schoolwide conditions to support literacy development. To examine how principals learn leadership for literacy, this study uses surveys, interviews, and observations to identify different learning trajectories among 25 elementary principals and how those trajectories shaped principals’ leadership practice before and during the COVID-19 pandemic.

Facilitator:
Paul Cruz, University of Texas at Austin

**115. Blackness, Belonging, and Love: Resisting Anti-Blackness in Schools**
In-Person Paper Session
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Delaware B

Participants:

**Testing the Efficacy of a Belonging Intervention on Black Exceptional Students in High School.** Terrell Lamont Strayhorn, Vanderbilt University

This quasi-experimental study tests the efficacy of a web-based video intervention on Black exceptional students’ sense of belonging in high school. In light of the study’s critical and transformative aims, the author posits belonging as an antiracist, antideficit perspective and incorporates such notions in the design, implementation, and analysis of the study. Preliminary results support the overarching hypothesis and yield insights for future practice, policy, and theory that advance educational leadership emerging stronger.

**Holding Educational Leaders Accountable: Anti-Blackness, Sense-Making, and its Implications for Black Students.** Eskender A. Yousuf, University of Minnesota; Victor Carter, Jr., University of Minnesota

We examine how educational leaders are making sense of the recent racial events and the implications for Black students in schools. This qualitative study interviewed 10 educational leaders and analyzed district policies pertaining to discipline. We found these educational leaders’ antiracist declarations were nonperformative. With these findings, we argue that education leaders must employ critical self-reflection and move toward becoming coconspirators.

**Search for Pathology or Tough Love? Examining Black Educators, Black Students, and Disparities in School Discipline.** Richard O. Welsh, New York University; Neha Sobti, New York University

School discipline is a significant educational policy and equity issue in K-12 education. Developing a deeper understanding of the dynamic between Black students and Black educators is key as calls for diversifying the personnel in schools increase. In this qualitative case study, we draw on interviews with Black educators in a southeastern urban emergent district to examine Black educators’ perspectives on their own discipline practices and the disciplinary experiences of Black students.
Black Suffering Beyond Discriminatory Logics: Reviewing the Psychic Effects of Racial Violence on Black Students. Jeremy Dewan Horne, University of Texas at Austin

This review of literature interrogates racially discriminatory logics that underpin much of the research regarding the psychic effects of racism in schools. I specifically center anti-Black racism—or the ways in which the world (i.e., non-Blacks) socially constructs blackened bodies outside human relationality—as a fundamental element of Black educational experiences in the United States. I argue that Black students suffer at the level of ontology, as opposed to the level of experience alone.

Facilitator:
Adrienne Dixson, University of Illinois Urbana-Champaign

116. Improving Education Systems Together
In-Person Paper Session
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Delaware C
Participants:
Righteous Anger as a Moral Compass: Ethical Educational Leadership in Times of “Normal Madness.” Ethan Chang, University of Hawai‘i at Manoa; Jason Cummins, Montana State University

This conceptual essay inverts deficit discourses that position social justice education leaders as unreasonable, angry, or mad. Drawing on liberation psychology and queer women of Color feminisms, we argue that righteous anger—a legitimate response to social injustices—can serve as a guide for ethical educational leadership. We examine how anger might guide educational leadership in ways that actively name and work to transform everyday violences, or what Pat Parker called “normal madness.”

Whose Equal Opportunities? Colorblind Ideology in the Legislative Debates Over the Future of Detroit Public Schools. James Roberts Timberlake, University of Wisconsin–Madison

This study analyzes the legislative testimony and debate over the problems of and future for the Detroit Public Schools as the district was facing bankruptcy in 2016. This critical discourse analysis examines how state legislators and policy stakeholders construct concepts of equality and local control—often obscuring historical racial inequities—to support competing arguments over the financing and governance of the state-managed school district.

Community Engagement to What End? Analyzing Oregon’s Student Success Act. Andrew Saultz, Pacific University; Alyssa Nestler, Pacific University

In 2019, Oregon passed the Student Success Act, a $1 billion tax to increase school funding to improve equitable outcomes. We analyze how districts engaged their communities, the degree to which plans reflect this input, and whether community engagement impacted planned spending. Drawing from work on community engagement, we find district plans outlined which community partners were involved, but little evidence that feedback was incorporated into plans on how to use the funds.

“I Just Need the Players”: A Critical Analysis of Principal Sensemaking When Using External Partnerships. Alounso Antonio Gilzene, Florida State University

This manuscript examines school leader sensemaking as it relates to the use of external partnership organizations in urban schools. Using tenets of critical race theory, I analyze data collected from three schools in the Detroit Public Schools Community District. Findings demonstrate that school leaders in urban contexts navigate several “tensions” related to race and equity even when engaging in practices intended to be beneficial.

Facilitator:
Davis Clement, Eastern Michigan University

117. From Student to Leader: Research Across the Leadership Spectrum
In-Person Paper Session
1:20 to 2:30 pm
Citizens Research as Lens for Interrogating Assumptions of STEM in Out-of-School Time. Dustin Pappas, Florida Atlantic University

This research explored the educational responses to COVID-19 in two cities’ afterschool science, technology, engineering, and math (STEM) networks. The study examined the efforts to ameliorate STEM education in out-of-school-time (OST) settings in these cities through a community STEM hub. Researchers collected OST educator perspectives of contextual factors promoting or inhibiting educational sustainability during the COVID-19 global health pandemic in 2020.

Institutionalizing the Scholarly Practitioner EdD Model. Jill Alexa Perry, University of Pittsburgh; William A. Firestone, Rutgers University; Andrew Leland, Southern Illinois University Edwardsville

This study sought to understand how four schools of education have institutionalized the ideas found in the CPED Framework to move beyond traditional doctoral preparation to design professional practice preparation programs. Data from four qualitative case studies were collected and analyzed to determine the processes, structures, routines, and values that have changed and resulted in the institutionalization of a professional practice doctorate. Results from this study are useful to understand how to redesign education doctoral programs.

Learning the Playbook, From Principal to Professor: A Collaborative Autoethnography. Jennifer Lynn Bailey, University of Texas at Arlington; Forrest James Kaiser, University of Texas at Tyler

The campus principalship is a fast-paced, intense, and consuming position. With this experience in hand, terminally degreed school leaders transition to higher education to prepare future educational leaders. Here, the former practitioner and now scholar must quickly shift from the work of doing to the work of supporting and advancing the field. This collaborative autoethnography explores the lived experiences of two junior faculty who recently transitioned from the campus principalship to the tenure track professoriate.

Observational Study of the Communication Demands of Educational Leaders. Craig Hochbein, Lehigh University

This study analyzed a novel dataset to examine the contribution of email activity to the time demands confronting principals. Results indicated that time demands from email activity created substantial work for principals, contributed to an extensive workday, and fragmented their activities. In addition, principals experienced similar time demands from received emails but dedicated their time differently to send emails. The findings extend knowledge about principal time use and provide insights into future studies.

Facilitator:
Dustin Wade Miller, Ohio State University

118. Teacher Leadership and Self-Efficacy
In-Person Paper Session
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Franklin A

Distributed Leadership, Teacher Leadership, and Schools as Learning Organizations: Teaching, Leading, and Learning Towards Equity. Tiffany M. Squires, Pennsylvania State University; Marsha E. Modeste, Pennsylvania State University

Using distributed leadership as a lens, this study explores equitable leadership (EqL) practice in schools, as enhanced by teacher leadership. Because research is limited to explain how administrators understand and/or enact EqL practice, this study sought those perspectives from school and district leaders, from various school types. Findings show enhanced awareness and active response are lacking specific to equity and social justice. The research informs academic and professional learning for leaders regarding EqL practice.

Principal Support for Teacher Leadership: The Conceptualization and Measurement of a New Construct. Matthew Suprunowicz, University of Oklahoma; Timothy G. Ford, University of Oklahoma
Through the lens of self-determination theory, the purpose of this study was to conceptualize, develop, and test a new measure, Principal Support for Teacher Leadership (PSTL), using Messick's (1995) validity framework. Using Rasch and SEM analysis, this study assessed various content, substantive, structural, and convergent validity evidence related to the PSTL measure for a sample of 764 teachers in an urban midwestern district.

**The Mediating Role of Teacher Self-Efficacy Between Leadership for Learning and Teacher Outcomes.** Joonkil Ahn, University of North Dakota

Analytic approaches in educational leadership have focused predominantly on bivariate correlations, failing to reveal the mediating paths between leadership and educational outcomes. This study examines whether teacher self-efficacy mediates the effect of leadership for learning on teacher collaboration, instructional quality, teacher turnover intention, and their confidence in equitable teaching practice. Results of multilevel structural equation modeling suggest that teacher self-efficacy mediates almost the entire direct effect of “focus on learning” on instructional quality and equitable teaching.

**Exploring Teacher Empowerment and Retention in High-Poverty, Turnaround Schools.** Erin Mooney Martin, Plymouth State University; Christopher Benedetti, Texas A&M–Corpus Christi

Studies indicate that because teacher demand is high and supply of teachers is low, high-poverty, urban school districts have higher rates of teacher attrition, deal with more pressing teacher shortages, and replace up to one-fifth of their entire faculty each year. The purpose of this study was to determine how teachers seek and experience empowerment in high-poverty, turnaround schools and how empowerment increases retention. Findings of this qualitative study will be shared and discussed.

Facilitator:
Chezare Warren, Michigan State University

**120. The Challenges of Leading Complex Organizations**

In-Person Paper Session
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Franklin C

Participants:

**Emerging Stronger: Protecting Students From School Employee Sexual Misconduct.** Charol Shakeshaft, Virginia Commonwealth University; Emiola Oyefuga, Virginia Commonwealth University; Kellie Carlyle, Virginia Commonwealth University; Abigail H. Conley, Virginia Commonwealth University; Robert Perera, Virginia Commonwealth University; Carter Timmon, CHILD USA

Ten percent of public school students report being sexually abused by a school employee. The purpose of the full panel national sample survey was to determine to what extent respondents report internal inhibitors, external inhibitors, and opportunities within the school for sexual misconduct. We examined the relationship among internal inhibitors, external inhibitors, opportunities for sexual misconduct, and respondent reports of existence of actual boundary crossing and other sexual misconduct by colleagues or themselves.

**Ineffective School Leadership: Why Good Teachers Leave Bad Principals.** Jerry Ray Burkett, University of North Texas; Sonya Diana Hayes, University of Tennessee, Knoxville

The purpose of this exploratory research was to determine the traits that define ineffective principal leadership as reported by teachers. We framed the study using leadership behavioral theory. We found five themes relevant to ineffective principal leadership: (a) lack of professionalism and ethics, (b) limited leadership skills, (c) lack of teacher and student advocacy, (d) limited communication skills, and (e) poor school culture.

**Shaping Sense-Making in Complex Systems Through Policy? Supervisor Perspectives of a New Teacher Evaluation Model.** Kelley King, University of North Texas; Noelle A. Paufler, Clemson University; Rachel L. Biritz, Clemson University; Ryan Smits, University of North Texas

This paper aimed to understand the impact of a new teacher evaluation model in Texas. Using a complex systems approach, we explored the implicit theory of action that an evaluation model can function as a boundary object to create a common understanding of good teaching across...
systems and settings. Findings related to clinical supervisors suggest that although users believed the Texas Teacher Evaluation and Support System (T-TESS) produces accurate ratings and common understanding, they struggled with inherent incongruities.

Facilitator:
Julian Vasquez Heilig, University of Kentucky

121. The Education of Black Children in the Midst of Covid: Community Education and Homeschooling Models
Symposium
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Franklin D
Ladson-Billings (2021) makes clear when scholars and educators consider “what normal has been for Black children, it is easy to see why ‘getting back to normal’ does not seem like a good idea” (p. 69). In her argument for a hard reset, it becomes evident education must not return to business as usual. The panelists look at various forms of education that emerged in the midst of the pandemic, but this panel is informative for broader education.
Participants:
Black Community Schooling as Black Liberation. Darrius A. Stanley, Western Carolina University
Protection During a Pandemic: Womanist Mothering to Create Homeplace Within a Homeschool. Brandi Hinnant-Crawford, Western Carolina University
Homeschooling and Independent African-Centered Education During the Pandemic. Kofi Lomotey, Western Carolina University
Facilitator:
Brandi Hinnant-Crawford, Western Carolina University

122. Mujeres Guerrilleras: Re/Unidas, Re/Uniendo
Critical Conversations
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Knox
This is the seventh in a series of muxerista-focused Critical Conversations designed to help Latina scholars create and hold a sacred space. To respond to continuing challenges of COVID-19 and uncertainty of returning to work, this session will help Latinas reflect and make sense of their experiences over the past 18 months. This plática explores the multiple cultural expectations of women’s roles, sources of strength and renewal, and the often-ignored needs for self-care during the pandemic.
Participants:
Rebeca Burciaga, San José State University
Érica Fernández, Miami University
Soribel Genao, Queens College, CUNY
Rosa Rivera-McCutchen, Lehman College, CUNY
Adriana Villavicencio, University of California, Irvine
Facilitator:
Mónica Byrne-Jiménez, Michigan State University

123. How Are University–District Partnerships Using Improvement Science to Address Current Problems of Practice?
Critical Conversations
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Madison
This Critical Conversation will explore the ways university–district partnerships are addressing the problems of practice PK-12 educational leaders are currently facing as they react to the impact
COVID-19 had on their school communities. Participants will be invited to engage in discussions to respond to examples of how university–district partnerships are working together and using an improvement science lens to address three pressing problems of practice: educational equity, unfinished learning, and social-emotional considerations.

Participants:
- Cynthia Kay Barron, University of Illinois at Chicago
- Shelby A. Cosner, University of Illinois at Chicago
- David H. Eddy Spicer, University of Virginia
- Sandy J. Lochhead, Denver Public Schools
- Margaret Terry Orr, Fordham University
- Natasha Saunders, Fairfax County Public Schools
- Farroosh Shahrorkhi, George Mason University
- Elizabeth Leisy Stosich, Fordham University

Facilitators:
- Erin Anderson, University of Denver
- Kathleen M. W. Cunningham, University of South Carolina
- Kris DeFilippis
- Tinkhani White


Critical Conversations
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Marion

This session will discuss the impact of the COVID-19 pandemic on legal issues in schools, especially impacting the nation's most vulnerable student populations (i.e., students with disabilities).

Facilitator:
- Kevin Brady, University of Arkansas

125. Networking Session 1

Networking Table
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Morrow

125-1. Networking Table: Book Series Editor

Facilitator:
- Sarah Diem, University of Missouri

125-2. Networking Table: Designing Qualitative Studies

Facilitators:
- Decoteau J. Irby, University of Illinois at Chicago
- Ann M. Ishimaru, University of Washington

125-3. Networking Table: Insights From Department Chairs

Facilitator:
- Sheneka Williams, Michigan State University

125-4. Networking Table: The EC and UCEA Governance

Facilitators:
- Anjalé Welton, University of Wisconsin–Madison
- Sarah Woulfin, University of Connecticut
126. Queer Youth and the COVID-19 Pandemic: An Opportunity to Reimagine and Disrupt Traditional Educational Spaces

Critical Conversations
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 1 - Taft A

As we move slowly towards a postpandemic reconfiguration of public schools and schooling, many educators and policymakers have begun to wonder whether the lessons we have learned during the COVID-19 pandemic will affect how we reimagine and disrupt traditional educational spaces. In particular, we wonder how these (re)imaginings might alter the ways in which we can change the educational spaces to be more welcoming to LGBTQIA+ persons in our schools.

Facilitators:
- Jim Allen, Northern Kentucky University
- Judy Alston, Ashland University
- Frank Hernandez, Texas Christian University
- James W. Koschoreck, Texas State University
- Hilary Lustick, UMass Lowell
- Michael P. O’Malley, Texas State University

127. JRLE Editorial Board Meeting

Meeting
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 3 - Third Floor Conference Room

Facilitators:
- Catherine L. Horn, University of Houston
- April L. Peters-Hawkins, University of Houston

128. GSC Programming - Exploring Professional Routes Outside the Professoriate

Special Session
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Champaign

A doctoral degree 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 preparing for and choosing such routes.

Facilitator:
- Margaret Thornton, The Learning Accelerator/Princeton University

129. Preparing to Lead: Aspiring School Leaders for Equity and Justice

In-Person Paper Session
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Delaware A

Participants:
- Acceptance and Commitment Therapy (ACT): A Feasibility Study to Foster Self-Care of Aspiring School Leaders. Amy Serafini, Auburn University; Ellen H. Reames, Auburn University

Despite the challenges aspiring school leaders face while enrolled in graduate school, a missing piece of the curriculum is self-care. Furthermore, principal preparation programs are to be the training ground for the most adaptive style to face the challenges associated with the job. The purpose of this study was to design and test the effectiveness of ACT intervention, aimed at improving the well-being of aspiring leaders.
Examining Self-Leadership and Grit in Aspiring School Principals. Christopher Benedetti, Texas A&M–Corpus Christi

Self-leadership and grit are often associated with achievement and performance potential of leaders. The purpose of this study was to investigate how self-leadership and grit might serve as possible dispositional characteristics of individuals aspiring to become principals. Specifically, this study examined the presence of, and difference between, self-leadership and grit in current and recently graduated principal preparation students. Findings and implications of this nonexperimental, quantitative study will be shared and discussed.

Using a Curated Conference Learning Experience to Build Equity Capacity in Aspiring School Leaders. Jessica Renee Weiler, Western Carolina University; Heidi Beth Von Dohlen, Western Carolina University; Cathy Andrews, Western Carolina University; Emily Virtue, Western Carolina University

The purpose of this study was to determine whether a Curated Conference Learning Experience (CCLE) could stimulate or deepen existing learning around leadership for equity for aspiring school leaders. “Curating” their graduate students’ learning, faculty selected conference sessions with content relevant to equity and social justice in education. The CCLE further developed the equity capacity of aspiring school leaders by creating new and strengthening existing support networks as well as empowering continued commitment to equity and justice.

Facilitator:
April L. Peters-Hawkins, University of Houston

130. Past as Prologue: Black Education Leadership in an Anti-Black World
In-Person Paper Session
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Delaware B

Participants:
Reflections on Culture, Community, and Maroonage: Solutions in Black Education. Kmt G. Shockley, University of Houston; Kofi LeNiles, Towson University

This paper presents the work and reflections of two researchers who are searching for models that work for Black children and communities. The study focuses on their work with the Maroons. Maroons are those African descendants whose ancestors escaped from enslavement and created villages that were hidden away in densely forested regions. This paper unveils the authors’ research work among the Maroons as they sought to educe important cultural knowledge that may have implications worldwide.


The influence of school leadership (principals and assistant principals) on suspensions is not fully understood. This study examines the relationship between school leadership and school discipline. Using infraction-level discipline data and information on school leaders’ race from a midsized urban district in the southeastern U.S., this study analyzes how Black students’ disciplinary experiences vary by school leaders’ race. The study illustrates several nuances in the relationship between school leadership and school discipline.


This critical literature review combines theories from Wake Work and Culturally Sustaining Leadership to reexamining how ELO leadership literature addresses anti-Blackness. This review suggest leaders must move beyond color-evasive and overly broad leadership practices that flatten culture and leaders understanding of how to work with Black youth. Instead, leaders should utilize the knowledge of Black leaders who work with Black youth to better sustain their culture.

Facilitators:
DeMarcus A. Jenkins, Pennsylvania State University
Charles Slater, California State University, Long Beach
131. **Hire for Higher: Human Resource Consideration for Equity**
In-Person Paper Session
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Delaware C
Participants:

*An Analysis of Superintendent Hiring and Retention of Black and Hispanic Principals.* Kimberly Clarida, University of Texas at Austin; Stephen Kotok, St. John’s University; David DeMatthews, University of Texas at Austin

Racial diversity in student composition has not translated into equal levels of racial diversity of principals, as the profession remains overwhelmingly White. This paper employs descriptive and inferential statistics to understand how the race of a superintendent increases the hiring and retention of Black and Hispanic principals. Preliminary findings indicate that there is a strong correlation between superintendent and principal’s race, but there is a decrease in the probability over time.

*Districts’ Learning to Scale Up Principal Pipelines.* Mollie Rubin, Vanderbilt University; Ellen Goldring, Vanderbilt University; Laura K. Rogers, University of Utah; Anna Moyer, Vanderbilt University; Christine Marie Neumerski, University of Maryland

We draw upon documents, artifacts, and interviews to study the organizational features and conditions that facilitated scale-up principal pipelines in 30 school districts across the country. Findings showed that scale-up was facilitated by superintendent investment, personnel stability, and alignment of pipelines with preexisting district initiatives. Additionally, districts approached knowledge utilization differently depending on their conceptualization and goals for principal pipelines.

*Hiring Matters: Principals’ Views of Equity During the Hiring Process.* Mary Smith Petty; Anysia P. Mayer, California State University, Stanislaus

Hiring equity-oriented teachers can have dramatic and lasting effects on student learning. This qualitative study sought to explore how principals in one racially diverse suburban school district understood and utilized principles of equity and cultural competence during the process of hiring and induction of new teachers. We present findings from the study and discuss implications for district leadership and leadership education programs.

*Tapping Future Leaders: Gender and Race Disparities in Identifying Rising Education Leaders.* Jennifer D. Timmer, Seton Hall University; Michael Crouch, Vanderbilt University

Women and educators of color are drastically underrepresented in education leadership. We examine the mechanism of “tapping” — current leaders intentionally identifying and encouraging future leaders to move up the career ladder. Our results suggest women leaders of color are particularly effective tappers, and though educators working with male principals are more likely to become leaders, those differences are driven by school context. Our findings have implications for leadership training, mentoring, recruitment, hiring, and support.

Facilitator:
Soribel Genao, Queens College, CUNY

132. **Educational Leadership During the COVID-19 Pandemic**
In-Person Paper Session
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Delaware D
Participants:

*Education Obtained During a Global Pandemic: An Educational Leadership Doctoral Program Evaluation.* Barbara L. Pazey, University of North Texas; Daphne Moriel de Cedeno, University of North Texas; Lindsey Hopkins

Centering student voice, we explored doctoral students’ perceptions of their experiences in an EdD and PhD leadership program. Current and recent graduates representing an array of backgrounds were interviewed. Students pursuing their studies in 2020 and 2021 articulated distinctly different
experiences than previous cohorts, attributable to the pandemic. Specific differences and discussion of future steps to be taken, integral to ensuring the success of doctoral students pursuing a doctorate in educational leadership, are presented.

Doing Our Best for Students: School Leadership Routines During COVID-19. Joshua Childs, University of Texas at Austin; Ain Grooms, University of Iowa

This presentation explores how K-12 principals responded to the COVID-19 pandemic. In particular, we examined how principals made decisions in the immediate aftermath of the school closures to best support their students and school communities during the transition to remote/virtual learning. Our findings indicate that principals understood the broad societal effects of the pandemic on their students beyond the impact of school closures.

Educational Silver Linings in the Cloud of a Global Pandemic. Linda Feldstein, Fort Hays State University; Gary Andersen, Fort Hays State University

This study combines two methodologies to explore the insights of transformational silver linings during remote teaching/learning necessitated by COVID-19. Many researchers have focused on negative impacts of COVID-19 (e.g., Collie, 2021; Dorn et al., 2020; Green, 2020; Shorman & Ritter, 2020). By combining phenomenology and appreciative inquiry, researchers allowed educators to tell stories of the practices and principles that allowed them to transform an unrecognizable educational landscape into opportunities for growth, change, equity, and/or insight.

Perceptions of Self-Efficacy Among Secondary Administrators and Early-Career Teachers During the COVID-19 Pandemic. James Martinez, University of Tennessee, Knoxville; Kelly Gomez-Johnson, University of Nebraska–Omaha; Fred Uy, California State University; Frances Anderson, University of Nebraska–Omaha

To understand challenges faced by secondary educators during the COVID-19 pandemic, this study will be conducted involving early-career teachers and supervising school principals that gathers data on their understandings of self-efficacy and feelings of support. Teachers who have recently earned their teaching credentials in the California State University system and their principal participants will be surveyed about their experiences. This study aspires to inform practitioners and policymakers about challenges faced by educators during a worldwide crisis.

Facilitator:
Pedro Reyes, University of Texas at Austin

133. Turnaround, Transformation, and Change: District Leadership for School Improvement
In-Person Paper Session
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Franklin A

Participants:
Understanding the Experiences of District Leaders in a Novel Transformation of the Educational Enterprise. Aaron Wisman, California State University, Bakersfield; Michael A. Szelowicz, California State University, Bakersfield; Randy Schultz, California State University, Bakersfield

Disruption to the educational enterprise is not a novel phenomenon. Academic continuity has been threatened by exogenous events across time and space. However, during the COVID-19 pandemic, novel challenges to the core function of schools emerged. The present study offers an essence description of the lived experiences of 11 school-district leaders in southern California and the meaning they ascribed to their experiences in spring of 2020. Implications for policy, practice, and future research are discussed.

District Support of School Turnaround. Danelle L. Barkey; Marilynn Quick, Ball State University

The purpose of this qualitative study was to understand the role of the district-level supervisor in supporting the principal through successful turnaround. The implications were (a) the author’s model can serve as a diagnostic tool for underperforming schools, (b) a collaborative turnaround vision should define the scope of the principal’s autonomy, (c) strong relationships are created
through conducting acts of collaboration and acts of accountability, and (d) leadership agility must be developed.

**Reimagining Strategic Planning: A New Framework for Continuous Improvement.** Jennie Weiner, University of Connecticut; Isobel Stevenson, Connecticut Center for School Change

Strategic planning has often failed to fulfill its promise as a tool for continuous improvement. Nevertheless, we know that when done well, it can be a high-leverage tool for positive change. In this conceptual paper, we work to address this gap by offering a new framework for strategic planning, based on the four core principles of equity, logic, capacity building, and coherence, as conceptualized and applied in our work with educational leaders.

**Developing District and School Capacity to Improve Schools: Investigating a University-Based Professional Learning Program.** Elizabeth Leisy Stosich, Fordham University; Rebecca Ann Thessin, The George Washington University; Coby Meyers, University of Virginia

We investigate how a university-based professional learning program influences district- and school-level capacity for improving instruction and student learning in schools identified as underperforming. We conducted a comparative case study of superintendents, principal supervisors, and principals from five midsized districts participating in the program to understand any changes they made as a result of participation. Study findings provide guidance for designing professional learning that strengthens instructional leadership among district and school leaders.

Facilitator:
Carrie Sampson, Arizona State University

### 134. Transcultural Journeys Across Islamic Educational Spaces and Places

**Symposium**
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Franklin B

The symposium will present different perspectives of Muslim scholars regarding the purpose, mission, vision and objectives of Islamic schools, different models of Islamic schools (traditional and innovative), and intra- and interepistemic, structural, and systemic tensions that are relevant to Islamic schools. The session will engage authors and audience in discussion of how best to consider the role of religion in schools in ways that challenge the “intersectional oppressive forces that operate within schools.”

Participants:
- Maysaa Barakat, Florida Atlantic University
- Melanie Carol Brooks, Monash University
- Miriam D. Ezzani, Texas Christian University
- Soudeh Oladi Ghadikolaei
- Leila Shatara, Florida Atlantic University

Facilitator:
Jamel Adkins-Sharif, University of Massachusetts Boston

### 135. Engaging Families for Improved Student Experiences and Outcomes

**In-Person Paper Session**
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Franklin C

Participants:
*Digital Inclusion as a Lens for Equitable Parent Engagement.* Michael Owens, Brigham Young University; Vikram Ravi, Brigham Young University

This study examines parent digital inclusion (DI) needs during the pandemic. K-12 U.S. teachers were surveyed about how they evaluate student learning, family engagement, and classroom DI needs. One finding demonstrates prioritizing the digital access divide over the digital participation divide. Another suggests parent supervision supports student learning. Parents can use digital literacy tools to hold their children to high academic standards, facilitate parent–child
communication, and provide encouragement.

School Leadership and Student Achievement: The Mediating Effect of Parental Involvement and Professional Learning Community. Rong Zhang, University of Alabama

The purpose of this study was to examine the relationship between principal leadership and student achievement with the mediating effects of parental involvement and teacher professional learning community in Australia. Confirmatory factor analysis and multilevel mediation models were used to analyze the Australia data from TALIS-PISA 2018. The results affirmed the efficacy of a partial mediation model with school leadership, school-based parental involvement yielding significant small to moderate effects on student learning.

Beyond the “Freedom to Consume”: Parents’ School Choices as Political Acts. Jason Saltmarsh, University of Maryland

Districts in school choice contexts often overlook the many hidden costs of selecting schools in terms of mobility, time, liquidity, and labor. Realistically, without certain skills, knowledge, attitudes, and efforts, families are constrained in generating school options and making meaningful use of these policies. I critically examine choice scholarship that employs notions of social, cultural, and political capital and argue that these studies illuminate the political dimensions and inherent inequity in families’ school choices.

Facilitator:
Ann M. Ishimaru, University of Washington

136. Intersectionality and Women in Educational Leadership Across the Continents
International Community Building Session
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Franklin D

This international community building session examines how women scholars of educational leadership and women leaders whose stories they tell address and disrupt multiple intersectionalities. Presenters discuss the intersections of gender, race, ethnicity, education, religion, class, and caste that affect women’s leadership in Brazil, Ireland, Rwanda, and Senegal. Building on the conference theme of “Emerging Stronger: Reunifying to Advance Educational Leadership,” presenters explore how women leading education seek to establish equitable, inclusive, and just education for all.

Participants:
Mary Cunneen, University College Dublin
Nikysha Gilliam
Victoria Showunmi, University College London Institute of Education

Facilitator:
Elizabeth C. Reilly, Loyola Marymount University

137. Practicing Ethical Antiracist Dialogue in Educational Leadership and Research
Critical Conversations
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Knox

Our conversation facilitators are two education scholars with specialized knowledge in relevant literature and experience facilitating dialogue about antiracism in a number of academic and activist spaces, including teacher and principal preparation programs. Drawing on disparate sources, we propose some guidelines for our discussion and for antiracist dialogue and solicit feedback from participants. We then will prompt participants to reflect on their personal ethics when it comes to facilitating and engaging antiracist dialogue and scholarship.

Facilitators:
Hilary Lustick, UMass Lowell
James Noonan, Salem State University
138. Strengthening Antiracist Educational Leaders in Turbulent Times
Critical Conversations
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Madison

We seek to expand the existent research on antiracist educational leadership by identifying what type of capacity building is needed for school leaders to facilitate antiracist change in their schools. The conversation underscores why we need more educational leaders who adopt an antiracist stance in how they lead and are prepared to face the political complexity and uncertainty that will undoubtedly occur when they try to advance racial equity in their school communities.

Participants:
Bodunrin Banwo, University of Massachusetts Boston
Abigail Beneke, University of Wisconsin–Madison
Marcus Campbell
Bradley Carpenter, Baylor University
Rhoda Freelon, University of Houston
Asia Nicole Fuller Hamilton, University of Illinois at Urbana-Champaign
Jessica Herrmann
Mary Beth Herrmann, University of Illinois at Urbana-Champaign
Decoteau J. Irby, University of Illinois at Chicago
Mykah Renee Jackson
Greg Johnson
Muhammad Khalifa, Ohio State University
Michael Kucera, University of Illinois at Urbana-Champaign
Amanda Lewis, University of Illinois at Chicago
Daniel D. Liou, Arizona State University
Angel Miles Nash, Chapman University
David Hoa Khoa Nguyen, Indiana University–Purdue University Indiana
Sharon I. Radd, St. Catherine University
Meagan Richard, University of Illinois at Chicago
Matthew Rodriguez
Jason Deric Salisbury, University of Illinois at Chicago
Kathleen King Thorius, Indiana University–Purdue University Indiana
James Roberts Timberlake, University of Wisconsin–Madison
Erica Turner, University of Wisconsin–Madison
Maria Velázquez, University of Wisconsin–Madison
Michelle D. Young, Loyola Marymount University
Adam Zang

Facilitators:
Sarah Diem, University of Missouri
Anjale Welton, University of Wisconsin–Madison

139. UCEA Center for Urban School Leadership: Partnering to Prepare Equity-Centered Educational Leaders and Pipelines
Symposium
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Marion

The purpose of this symposium is to examine the practical issues related to equity-centered leadership and how a university leadership preparation program (Georgia State University) and district leadership development departments (Fulton County Schools and Gwinnett County Schools) partner together to advance these critical leaders.

Participants:
Alexandra Bates, Fulton County Schools
Chandra Walker, Gwinnett County Schools
Kendra Washington-Bass, Gwinnett County Schools

Facilitators:
Will Rumbaugh, Georgia State University
Nicholas J. Sauers, Georgia State University

140. Carnegie Project on the Education Doctorate (CPED) Member Meeting
Meeting
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Morrow
Facilitator:
Jill Alexa Perry, University of Pittsburgh

141. Interested in Becoming a Dean: Learn About the Job and How to Get a Deanship
Critical Conversations
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 1 - Taft A
The ranks of academic deans in colleges and schools of education are predominantly from noneducational leadership backgrounds. Just review the list of deans on the Council of Academic Deans from Research Education Institutions (CADREI) website, and it is the exception to find a dean with a background in educational leadership. Why is this the case? And why are faculty who study leadership so noticeably absent from the ranks of academic leadership?
Participants:
Frank Hernandez, Texas Christian University
Michael P. O’Malley, Texas State University
Michelle D. Young, Loyola Marymount University
Facilitator:
Alan R. Shoho, University of Wisconsin–Milwaukee

142. GSC Programming - Conferencing With Your Research Agenda in Mind
Special Session
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Champaign
Navigating conferences as a graduate student can leave you in the unknown and with more questions than you arrived with. This session will focus on finding the right sessions for you, networking opportunities, and getting the most out of the conference to support your own graduate work.
Facilitator:
Patricia Virella, University of Connecticut

143. Systematic Approaches to School Improvement
In-Person Paper Session
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Clark
Participants:
Improvement Science and ESSA: An Analysis of Revised State Template for the Consolidated State Plans. Kathleen M. W. Cunningham, University of South Carolina; David Osworth, University of South Carolina
We describe how states, through their Every Student Succeeds Act (ESSA) policy language, prioritized a continuous improvement approach —specifically, an improvement science approach—when crafting policy in their State Plans. The 52 plans revealed myriad ways states interpreted and prioritized improvement work. While this study illustrates that the concept of improvement is often tied to accountability measures, it also highlights promising examples of
ways policy can provide states opportunities to focus on continuous improvement.

**Long Terms, Short Views, and Staysbleist Ideas: District-School Administrators on Equity.** Vonzell Agosto, University of South Florida; Zorka Karanxha, University of South Florida; Jenifer Jo Hartman, University of South Florida; LaTeesa Allen, University of South Florida; Andrew Bratspis; William Thomas, University of South Florida; Kevin McDonald, University of South Florida; Deirdre Cobb-Roberts, University of South Florida

This study focused on administrators’ perspectives on equity in the leadership pipeline. Twelve administrators (district and school based) were interviewed twice. Themes included equity simplicity, ahistorical thinking, and distributive justice. The lack of a complex discourse of equity related to diversity and other conceptions of justice aided participants in describing individual employment activities (i.e., social mobility and placement of administrators, fit, grooming) and events-focused change suggesting a proficient level of equity mindedness and leadership activity.

**School Improvement for All? Critically Examining School Improvement Plan Templates for Equity and Cultural Responsiveness.** Latrice Marianno, University of Delaware; Bryan A. VanGronigen, University of Delaware; Coby Meyers, University of Virginia; Rachel Antwi Adjei, University of Delaware; Linda Charris, University of Delaware

Principals often create school improvement plans (SIPs) that are “good enough” (Simon, 1957, p. xxv) to meet external policy requirements. Using a conventional content analysis, we examine the extent to which state education agencies created conditions for principals to develop SIPs that were responsive to issues of equity. We find that characteristics across state SIP templates varied considerably and that SIP templates more often featured equity-related characteristics focused on instructional leadership and school environments.

**Understanding Readiness for Improvement Science: A Field Study of Leaders and Schools.** Chad Lochmiller, Indiana University; Margaret Terry Orr, Fordham University

This paper reports on the development of two survey instruments designed to assess leadership capacity and school-level conditions for improvement science. Drawing on data collected through a multistage validation effort, we provide valuable insights as information about the ways in which improvement science practices and tools are used to inform practice is limited.

Facilitator:

Osly J. Flores, University of Illinois at Urbana-Champaign

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**144. Charters and Choice: School Leadership in Neoliberal Times**

In-Person Paper Session

4:00 to 5:10 pm

Hyatt Regency Columbus: Floor 2 - Delaware A

Participants:

**Charter School Policy at a Crossroads in New York City.** Stephen Kotok, St. John’s University; Terrie Gyles, St. John’s University

This study uses critical policy analysis to review current charter school governance and policy debates in New York City. We analyze legal, policy, and media documents to better understand how debates are being framed and we advance theory around the role of charter management organizations in public school governance. In utilizing New York City as a case of analysis, we hope to draw lessons to inform district leadership and state-level policies in other high-choice areas.

**How Do Weighted Funding Formulas Affect Charter School Enrollments?** Paul Bruno, University of Illinois at Urbana-Champaign

I study the adoption of a school funding system in California that increased revenues for schools enrolling higher need students. I find that these larger funding weights increased the rate at which charter schools enrolled low-income students. This effect was concentrated among charter schools initially enrolling low-income students at relatively low rates, suggesting that some charters engage in “cream-skimming” behavior but also that such behavior can be mitigated by appropriately weighted school funding systems.
School Choice: Rhetorical Considerations. Debra Sue Vance Noelk, Florida Atlantic University; Meredith Mountford, Florida Atlantic University

School leaders must be made aware of the use of rhetorical devices in school choice legislation and be able to counter those devices with truth and potential impact to public schools. While many educators have the research and data to show what really matters to student achievement, the cacophony of school choice advocates continues to blare over other voices. The power behind the political use of rhetoric to advance school choice legislation continues to grow.

Waitlists, Workarounds, and Predictable Winners: The Link Between a Unified School Lottery and Schools’ Composition. Jason Saltmarsh, University of Maryland

Increasingly, school districts in large cities with choice programs are turning to unified school lotteries to match students to available seats. This descriptive analysis gauges the effects of MySchoolDC on school composition in Washington, DC schools by comparing schools’ populations by race and class before and after the enactment of the lottery in 2014. The study contrasts schools of different performance ratings and further investigates the role of schools’ preference structures in divvying up opportunities.

Facilitator:
Adrienne Dixson, University of Illinois at Urbana-Champaign

145. Preparing the Principals We Need: Leadership in a Time of Complexity
In-Person Paper Session
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Delaware B

Participants:
Instructional Considerations for Implementing Sims in Educational Leadership Preparation. Davis Clement, Eastern Michigan University; Daniel Moraguez, University of Virginia; Margaret Thornton, The Learning Accelerator/Princeton University; Sara Dexter, University of Virginia

The purpose of this study was to understand faculty/instructor needs and experiences when implementing simulations. We interviewed faculty before and after their implementation of simulations in various leadership courses. Findings related to instructional choices made in planning, identified constraints to implementation, and perceived learning benefits for students. Implications for preparation and further research are discussed.

Preparers of Socially Responsible Educational Leaders: A Self-Study. Thomas Noel, Jr., DePaul University; Melissa R. Bradford, DePaul University

Leadership theory and practice in educational contexts require leadership preparation programs to use critical and reflective texts, methods, and practices to bridge the gap between theory and practice. As the preparers of leaders, through the deconstruction and reconstruction of traditional forms of leadership theory and practice, we intentionally create and foster spaces for engagement and collaboration where we introduce constructivist pedagogies that engage reflective leadership development in our courses.

Preparing Inclusive Aspiring Leaders: Learning to Lead Instruction for Special Education. Dusty Palmer, Texas Tech University; Linnie Greenlees, Texas Tech University; Fernando Valle, Texas Tech University

The responsibility to serve the instructional needs of all students in the time of increased school accountability is a pressing and constant challenge for all school leaders. Leadership is essential to creating inclusive schools that meet the academic, social, and emotional needs of all students, including students with disabilities. Training aspiring school leaders to be inclusive, instructional and advocates of all students, especially special education students in public schools, will heighten school accountability.

Facilitator:
Noelle Witherspoon Arnold, Ohio State University
146. Leading Culturally Sustaining Schools
In-Person Paper Session
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Delaware C
Participants:
*Culturally Responsive Leadership: A Systematic Review of Training Practices for K-12 Socially Just Principals.* Elisabeth Kathryn Pugliese, Texas A&M University; Beverly Irby, Texas A&M University; Yvonna S. Lincoln, Texas A&M University; Fuhui Tong, Texas A&M University; Mario S. Torres, Texas A&M University

An emphasis on culturally responsive practices has been an integral part of educational reform for the greater part of the 21st century. In this systematic review, we collected, synthesized, and appraised literature since 1994, focused on the andragogical approaches and objectives of training educators for culturally responsive leadership in the United States. We examined studies and synthesized methods and findings to produce a body of literature that could impact future educational leadership policy and practices.

*Toward Culturally Competent Educational Leaders: Developing Educational Leaders’ Cultural Intelligence in Preparation Programs.* Aysha Khemakhem, University of Houston

The growing cultural diversity in U.S. public schools calls for culturally competent educational leaders. While researchers and policymakers agree that a central responsibility of preparation program is ensuring that educational leaders are prepared to lead effectively in culturally diverse schools, there is debate about the efficacy of cultivating leaders’ cultural competence. The purpose of this study was to examine the effect of completing a leadership preparation program on participants’ cultural intelligence, a cultural competence model.

*EL Policy and Immigrant Politics: State and Federal Influence on Ever-EL Students’ Postsecondary Pathways.* Lei Jiang, University of Georgia; Rebecca Marie Callahan, University of Texas at Austin; Anne-Marie Nunez, Ohio State University

Although current and former English learners (ever-ELs) comprise one of the fastest growing K-12 populations, little is known about their postsecondary trajectories. Building upon Perna’s (2006) seminal college-going model, we highlight the salient role of state and federal policy as EL education is uniquely governed by state and federal policies. We propose a revised model of ever-ELs’ college-going, and provide foundations for scholars to examine the influence of state and federal policies on ever-ELs’ postsecondary pathways.

*Impact of Dual-Language Education Programs on Socioemotional Outcomes for English Learners.* Daman Chhikara, Michigan State University

I conduct a two-way fixed effects analysis to estimate the impact of dual-language program exposure on English learners (N = 2,508 students) across 994 schools, using the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 data. I find better socioemotional learning outcomes in dual-language programs than English-only programs, and larger impacts in schools with higher proportions of English learners. These findings highlight the significance of language of instruction within school contexts in shaping students’ educational experiences.

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

147. Leveraging Resources and Relationships for School Improvement
In-Person Paper Session
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Delaware D
Participants:
*Balancing Evidence-Based Policies and Education Values in School Development for Culturally Diverse Schools.* Rose Ylimaki, Northern Arizona University; Lynnette Brunderman, University of Arizona

This paper considers tensions, dilemmas, and possibilities for school development in increasingly diverse schools and communities in the U.S. in relation to global trends and presents findings
from an Arizona school development project (AZiLDR) that balanced evidence-based values and democratic education values. The paper concludes with a discussion about relationships with other state and national approaches as well as implications for future school development post-COVID.

**Reimaging Educational Opportunities With Leaders and Teachers: Leveraging Research–Practice Partnerships During a Crisis.** Adriana Villavicencio, University of California, Irvine

This paper illustrates the collective efforts of a research–practice partnership to cogenerate innovative approaches related to (a) developing student-centered interactive pedagogies for remote/hybrid learning, (b) supporting the mental health of educators and families, (c) supporting learning pods across diverse families, and (d) addressing technological barriers facing families. The paper also highlights broader lessons about the roles and responsibilities of researchers interested in conducting community-engaged research and the role of these partnerships in creating meaningful change.

**Research at the Junctures: Examining the Relationship Between Routines and Research Use in Four Districts.** Angel Xiao Bohannon, Northwestern University; Cynthia Coburn, Northwestern University; James Spillane, Northwestern University; Annie Allen, University of Colorado Boulder; Riley Ceperich, Northwestern University

Despite the importance of evidence-based decision-making, we know little about the conditions under which district leaders use research. We examine how organizational routines shape district leaders’ research use in literacy professional development decision-making. Drawing on 140 interviews and 127 artifacts in four school districts, we find that two dimensions of routines—the nature of the work in these routines and connections between routines—contributed to variation in research use both within and across districts.

**Using Data With Students: Practices and Perspectives of Teachers in the U.S.** Jo Beth Jimerson, Texas Christian University; Cara Jones, Texas Christian University; Trevon R. Jones, Texas Christian University; Paige Tooley, Texas Christian University; Alexandra Channell, Texas Christian University; Ron Rhone, Tarleton State University

Within student-engaged data use, students are actively engaged in tracking their data in personal “data folders” and/or engaging in analysis of classroom- or grade-level-specific data posted in classrooms and quasi-public areas (“data walls”). To explore these practices, we examined survey responses from 212 teachers to outline how, when, and why respondents engage their students in monitoring, tracking, and reflecting on their own learning data (and why some are hesitant to engage in such practices).

**Facilitator:*** Cindy Reed, Kennesaw State University

### 148. Leading With Communities

**In-Person Paper Session**

4:00 to 5:10 pm

Hyatt Regency Columbus: Floor 2 - Franklin A

**Participants:**

**It Takes a Community.** Adam Garcia Amador, Texas Tech University; Vanessa de León, Texas Tech University; Michael Anthony de Leon, Texas Tech University

We explore the lived experience of teacher leaders in a small rural district working with faculty from a higher education institution through a partnership introducing a state framework—the multilayered system of supports (MLSS)—to enhance teaching, learning, and community outreach in one learning community in southwestern New Mexico

**Stakeholder Engagement and School Reform: How Families and Communities Build Power to Affect Education Policy.** Diana Casanova, University of California, Berkeley

Researchers underscore that parent involvement in schools yields positive outcomes. However, families engaging in district-wide planning decisions is relatively uncharted territory. This case study is a microlevel analysis of the parents who participate in a district-wide advisory committee and explores the characteristics and motivations that activate parents to act collectively in the planning process. Findings track the challenges that ripple through districts to explore relationships...
between finance reform, democratic engagement, and the interaction between stakeholders.

**Community-Based Learning Pods and the Potential of the Village.** Jamel Adkins-Sharif, University of Massachusetts Boston; Nadine O’Garro; Bwanda Gerome

With this mixed-methods study, we seek to understand Black student sense of belonging and caregiver empowerment in a community-based learning pod. Community-based learning pods have sought to address the challenges of academic learning and social wellness for students of color during COVID-19 and racial rebellion and protest over state and White vigilante violence against Black and Brown bodies. We analyze the perspectives of students’ caregivers and learning pod staff on the impact of the pod.

Facilitator:
Muhammad Khalifa, Ohio State University

### 149. Professional Development for Administrators of Social Justice and Equity

In-Person Paper Session
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Franklin B

**Participants:**

**Classified Staff and the Implementation of Positive Behavior Interventions and Support: A Case Study.**
Devon Woodlee; W. Kyle Ingle, University of Louisville

Informed by normalization process theory, we undertook a qualitative case study in a large, urban school district, asking, “How do educational leaders and classified staff members perceive themselves in the implementation of positive behavioral interventions and supports (PBIS) in their urban school settings?” We drew from a number of data sources, including interviews with district- and school-level leaders, interviews and focus groups with classified staff members, and school-level survey data.

**Creating LGBTQ+-Inclusive Schools: An Evaluation of Inclusivity Professional Development on Academic Achievement and Disciplinary Actions.** Mollie McQuillan, University of Wisconsin–Madison; Xue Gong, University of Wisconsin–Madison; Erin Gill, University of Wisconsin–Madison; Sherie Hohs; Jennifer Herdina

Inclusivity professional development (IPD) can improve educators’ relationships with LGBTQ+ students and school climates. This study evaluates an IPD program in a large district over 6 years (N = 33). Participating schools were less diverse and better resourced. Controlling for these characteristics using regression analysis, we find IPD schools have significantly lower disciplinary rates than non-IPD schools. K-12 leaders will be interested in the scope, intensity, and effectiveness of this IPD program.

**Culturally Proficient Professional Development to Enhance Learning Transfer.** Corinne Brion, University of Dayton

The purpose of this conceptual paper is to complement the learning transfer literature and theory by adding culture as a fundamental element of professional development and a key dimension of learning transfer. This purpose aligns to the conference theme, “Emerging Stronger: Reuniting to Advance Educational Leadership,” because it empowers educational leaders to understand the role culture plays in organizing, developing, and conducting professional development activities in order to enhance implementation while also fostering cultural proficiency.

**Intradistrict Knowledge Sharing in an Instructional Coaching Network.** Kemi Anike Oyewole, Stanford University

Instructional leadership is viewed as an important lever for school improvement and a key component of school transformation for historically underserved student groups. However, there has been limited attention to the knowledge and skills valued by nonadministrators in instructional leadership roles. This study begins to fill this gap through the comprehensive analysis of an intradistrict network of instructional coaches tasked with initiating school reform using ethnographic and empirical social network analysis.

Facilitator:
Sarah Woulfin, University of Connecticut
150. Leadership for Equity-Focused Education
In-Person Paper Session
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Franklin C

Participants:
Broadening Participation: How School Leaders Support Equity-Focused STEM Teaching and Learning. Tia C. Madkins, University of Texas at Austin; Ain Grooms, University of Iowa; Stefanie Marshall, University of Minnesota; Joshua Childs, University of Texas at Austin
Science, technology, engineering, and math (STEM) focused education has gained considerable traction in K-12 schools over the past decade. Understanding how school leaders create conditions and learning environments for STEM education to thrive is important to study. Understanding their strategies to support teaching and learning opportunities for teachers and students to explore STEM education can have implications for future educational practices and policies.

How Does Principal Leadership Influence Student STEM Outcomes? A Test of Longitudinal Mediated Pathways. Yongmei Ni, University of Utah; Jiangang Xia, University of Nebraska–Lincoln; Stephanie Su, University of Utah; Bichu Li, University of Utah
Principal leadership is one of the most important factors that influence student learning. Although it is widely accepted that leadership practices affect student learning indirectly through a wide array of school processes, it was only in recent years that researchers began to examine the nature and impact of various mediating pathways. Using longitudinal national representative data from HSLS:09, this study will test a framework of mediating pathways through which principal leadership influences student STEM learning.

Decentering Whiteness in Education: Authentically Adopting Culturally Responsive Teaching and Leading Standards in Schools. Linsay DeMartino, Illinois State University
The purpose of this paper is to (re)unite public education by advancing sustainable antiracism in educational practices and leadership through the examination of the recently adopted Illinois State Board of Education (ISBE) Culturally Responsive Teaching and Leading Standards. Accordingly, this paper uses critical policy analysis framed by a critical Whiteness lens to examine ISBE’s new standards and offer tangible recommendations for an authentic adoption in both districts and colleges of education.

Progress, Not Process: The Insistence of Whiteness in Parent and Caregiver Engagement. Tiffanie Lewis-Durham, University of North Carolina at Greensboro; Arianna Di Puorto, University of North Carolina at Greensboro
We examine the way White supremacy, Whiteness, and anti-Blackness interrupt a charter school’s attempts to create a parent and caregiver group that centered equitable collaboration. We use participatory action research methods to conduct interviews and use observations to capture what Whiteness and anti-Blackness look and feel like according to parents and caregivers. The school leader’s perspective on equity-centered parent engagement also play a significant role in the role of Whiteness and anti-Blackness within the group.

Facilitator:
Alan R. Shoho, University of Wisconsin–Milwaukee

151. Social Justice Leadership in Diverse Contexts
In-Person Paper Session
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Franklin D

Participants:
Collective Efforts Toward Equity and Quality: Influences, Challenges, and Facilitators in Social Justice Educational Leadership. Betty Jane Alford, California Polytechnic State University, Pomona; Richard Navarro, California Polytechnic State University, Pomona; Liane Hypolite, California Polytechnic State University, Pomona; Taylor Nicole Alllbright, California Polytechnic State University, Pomona
In this qualitative study, 32 educational leaders identified the influences, challenges, and
facilitators in their work as antiracist school leaders committed to social justice. Rather than providing definitive answers to the challenges educators face, the findings contribute to the process of working toward racial equity and excellence and have implications for the preparation and support of school leaders. In achieving equity and quality, the study supports the importance of leaders’ asset-based beliefs and actions.

*Interculturally Inclusive Leadership: Transformative Practices for Educational Equity.* Keisha Kayon Morgan, University of Denver; Lee Morgan, Sacred Heart University

Interculturally inclusive leadership (IIL) is a precolonial framework that advocates the practice of self-awareness in the leadership of self, social awareness in the leadership of others, and systemic awareness in the leadership of the organization. Undergirded with the Ubuntu onto-epistemology, IIL empowers the disenfranchised to emigrate from a position of powerlessness to a posture of prosperity through connecting to the whole, believing in themselves, pursuing their dreams, and helping others in the process.

*Social Justice Leadership Research—Tensions Between the Global South and Global North.* Kadia N. Hylton-Fraser, Lehigh University; Kaitlin Anderson, Lehigh University

Following the suggestions from Gumus et al. (2020) for future research, the purpose of this systematic literature review is to compare the topical focus, methodological design, and findings of social justice leadership (SJL) research from Global South (GS) and Global North (GN) countries, allowing for a greater understanding of SJ practice across multiple contexts. While SJ conceptualizations should be unique to contextual situations, a systematic comparison of this research is informative for researchers in the GS and GN alike.

Facilitator:
Dana N. Thompson Dorsey, University of South Florida

152. **UCEA/BELMAS Research Collaboration: The International School Leadership Development Network**

Innovative Session / Mini-Workshop
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Knox

Research team members from the International School Leadership Development Network (ISLDN), an international collaboration between UCEA and the British Educational Leadership, Management and Administration Society (BELMAS), will discuss the project's current status and future directions and operating procedures. Teams from around the world will refine the research design, examine potential funding sources, and establish plans for disseminating findings.

Facilitators:
Bruce Barnett, University of Texas at San Antonio
Jami Royal Berry, University of Georgia
Christine Forde, University of Glasgow
Ian Potter, BELMAS
Deirdre Torrance, University of Glasgow

153. **Interrogating Responsibility: Envisioning New Futures for Educational Leadership**

Critical Conversations
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Madison

The purpose of our critical conversation is to interrogate calls by professional organizations such as the American Educational Research Association (AERA) and UCEA to take more responsibility and ownership over pressing problems in education. Our hope is to problematize the responsibility discourse within our field, while examining how it connects to neoliberalism to (re)produce a logic that is not only limiting but stifling.

Participants:
Liliana E. Castrellon, Duquesne University
Érica Fernández, Miami University
Alonso Rafael Reyna Rivarola, Salt Lake Community College

Facilitator:
Gerardo R. López, Michigan State University

**154. Research on Gender and Women in Leadership SIG**
Meeting
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Marion

Facilitators:
Kerry Robinson, University of North Carolina at Wilmington
Charol Shakeshaft, Virginia Commonwealth University
Jennie Weiner, University of Connecticut

**155. Networking Session 2**
Networking Table
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Morrow

**155-1. Networking Table: Network Analysis**
Facilitators:
Joonkil Ahn, University of North Dakota
Yinying Wang, Georgia State University

**155-2. Networking Table: Insights From Deans**
Facilitators:
Frank Hernandez, Texas Christian University
Michael P. O’Malley, Texas State University
Michelle D. Young, Loyola Marymount University

**155-3. Networking Table: Journal Editors**
Facilitators:
Curtis Brewer, University of Texas at San Antonio
April L. Peters-Hawkins, University of Houston

**156. UCEA Program Centers Director Board of Directors and Advisory Board Meeting**
Meeting
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 3 - Third Floor Conference Room

Facilitator:
Jayson W. Richardson, University of Denver

Special Session
5:30 to 6:45 pm
Hyatt Regency Columbus: Floor 3 - Regency Ballroom
See call-out box.
GENERAL SESSION III: SOCIAL JUSTICE KEYNOTE

RICH MILNER

Learning From Young People, Families, and Teachers About Opportunity-Centered Leadership

H. Richard Milner IV (also known as Rich) is Cornelius Vanderbilt Distinguished Professor of Education and Professor of Education in the Department of Teaching and Learning at Peabody College of Vanderbilt University. His research, teaching and policy interests concern urban education, teacher education, African American literature, and the social context of education. His most recent books are Start Where you Are, But Don’t Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today’s Classroom (2nd ed.), and Handbook of Urban Education (2nd ed., coedited with Kofi Lomotey).

Session 157  Friday Nov. 12  5:30–6:45 pm EST
Hyatt Regency Columbus: Floor 3 - Regency Ballroom

158. UCEA Barbara L. Jackson Scholars Network Recognition Ceremony
Special Session
7:00 to 8:00 pm
Hyatt Regency Columbus: Floor 3 - Regency Ballroom

159. UCEA Barbara L. Jackson Scholars Network Reception
Reception
8:00 to 9:00 pm
Hyatt Regency Columbus: Floor 3 - Regency Foyer
160. **School Leadership in the Time of COVID-19 Pandemic**

In-Person Paper Session

8:00 to 9:10 am EST

Hyatt Regency Columbus: Floor 2 - Delaware A

Participants:

*Leading in Times of Crisis: How District and School Administrators Are Responding to COVID-19.*
Craig De Voto, University of Illinois at Chicago; Benjamin Superfine, University of Illinois at Chicago; Marc Dewit, University of Illinois at Chicago

While early research has examined the pandemic’s impact on K-12 student achievement, less work has highlighted how district- and school-level leaders’ decisions play a role in this process. Through interviews with superintendents, principals, and assistant principals \(N = 20\) across two case districts, we explore such leadership responses. Specifically, we demonstrate the intersectionality of federal/state guidance, leader expertise, and local contextual conditions and how these, together, promote or hinder a district’s ability to respond successfully.

*New Principals in the COVID Corridor.* Patricia Virella, University of Connecticut

Due to the unprecedented COVID-19 pandemic, principals are expected to lead through unprecedented conditions. Novice principals encounter the gripping reality of leadership. In this study, I interviewed novice principals from New York and Connecticut to learn how they led through the pandemic crisis. The findings reveal novice principals acted boldly, contended with extreme overwhelm, and abandoned typical leadership activities to survive their first years of leadership. Opportunities for supporting novice principals are discussed.

*School Leadership in Times of COVID-19.* Mario Jackson, North Carolina State University; Lisa Bass, North Carolina State University; Jose Picart, North Carolina State University; Kirsten Hoeflaken, North Carolina State University; Stella Jackman-Ryan, North Carolina State University

This paper explores the challenges that COVID-19 presented for school leaders and how school leadership changed in response. A total of 49 principals were interviewed and the data analyzed thematically. The findings revealed that COVID-19 presented numerous challenges for school principals. Principals relied on crisis management competencies to lead their teams through the pandemic. This study is important because it highlights the attributes that are most likely to help school leaders navigate through future crises.

*School Leaders’ Perspectives Towards Leading During Crisis: A Comparison of Five Arab Countries.* Khalid Arar, Texas State University; Rania Sawalhi, Qatar University; Youmen Chaaban; Abdelaziz Zohri, University Hassan First of Settat; Ibrahim Alhouti, University College London

This comparative qualitative study compared school leaders’ perspectives towards their leadership practices in times of emergency caused by the COVID-19 pandemic. A total of 27 school leaders from public and private schools across five Arab countries (Kuwait, Lebanon, Morocco, Palestine, and Qatar) participated in semistructured interviews aiming to delineate major actions during the crisis. Findings of the study revealed different levels of turbulence among school leaders within the same country and across the five countries.

Facilitator:

Frank Perrone, Indiana University–Bloomington
161. Leadership for Social Justice and Equity: Research, Practice, and Theory
In-Person Paper Session
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Delaware B
Participants:
Beyond Social Justice: School Finance Equity and Civil Rights. David G. Martinez, University of South Carolina; Julian Vasquez Heilig, University of Kentucky
School finance inequity across the United States is reified due to school funding policies that rely on local tax levies. To address persistent school finance inequity, we propose a novel theoretical framework that examines school finance equity and opportunities to learn as a function of Civil Rights praxis. We posit that resource availability is a civil right and argue that school funding equity is necessary in order to resolve challenges impacting BIPOC communities.

Equity-Focused Leadership: The Leadership Practices of Principals in Academically Successful Schools Serving Students From Marginalized Communities. Michael R. Williams, University of Illinois at Urbana-Champaign
Using student achievement data from a state in the southeastern United States, of the nearly 1,200 secondary schools, students of color from marginalized communities have academic outcomes beyond the average in only 13 schools. This study is a phenomenological examination of six of the principals leading these schools. Based on semistructured interviews and a hermeneutic process for explication of the data, I utilized situated narratives to identify the day-to-day practices and beliefs of equity-focused leaders.

I utilize autobiographical narratives as a pedagogical tool to critically examine beliefs and assumptions from aspiring school leaders in a leadership preparation program. Emergent themes related to their developing social justice and equity orientations included an acknowledgement of an unjust inequitable system, aspirations for action, awareness of the meaning of positionality, and the paradox of difference and privilege.

Toward a Research-Based, Developmental Continuum of Social Justice Educational Leadership. Ellie E. Drago-Severson, Teachers College, Columbia University; Jessica Blum-DeStefano, Bank Street College; Deborah Brooks-Lawrence, Teachers College, Columbia University
Drawing from in-depth qualitative interviews and developmental assessments with 50 educational leaders in various roles from across the United States, this paper presents a developmental continuum of social justice leadership. More specifically, it explores how leaders’ ways of knowing influence their leadership on behalf of social justice, as well as how the unique strengths and growing edges of different meaning making systems can influence practice. Implications for leadership preparation and in-service professional development are discussed.

Facilitator:
Terah Talei Venzant Chambers, Michigan State University

164. The Superintendent “Turn”: Turnover and Turnaround Policy and Implications
In-Person Paper Session
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Franklin A
Participants:
Factors Associated With Superintendent Turnover (1990 to 2020). Andrew Pendola, Auburn University; Ed Fuller, Pennsylvania State University; Liz Hollingworth, University of Iowa; Zoe Mandel, Pennsylvania State University
This study examines the personal and district characteristics associated with superintendent turnover in Texas employed in the 1989-90 through 2019-20 school years. We find that both personal characteristics (age, race, and gender), salary, as well as district characteristics (size, student demographics, and locale) are associated with individuals leaving the superintendency.
“Trial and Error” and “Trudging up a Hill”: Superintendents’ Engagement in State Education Policymaking. Rachel Sue White, Old Dominion University

This research explores how district superintendents understand and espouse their role as advocates for students in contexts outside of their local district boundaries—specifically, in statehouses as policies are being designed and discussed. As such, employing mixed methods, this study draws on theories from educational leadership, political science, and public policy to explore if and how superintendents engage with state education policymakers and participate in state education policy-making processes.

How Policymakers and Superintendents Frame the Causes and Solutions to School Turnaround. Chris Torres, Michigan State University

How policymakers and district leaders in the lowest performing schools frame challenges and the causes of underperformance ultimately affect the policy implementation process and the solutions they choose. This study uses framing theory and interviews with policymakers and superintendents to ask (a) how are causes and solutions framed by the policy or policymakers, and (b) whether, how, and why are these frames aligned with these leaders’ efforts during the policy implementation process?

Rural Superintendent Turnover in Challenging Times: A Review of the Literature. Sarah Zuckerman, University of Nebraska–Lincoln; Kay Keiser, University of Nebraska–Omaha; Ann T. Mausbach, Creighton University; Michael Teahon; Jeanne Surface, University of Nebraska–Omaha

COVID-19 has shown a light on structural problems in education. In Nebraska, 90% of district and school administrators reported moderate to extreme job stress. Superintendent turnover has risen to concerning levels. This literature review supports our research to understand superintendent turnover and what we as preparation programs faculty can do to reduce the instability of rural district leadership. It identifies factors that contribute to turnover and the roles superintendents enact to navigate these challenges.

Facilitator:
Carol A. Mullen, Virginia Tech

165. Perspectives on Equitable School Improvement

In-Person Paper Session
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Franklin B

Participants:
Principal Perspectives on the Coherence of the School Improvement Planning Process. Tiffany Aaron, University of Virginia; Coby Meyers, University of Virginia; Dallas Hitt, University of Virginia; Bryan A. VanGronigen, University of Delaware

School principals engage in satisficing planning behaviors that result in school improvement plans that are poor, inconsistent, and void of meaningful investment. This study explored principals’ views concerning coherent school improvement planning processes, traditional and short-cycle planning, and the ways in which state and district officials supported the planning process. Principals’ responses reflected elements of coherence in school improvement planning. Yet, their improvement plans and district support lacked the authenticity and depth to produce change.

How School Leaders Implement Detracking: A Case Study of a Virginia Principal. Margaret Thornton, The Learning Accelerator/Princeton University; Eric Irizarry

This case study answers questions relating to culturally responsive school leadership, supporting minoritized students, and how school leaders sort students into courses. Examining a high-performing high school in Virginia, this case study investigates the composition, structures, functions, operations, and perceived effectiveness of the school leadership in implementing detracking.

Developing and Sustaining a Networked Improvement Community of Schools: The TAMAM Case Study. Sonya Diana Hayes, University of Tennessee, Knoxville; Julia Mahfouz, University of Colorado Denver; Rima Karami, American University of Beirut

TAMAM builds the capacity of educators at the school level to initiate innovations and to lead and
sustain improvement through the development of networked improvement communities (NICs).
We used a case study approach to answer the research question and identified three preliminary themes in regards to the qualities of school improvement initiatives that develop and sustain an NIC: building relational bond between schools, cultivating an ethic of care, and attending to the contextual commonalities and differences.

**Implementation and Equity: The Role of School Conditions in Shaping Depth and Sustainability of School Reform.** Marisa Cannata, Vanderbilt University; Stacey Rutledge, Florida State University; Carla Wellborn, Vanderbilt University; Elizabeth Gilliam, Florida State University; Brittany Closson-Pitts, Florida State University

This paper explores 6 years of scaling of an academic and social emotional reform intended to foster adult–student relationships and institutionalize personalization. Drawing from interviews and focus groups, we explore the approaches taken to implement and scale the reform. We are interested in what accounts for variation between schools. We pay particular interest to the characteristics of implementation and scaling at each school and the role of school context and resources in shaping decisions.

Facilitator:
Rebecca Ann Thessin, The George Washington University

**166. International Perspectives and Global Leadership**

In-Person Paper Session
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Franklin C

Participants:

**Subcontracting in Refugee Education Services: Capacity Building or Hollowing Out of the State.** Fiza Mairaj, University of Texas at Austin

This study explores how subcontracting decisions are made by refugee resettlement organizations that receive federal funds to implement educational programs for refugee students. I use the framework of hollow state and typology of privatization to conceptualize the study. I use single-embedded case study methodology to study the nonprofit organizations. Semistructured interviews and document analysis are used as data collection methods. Findings may suggest the decisions are made in part to advance organizational agendas.

**Theorizing Educational Leadership in Africa.** Peter Moyi, University of South Carolina

This paper will provide a useful theoretical framework for leadership research and development in Africa by bringing African philosophy, like ubuntu, into dialogue with U.S./Western leadership theories. The framework will aim to help African school leaders develop and enhance their approaches and help researchers understand these approaches. Therefore, the article will not simply be a cross-cultural comparison of values but will seek to draw attention to the fabric of influences that shape leadership experiences.

**The Colonial Master Left, yet Colonial Aspects of Educational Leadership Persist Today: Discourses From Ghanaian Leaders.** Edwin Nii Bonney, Radford University

I share findings from a critical discourse analysis of speeches and interviews of educational leaders who are advocating for educational and curricular reform in Ghana. These educational leaders publicly discuss inequities in education, what they think needs to change, and what they are doing to address them. Framed in theories of decolonizing educational leadership, I show why educational leaders without a decolonial approach to leading schools continue to deprivilege Indigenous languages and knowledge, and cultures.

**Principals’ Leadership Styles in Ethiopia.** Menber Enyew Yohannes, University of Gondar, Ethiopia; Teresa Wasonga, Northern Illinois University

This quantitative study used teacher perceptions to investigate principal leadership styles in Ethiopia. Findings indicate that while practice of transformational leadership was significantly lower, the practice of laissez-faire was significantly higher than international benchmarks. The transactional leadership dimension of Management by Exception–Passive was also significantly higher than the benchmarks. Leadership styles are likely influenced by traditional ideologies,
religion, and autocracy in government.

Facilitator:
Rose Ylimaki, Northern Arizona University

167. Diverse Issues in Higher Education
In-Person Paper Session
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Franklin D

Participants:
Graduate Perspectives of College Readiness: The Impact of the Early College High Schools. Ron Rhone, Tarleton State University
- Early college high schools (ECHS) were designed specifically to disrupt the inequities that are present in high schools by focusing on serving students underrepresented in higher education. Utilizing Yosso’s (2005) community cultural wealth as a lens, this qualitative multicase study examined the experience of six ECHS graduates. The study suggests an expansion of Yosso’s community cultural wealth to include self-capital to capture elements of internal growth during the ECHS experience.

Redefining Resilience: A Phased Approach to Navigating Multiple Roles in Higher Education During the Pandemic. Michelle Lebsock, New Mexico State University; Elizabeth C. Apodaca, New Mexico State University
- This paper outlines a dual ethnographic study of two higher education staff charged with supporting online faculty teaching at a university, while also completing doctoral degrees in educational leadership. In this study, the researcher-participants seek to understand the impact of the COVID-19 pandemic on their work and school. Using the framework of higher education resiliency, they find commonalities in how they experienced the pandemic in both roles, and explore the implications on their leadership styles.

Facilitator:
Stefanie Marshall, University of Minnesota

Critical Conversations
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Knox

The purpose of this Critical Conversation is to examine the ways in which Black women superintendents navigate and balance the stressors and coping strategies, which may be relatively less accounted for or understood. The goal is to identify and encourage formal and informal strategies for current and aspiring Black women superintendents to “center” self-care as a part of their professional and personal acumen and to emerge stronger in their role as superintendent.

Facilitators:
Judy Alston, Ashland University
Andrea Berry
Janeula M. Burt, Bowie State University
LeTrecia Gloster, Bowie State University

169. DEI Here, DEI There, DEI Everywhere: A Multiracial Panel Problematizes DEI in Educational Leadership Practices
Critical Conversations
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Madison

Educational leaders have been addressing issues of racism and sexism for decades. More recently,
educational leaders have pursued a focus on diversity, equity, and inclusion (DEI) to address systemic racism and sexism. Given, therefore, that DEI initiatives are currently the main leadership response to systemic racism and sexism, educational leaders and scholars need to consider whether “emerging stronger” and “reuniting to advance educational leadership” require a pause for a thoughtful problematization of DEI initiatives.

Participants:
  - Detra DeVerne Johnson, University of Houston
  - Stacia Murphy, Indiana University
  - Linda C. Tillman, Loyola Marymount University
  - Michelle D. Young, Loyola Marymount University

Facilitator:
  - James Joseph “Jim” Scheurich, Indiana University–Purdue University Indiana

170. **Jackson Scholars Network Advisory Board Meeting**

Meeting
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 2 - Marion

Facilitators:
  - Hollie Mackey, North Dakota State University
  - Angel Miles Nash, Chapman University

171. **Parenting in the Pandemic: A Collision of School, Work, and Life at Home**

Critical Conversations
8:00 to 9:10 am
Hyatt Regency Columbus: Floor 1 - Taft A

This Critical Conversation examines the realities of parenting as education professors during the COVID-19 pandemic. Kicking off with readings of excerpts from a new collection of essays, we create space for critical reflection and discussion. We bring authors and audience together to explore fundamental questions about the purpose and design of schooling, the value of our work as education professors, and the precious relationships we hope to maintain with our children through this difficult time.

Participants:
  - William Black, University of South Florida
  - Joshua Bornstein, Fairleigh Dickinson University
  - Vincent Cho, Boston College
  - Decoteau J. Irby, University of Illinois at Chicago
  - Melissa Ann Martinez, Texas State University
  - Raquel Muñiz, Boston College
  - Sharon I. Radd, St. Catherine University
  - Jessica G. Rigby, University of Washington
  - Rosa Rivera-McCutchen, Lehman College, CUNY
  - Carrie Sampson, Arizona State University
  - Martin Scanlan, Boston College
  - Corrie Stone-Johnson, University at Buffalo, SUNY
  - Erica Turner, University of Wisconsin–Madison
  - Jennie Weiner, University of Connecticut
  - Sarah Woulfin, University of Connecticut

Facilitators:
  - Alexandra Freidus, Seton Hall University
  - Rebecca Lowenhaupt, Boston College
  - George Theoharис, Syracuse University
172. General Session IV: Mitstifer Lecture Sponsored by Penn State University: Bruce Baker
Special Session
9:20 to 10:30 am
Hyatt Regency Columbus: Floor 3 - Regency Ballroom
See call-out box.

**General Session IV: Mitstifer Lecture Sponsored by Penn State University: Bruce Baker**

School Finance, Inequality and the Role of Race

*Bruce D. Baker,* EdD, is a Professor in the Department of Educational Theory, Policy, and Administration at the Rutgers University Graduate School of Education and is widely recognized as a leading scholar in the field of education finance. His recent research focuses on state aid allocation policies and practices, with particular attention to the equity and adequacy of aid for special student populations. He is a past recipient of an NCES/AEFA new scholar's award and has received research funding from the Association for Institutional Research for studying variations in costs to baccalaureate degree attainment.

Session 172  Saturday Nov. 13  9:20–10:30 am EST
Hyatt Regency Columbus: Floor 3 - Regency Ballroom

173. UCEA Fireside Chat
UCEA Convention
Special Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Clark
See call-out box.

174. School Safety, Policing, and Challenging Contexts
In-Person Paper Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Delaware A
Participants:
*Building an Educational Leadership Framework Related to School Shootings.* Joanne M. Marshall, Iowa State University; Brandon L. Clark, Iowa State University

This paper synthesizes the literature base on educational leadership related to school shootings in the U.S. and builds a leadership-specific conceptual framework. School leaders need to be prepared for the threat of a school shooter and to be prepared from an educational leadership
perspective. The literature on school safety that does address educational leadership focuses on preventing and responding to more frequent issues, such as bullying. Finally, our framework includes a critical perspective on equity and marginalization.

*Implicit Tasks of School Police in Texas: School Resource Officer Training Materials.* Ann Marie Cotman Hicks, Texas State University

Given concerns about the potential impacts of their presence, the preparation of school resource officers (SROs) to serve in school settings is an area worthy of attention. Texas is in the minority of states that require specialized SRO training. I critically analyzed the contents of that training curriculum through the lens of critical Whiteness to reveal how the role and tasks of SROs are conceived by the state.

*Outlier Leadership: How to Beat the Odds in Challenging School Contexts.* Kimberly Joy Rushing, Auburn University; Andrew Pendola, Auburn University

This paper aims to enhance our knowledge of tactics school leaders use to overcome challenging school contexts. Community factors greatly impact student success, yet, amidst considerable material and social disadvantage, certain schools beat the odds and have strong outcomes. Using an explanatory mixed-methods design, we sought to gain insight into how school leaders act as “outliers” by outperforming their peers by examining leadership dispositions at the most disadvantaged schools in Alabama.

Facilitator:
DeMarcus A. Jenkins, Pennsylvania State University

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**UCEA Fireside Chat**

Join the Executive Director and members of the Executive Committee for an open conversation about what the next 5-10 years mean for UCEA. Bring questions, concerns, and ideas!

Facilitators:
Mónica Byrne-Jiménez, Michigan State University
William Black, University of South Florida

Session 173   Saturday Nov. 13   10:40–11:50 am EST
Hyatt Regency Columbus: Floor 2 - Clark

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**175. Perception and Practices for Antiracist Leaders**

In-Person Paper Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Delaware B

Participants:
*Antiracist Work With White Educators: Problematizing “Going Slow to Go Fast.”* Sarah D. Lent, University of Wisconsin–Madison; Abby Koberstein, University of Wisconsin–Madison

This critical cross-case study examines the phenomenon of a common practitioner-based strategy in antiracist work (and equity work), “Going slow to go fast,” through the perspectives of White educators in two suburban school districts. The preliminary findings suggest White educators maneuver the tension in multiple ways: (a) hesitation due to fear of causing harm, (b) firm stance and continued advocacy for antiracist change, and (c) concessions in efforts to advance their antiracist agenda.

*Cooperating Teachers as Educational Leaders: Pivotal to Preparing Antiracist Teachers.* Kirsten Letofsky, New Mexico State University
I report on a qualitative case study that identified the pivotal role cooperating teachers had in teacher candidates opportunities to learn how to teach in culturally responsive, antiracist ways. Using semistructured interviews, observations, and document analysis, the key factors in how cooperating teachers shape student teaching are discussed. The paper ends with a plea for the field to provide increased professional learning to value cooperating teachers as educational leaders.

Testing the Efficacy of an Antiracist Intervention on Educational Leaders’ Knowledge, Perceptions, and Practices. Terrell Lamont Strayhorn, Vanderbilt University

This quasi-experimental study tests the efficacy of a professional development intervention designed to foster educational leaders’ antiracist knowledge, perceptions, and practices, especially in K-12 and postsecondary contexts. Results hold promise about a scalable strategy for training antiracist educational leaders who can lead teams, districts, and teachers to create systemic changes, advancing racial equity and justice as we all pull together to emerge stronger.

Facilitator:
Anjalé Welton, University of Wisconsin–Madison

176. School Leader Well-Being
In-Person Paper Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Delaware C

Participants:

Educational Leader Well-Being: A Systematic Review. Sebrina Doyle, Pennsylvania State University

Educational leaders are tasked with expectations that can exceed their capacity; thus, there are strong concerns around attrition and mobility. Utilizing the Model for Positive Education, this review examines (a) how different aspects of well-being are impacted for administrators and (b) promising programs or practices that address well-being. Aspects important for well-being included positive emotions, engagement, relationships, meaning and purpose, accomplishment, positive health, autonomy, and spirituality. Suggestions are offered for researchers and schools/districts.

Leadership With a Purpose: Responding to Crises Through Culturally Responsive Leadership. Victor Carter, Jr., University of Minnesota; Eskender A. Yousuf, University of Minnesota; Bodunrin Banwo, University of Massachusetts Boston

This article explores how leaders in two public school districts shape their school’s organizational culture to challenge harmful social ideologies. The examination of culturally responsive district leadership demonstrates the importance of intentional, consistent, and continuing engagement of minoritized communities to prepare formal systems for crises of disruption. The case studies highlight the importance of systematic actors to be resilient, sensitive, and accountable when complex and diverse incidents systematically construct disparate realities for their organization members.

Pain of the Past and Present: The Prevalence and Scope of Educator Primary and Secondary Trauma. James L. Olive, University of Dayton; Anthony Peddle, University of Dayton; Meredith Lea Wronowski, University of Dayton; Chelsea Gilbert, Ohio State University

Research on trauma in education has primarily focused on the student experience, while the prevalence and scope of educator trauma remains largely unexplored. This study addresses the gap in our understanding of educator trauma through a nationwide survey. Results indicate that most educators have experienced primary trauma, and a majority have experienced secondary trauma as a result of their students’ victimization. Results further revealed that educator trauma differs across age, race/ethnicity, and sexual orientation.

Promoting Educator Well-Being: Validation of Community Empowerment, Collective Leadership, Political Skill, and Well-Being Measures. Angela Urick, Baylor University; Bradley Carpenter, Baylor University; Jonathan Eckert, Baylor University; Marshall Magnusen, Baylor University

Recent demands placed on educators to navigate crises in schools have further solidified the urgency to promote well-being. The purpose of this study is to understand how to promote well-being for teachers and administrators from supports related to community empowerment. As
processes within community empowerment, collective leadership and political skill exemplify structures and supports that establish links to take community action for well-being. This study provides evidence to validate an interdisciplinary survey of these measures.

Facilitator:
Julia Mahfouz, University of Colorado Denver

177. Methodological and Curricular Innovations in Leadership Research and Preparation
In-Person Paper Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Delaware D
Participants:
Constraints of Research Collaboration in Educational Leadership: A Network Simulation of UCEA Convention Coauthorship Networks. Yinying Wang, Georgia State University
Using coauthorship networks as a proxy for research collaboration, I first conduct social network analysis to investigate the evolution of research collaboration networks in papers presented at the UCEA conventions from 1989 to 2020. Next, I explore the social mechanisms that propelled or inhibited the formation of collaboration networks. The results of network structures and simulations revealed at least three constraints: research inequality, brain drain, and isolated schools of thought.
Educational Leadership in the Margins: Implications for Research Methodology. Melanie Bertrand, University of Arizona; Katherine Rodela, Washington State University
In this conceptual piece, we argue that overlooking the leadership of Black, Indigenous, and People of Color (BIPOC) youth, families, and communities can affect the credibility of research and lead to an incomplete understanding of how social justice can be advanced in schools. We demonstrate that educational leadership research stands to benefit from blurring epistemological boundaries and engaging in a methodological approach that draws upon multiple conceptual tools and counternarratives with youth, families, and communities.
Quantum Educational Leadership: Using Quantum Mechanics to Reconceptualize Leadership in Education. Allison L. Ricket, Ohio University
The old, Newtonian view of the universe and matter creates a paradigm of fragmentation, forcefulness, control, homogeneity, and reduction where the leader is hero: the force causing change and single-handedly leading the employees and organization to a predetermined, measurable goal (i.e., Taylor, McKinsey, value-added accountability). Quantum physics and New Science offer a new paradigm for educational leaders based on principles of uncertainty, potentiality, nonlocality, and observer as participant while valuing complexity, diversity, and ambiguity.
Teacher and Educator Legal Literacy in the U.S. (TELL-US): The Role of Preparation Program Coursework. Benjamin Creed, Northern Illinois University; Kelly Summers, Northern Illinois University; Tiffany Sharnay Puckett, Northern Illinois University; Peter T. Kupfer, Northern Illinois University; Tricia Rollerson; Teresa Polson; Gina Pogue-Reeder; Ariana Leonard; Susan Kondrat
Teacher and educators’ legal literacy (knowledge of relevant law, knowledge of when laws apply, and knowledge of appropriate actions) is more important than ever. Low teacher and educator legal literacy can lead to lawsuits, infringe on the constitutional rights of all actors, and erode trust in the system. Studies consistently show low levels of legal literacy among educators. This project examines required courses in all U.S. teacher/principal preparation programs for their coverage of legal topics.
Facilitator:
Davis Clement, Eastern Michigan University

178. Exploring Principal Development, Leadership Practice, and Teacher Outcomes
Symposium
10:40 to 11:50 am
Principals’ roles have grown more prominent under the Every Student Succeeds Act (ESSA). ESSA provides states funding that can be used to strengthen principal recruitment, preparation, evaluation, and professional development; principals have flexibility in efforts to promote high-quality teaching, student learning, and school improvement. This symposium features five papers that examine issues related to the preparation, professional development, and supervision of principals; ways principals can address implicit bias; and associations between leadership and teacher retention.

Participants:

*How States Use ESSA to Support Principal Development and Quality.* David B. Reid, Seton Hall University; Sarah Galey, Michigan State University; Jihyun Kim, Michigan State University

*Preparing Educational Leaders for Adaptive Leadership.* Bryan A. VanGronigen, University of Delaware; Kathleen M. W. Cunningham, University of South Carolina; Michelle D. Young, Loyola Marymount University

*Changing Principal Supervision to Develop Principals’ Leadership Capacity.* Mollie Rubin, Vanderbilt University; Ellen Goldring, Vanderbilt University; Michael Neel, Vanderbilt University; Laura K. Rogers, University of Utah; Jason A. Grissom, Vanderbilt University

*Equity Endeavors Through the Justice for Bias Framework: Principals Addressing Implicit Bias in Schools.* Gina Laura Gullo, University of Dayton

*Principal Leadership, Teacher Burnout, and Novice Teacher Mobility: Insights From the Beginning Teacher Longitudinal Survey.* Frank Perrone, Indiana University

Facilitator:

Peter Youngs, University of Virginia

179. **Women of Color Leading for Equity**

In-Person Paper Session

10:40 to 11:50 am

Hyatt Regency Columbus: Floor 2 - Franklin B

Participants:

*Hidden Heroines Leading for Social Justice: Asian American Women Charter School Principals.* Grace J. Liang, Kansas State University; Yongmei Ni, University of Utah

Using the intersectionality theory, this study examined Asian American women principals in urban charter schools to understand how they navigate race and gender stereotypes to advocate educational justice of students. We found that the administrators’ efforts to create conditions of caring, sympathy, and solidarity were evident and yet subject to continuous dialogues introduced by external forces of the political climate regarding racial minorities and/or illegal immigrants.

*Leading as a Reflection of Their Identity: The Path to Leadership for Women of Color.* George Theoharis, Syracuse University; Michelle Ho, Syracuse University; Ashanti Hunter, Syracuse University

The purpose of this research is to understand the experiences of women of color who are K-12 administrators. Grounded in counterstorytelling, a key tenet of critical race theory, we address the following research question through the use of narrative-portraiture: What are the experiences and perspectives of women of color who moved from teaching to administration? The interviewing and narrative-portraiture writing is done by a research team of undergraduate women of color teacher education students.

*Telling Their Truths: An Intersectional Analysis of Latina Assistant Principals’ Roles and Experiences.* Melissa Ann Martinez, Texas State University; Kelley Glover, Texas State University; Michael Ota, Texas State University

This study utilizes an intersectional approach to examine the professional experiences and roles of four Latina assistant principals. Their testimonios revealed their truths regarding the challenges they faced, the dynamics and interplay of their ethnic identities and roles, and the value of mentorship. Findings can inform leadership preparation and districts that must intentionally address equity and
diversify the leadership pipeline so that it both reflects and responds to the increasingly diverse communities in the U.S.

The Lived Experiences of Latina Leaders in a Hispanic-Serving Institution. Maysaa Barakat, Florida Atlantic University; Maria D. Vasquez-Colina, Florida Atlantic University; Andrea I. Guzman Oliver, Florida Atlantic University; Marlynn Lopez, Florida Atlantic University

The purpose of this phenomenological study was to describe the meaning of the lived experiences of Latina leaders—in a Hispanic-serving institution in a southeastern state—with supporting Hispanic/Latina/o/x and BIPOC students. Four themes emerged: (a) a sense of pride and efficacy in being Latina; (b) the meaning and challenges of leadership; (c) encounters with sexism, racism, and discrimination; and (d) getting the job done regardless of taxation and tokenism.

Facilitator:
Debra Cantu, University of Texas at Austin

180. Technological Innovations in Leadership Preparation and Development
In-Person Paper Session
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Franklin C

Participants:
Grouping Online Education Leadership Professional Development Discussion Board Participants Using Automated Text Data Mining. Alex J. Bowers, Teachers College, Columbia University; Burcu Pekcan, Teachers College, Columbia University; Yilin Pan, Teachers College, Columbia University

Research on engaging online instruction and professional development for educational leaders indicates that it must include active learning and collective participation. This study describes the use of automated text data mining in the open access R software to match online asynchronous professional development participants into collaborative discussion board groups using their first paper in the course to empirically match students based on a shared language in a course on leading with evidence use in schools.

Using Technology to Advance Educational Leadership Within County School Districts and Beyond—Data a Year Out. Tiffany Wright, Millersville University; Ann Marie Licata, Millersville University

This multiple case study documents themes from an ongoing project in which researchers, through class instruction, guide teams of students through a collaborative process to organize and produce a podcast episode with local educational leaders. Results indicated that through the podcast interviews, student team communication logs, and regular team meetings with instructors, the participants demonstrated a deeper understanding of the concepts of inclusion, equity, and leadership in times of crisis.

Virtual Communities of Practice for Educators Arising From the Crises of 2020. Joshua Bornstein, Fairleigh Dickinson University; Elizabeth Gil, Fordham University

Virtual communities of practice (VCoPs) supported educators during the cataclysms of 2020: the COVID-19 pandemic and the resurgent movement for racial justice. Five VCoPs of practitioners and researchers with significant geographic reach reduced homophily and isolation, and provided a medium to develop crisis response resilience for the abrupt pandemic and for persistent institutional racism. Findings indicate that the VCoPs helped serving and emerging leaders to develop critical consciousness of educational structures and pedagogy.

Virtual Peer Mentoring: Exploring a New Means of Supporting Students in Nontraditional Settings. Travis Lewis, East Carolina University

This study was conducted at a newly opened early college. The school's enrollment consisted of all freshmen without upperclassmen to model norms and provide support. Upperclassmen located on other established campuses were invited to participate in monthly virtual conversations with these freshmen. This mixed-methods study explored the effectiveness of the program relative to the freshmen's emotional needs. Findings indicate that virtual mentoring as a means of supporting transitioning students and those in nontraditional settings merits further consideration.

Facilitator:
John Beuhring Nash, University of Kentucky
181. Building Back Better Together: Equity-Focused Partnerships for Continuous Improvement

Symposium
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Franklin D

This symposium features studies from six district–university partnerships engaged in the Improvement Leadership Education and Development (iLEAD) network. The session explores how partnerships between school districts and universities can serve as a strategic resource to build capacity for student-centered improvements in educational practices, particularly during periods of instability. We seek to demonstrate how partnerships focused on continuous improvement can overcome traditional ways of working and institutional boundaries to enable more coordinated responses to shared challenges.

Participants:

Collaborating to Strengthen Schools in Principal Equity Teams: Developing an Improvement Mindset. Elizabeth Leisy Stosich, Fordham University

Using Improvement Science to Improve Outcomes for All Children. Tania Lynn McKey, Portland Public Schools; Susan Paulette Carlile, Portland State University

Growing Dynamic School Improvement Leaders Through Networked Improvement and Leadership Preparation. Samantha Viano, George Mason University; Natasha Saunders, Fairfax County Public Schools

Partnering for Equity: A Journey Towards Systems Change. Erin Anderson, University of Denver; Sandy J. Lochhead, Denver Public Schools

Shaping a Principal Supervisor Learning Design Through a Research–Practice Partnership. Shelby A. Cosner, University of Illinois at Chicago; Cynthia Kay Barron, University of Illinois at Chicago

Reimagining the Educator Workforce: Transforming Preservice and In-Service Educators Into Self-Improving Teams. Nicole Thompson, Arizona State University; Betsy Hargrove

Facilitators:

Manuelito Biag, Carnegie Foundation for the Advancement of Teaching
Louis Gomez, University of California, Los Angeles
David Imig, University of Maryland

182. Practitioners, Parents, and Students: How Does This Trifecta Impact Teaching and Learning in Times of Pandemic?

Critical Conversations
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Knox

This presentation will share challenges and successes identified by practitioners, parents, and students facing school closures in March of 2020 due to the COVID-19 pandemic. We seek to discuss and explore effective ways practitioners, parents, and students can collaborate to increase student success and engagement during times of mandated distance learning.

Participants:

Stuart Keogh, University of Kentucky
Ian MacPhail, University of Kentucky
Jessica Martinkosky, University of Kentucky
Jane E. Walsh, University of Kentucky

Facilitators:

Stacey Love, University of Kentucky
Dan Wolford, University of Kentucky
183. Sister Circles: Black Women Scholars Creating Space for Critical Conversations, Professional Connections, and Powerful Community

Critical Conversations
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Madison

In the U.S., the COVID-19 pandemic has deeply affected the lives of Black people—and Black women particularly—across personal, social, and professional sectors. The purpose of this Critical Conversation is to create a space for Black women scholars to meet in a safe, culturally reflective atmosphere; be in community with each other; share our stories; and affirm our fictive kinship in the academy through (other)sistering, networking, and mentoring.

Facilitators:
- Nakia M. Gray-Nicolas, Queens College, CUNY
- Angel Miles Nash, Chapman University
- Marsha E. Modeste, Pennsylvania State University
- Jada Phelps-Moultrie, Michigan State University
- Lolita Tabron, University of Denver

184. Joint Program Center for the Study of the Superintendency and District Governance

Meeting
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Marion

Facilitators:
- Meredith Mountford, Florida Atlantic University
- Leigh Ellen Wallace, University of Wisconsin–Milwaukee

185. Networking Session 3

Networking Table
10:40 to 11:50 am
Hyatt Regency Columbus: Floor 2 - Morrow

185-1. Networking Table: Past UCEA Presidents

Facilitators:
- Pedro Reyes, University of Texas at Austin
- Andrea K. Rorrer, University of Utah

185-2. Networking Table: Grant Development

Facilitator:
- Shelby A. Cosner, University of Illinois at Chicago

185-3. Networking Table: Topics in Rural Education

Facilitators:
- Ed Fuller, Pennsylvania State University
- Kristina Astrid Hesbol, University of Denver

185-4. Networking Table: Writing for Nonacademic Audiences

Facilitators:
- David DeMatthews, University of Texas at Austin
- Julian Vasquez Heilig, University of Kentucky

Critical Conversations
10:40 to 11:50 am

Hyatt Regency Columbus: Floor 1 - Taft A

In this Critical Conversation, a series of provocative questions help us examine leading and learning in a post-COVID world—a world of systemic racism, fake news, conspiracy theories, and insurrections. We examine this post-COVID world and provide time for participants to meet, discuss, and plan publications (and actions) focused on these topics. Editors and authors from previous publications will help lead conversations and will provide a continued focus beyond the convention for interested participants.

Facilitators:
- Justin M. Bathon, University of Kentucky
- Erica Friis, Fayette County Public Schools
- Ellie Hollliday, University of Kentucky
- Dan O’Hair, University of Kentucky
- Mary John O’Hair, University of Kentucky
- Karen Perry, University of Kentucky
- Amanda U. Potterton, University of Kentucky
- Lu Young, University of Kentucky

187. Sparkplug Session II: Reconnecting to Your Inner Researcher

Special Session
1:20 to 2:30 pm

Hyatt Regency Columbus: Floor 2 - Clark

Feel alienated from your research? Your data look like another language? Can’t find a way back to that R&R? Or can’t look at your computer without breaking out in a cold sweat? You’re in luck! The past year has put additional stress on many making researching, conceptualizing, and writing incredibly difficult. These new Sparkplug sessions are designed to provide space and support to help you find the joy in your work again. Bring ideas, manuscripts, or anything you want/need to “reconnect” with your inner researcher.

188. The Mess of Educational Leadership: Embracing Transdisciplinary Approaches to Gender, Sexuality, and Race in Educational Leadership

Critical Conversations
1:20 to 2:30 pm

Hyatt Regency Columbus: Floor 2 - Delaware A

This session seeks to funk up and mobilize a new understanding of stories, values, objects, and space/time arrangements in educational leadership. In this session, we will bring together scholars who study critical identity issues in, but not limited to, gender, sexuality, and race. We hope to break down the barriers between different identities and methods of research to push educational leadership toward queer, liberatory frameworks that do not yet exist but are needed.

Facilitators:
- Judy Alston, Ashland University
- Lauren P. Bailes, University of Delaware
- Frank Hernandez, Texas Christian University
- Sarah Margaret Odell, University of Wisconsin–Madison
- Michael P. O’Malley, Texas State University
- Jennie Weiner, University of Connecticut
189. Leadership and Learning: Across Schooling Contexts

In-Person Paper Session

1:20 to 2:30 pm

Hyatt Regency Columbus: Floor 2 - Delaware B

Participants:


Many school reform strategies have addressed the achievement gaps in marginalized populations. These strategies have shown to be effective in high-poverty urban and rural districts. What is not known is whether these strategies are successful in suburban schools. Suburban schools that increase student achievement performance without additional assistance provide insight into the best practices that can impact this needy student population.

The Implementation of Personalized Learning in a Rural School District: A Case Study. Kathy House, University of Louisville; Steve Miracle; W. Kyle Ingle, University of Louisville

In this qualitative case study, we sought to explore the perspectives and experiences of students, teachers, and educational leaders in a rural school district with the implementation of personalized learning. Data analysis consisted of simple descriptive statistics of climate and culture survey data (to contextualize the district and schools) and qualitative analysis of interview data, group-level assessment data, and district documents.

What Do Principals Need to Prepare Future-Ready Students? Cailen O'Shea, North Dakota State University; Scott McLeod, University of Colorado Denver

This study examines what principals believe is necessary for their students to be future-ready and what barriers exist in their contexts. The data for this study comes from one midwestern state and includes 136 principal responses. Findings demonstrate that principals are interested in developing future-ready graduates through providing settings that encourage higher level thinking; student agency; and authentic, real-world work experiences. Disconnects between district interests and implementation and top-down policy mandates impede their work.

Facilitator:

Sheneka Williams, Michigan State University

190. Leading for the Mind

In-Person Paper Session

1:20 to 2:30 pm

Hyatt Regency Columbus: Floor 2 - Delaware C

Participants:

Cognitive Instructional Coherence: A Necessary Condition to Transform Teaching and Learning Postpandemic. Ashlyn Fiegener, Oklahoma State University; Olajumoke Beulah Adigun, University of Oklahoma; Curt Adams, University of Oklahoma

Previous research on instructional coherence is limited to structural alignment. Structural alignment, however, does not mean that school members have a mental representation of the instructional frameworks to guide their work. Mental representations are necessary cognitive structures for creating instructional coherence. The purpose of this study was (a) to conceptualize cognitive instructional coherence, (b) to advance a set of items that measure cognitive instructional coherence, and (c) to test the validity of the new scale.

How Distributed Leadership Builds Teacher Multicultural Self-Efficacy via School Capacity: A Multilevel SEM Approach Using TALIS. Soobin Choi, University of Missouri

Teachers are called upon to be equipped with teacher self-efficacy in multicultural classrooms (TSMC) to respond to an increase in diversity. I examine whether and how distributed leadership contributes to develop TSMC via organizational capacity by using the 2018 Teaching and Learning International Survey. The results of multilevel structural equation modeling (SEM) showed that distributed leadership had an indirect effect on TSMC via the innovative teacher team at the teacher level. The implications will be discussed.
What Educational Leaders Need to Know About School-Based Mindfulness Interventions to Promote Student Well-Being. Deborah Schussler, Pennsylvania State University; Sebrina Doyle, Pennsylvania State University; Kimberly Marie Kohler

When educational leaders select programs to nurture students’ mental health, it is important they understand the core components (pedagogical and theoretical) that comprise the curricula, the research demonstrating impact (or lack of impact) on intended outcomes in specific contexts, and the resources necessary to implement the programs with fidelity. This presentation shares findings from a comprehensive analysis of the curricula, research, and interviews with program developers for 12 mindfulness-based programs for K-12 students.

Facilitator:
Bradley Carpenter, Baylor University

191. Moving Emergent Bilingual Students to the Center: Transforming Leadership Preparation in a District–University Partnership

Symposium
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Delaware D

This symposium presents findings from research of an authentic district–university partnership for leadership preparation. The focus is on a key innovation: that the partnership was grounded in nested practitioner research to improve the district’s pressing problem of practice—disproportionate outcomes for emergent bilinguals (EBs). Findings point to the power of moving EBs to the center, specifically in validating/promoting generation of knowledge everyone needs to lead improvement of and beyond EBs.

Participants:
Brian Belski
Diana Fujimoto
Jennifer Goldstein, California State University, Fullerton
Maritza Lozano, California State University, Fullerton
Christina Maguire

Facilitator:
Nell Scharff Panero, Hunter College, CUNY

192. Emerging Stronger: Advancing Indigenous Self-Determination in Education

Symposium
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Franklin A

The purpose of this symposium is to examine how increased collaboration across the various contexts of Indigenous education might better advance meaningful, community-based Indigenous self-determination in education. The collection of papers demonstrates how responsibility to educate Indigenous students shared by local and state education agencies, Tribal Education Departments/Tribal Education Agencies, universities, and a variety of federal offices creates a highly unique leadership context in our educational systems.

Participants:
Setting the Theoretical and Legal Context for Indigenous Self-Determination in Education. Melissa Cournia, North Dakota State University; Hollie Mackey, North Dakota State University

K-12 Leaders Advancing Self-Determination Through School-Based Professional Development. Sashay Schettler; Melissa Cournia, North Dakota State University; Hollie Mackey, North Dakota State University

Opportunities to Advance Self-Determination Through Partnerships With Tribal Education Departments. Alex Red Corn, Kansas State University
University Leadership Preparation Programs Equipping American Indian/Alaska Native Leaders to Advance Self-Determination. Carrie Frances Whitlow, Kansas State University; Alex Red Corn, Kansas State University
Facilitator:
Hollie Mackey, North Dakota State University

193. Collaborative Efforts by Educational Leaders to Provide Connections, Access, and Opportunities for Undocumented and Latinx students

Symposium
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Franklin B

The audience will enter into conversations about systemic problems for undocumented and Latinx students and the role school leaders play in addressing these. School administrators who completed dissertation studies will engage in dialogue about their study findings about access to higher education for undocumented and Latinx students. The session facilitators will discuss how an EdD program that focused on addressing problems of practice framed in social justice and equity impact school leadership guided these school leaders.

Facilitators:
Ryan Ewell, East Carolina University
Patrick Greene, East Carolina University
Travis Lewis, East Carolina University
Rodney McNeill, East Carolina University
Marjorie Campo Ringler, East Carolina University

194. Leading Through the Fire: Principal Burnout and Turnover

In-Person Paper Session
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Franklin C

Participants:
Making it Work: Principal Burnout, Vitality, and Equity Leadership. James Coviello, Saint Joseph’s University; Aimee Terosky, Saint Joseph’s University

Urban principals work within a complex leadership environment and often confront unsustainable workloads and unrealistic expectations for creating fundamental equitable change for their schools and communities. This qualitative study examined five principals’ experiences of professional and personal vitality and their implications in leading for equity. The findings of this study help shed light on how principals leading for social justice experience vitality while contending with an often-fraught, high-stress leadership environment.

Rewriting the Script: Mapping Alternatives to Principal Withdrawal and Turnover. Andrew Pendola, Auburn University

The purpose of this project is to develop cost-neutral, context-independent interventions to improve principal retention, particularly for the most historically underserved students. Through a series of in-depth interviews, I map principal “exit scripts” as part of sociocognitive process job dissatisfaction and withdrawal. I find several cost-neutral and context-independent adaptations to specific exit scripts districts can pursue. I present “constructive adaptations” to accountability pressures, offering a new, more holistic approach to address ongoing leadership shortages.

Stable Through the Storm: Principal Exits, Race, and Gender During the Great Recession. Andrew Pendola, Auburn University; Ed Fuller, Pennsylvania State University; Liz Hollingworth, University of Iowa

This paper explores how principal exits were altered during the Great Recession across race and gender. Using a sample of over 25,000 principals during a 21-year period, we use time-series models to estimate the comparative risk of exiting. Results demonstrate that, counter to expectations, White male principals were more likely to leave the profession, suggesting they...
feel less “buckled down” during economic crises and perceive less transfer risk and/or workplace commitment.

Facilitator:
Lolita Tabron, University of Denver

195. Re-Membering, Reframing and Reimagining During Times of Pandemic: A Collective Analysis of our Work

Symposium
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Franklin D

This symposium aims at exploring the genealogy of our graduate programs in educational as documented in a recent week-long learning series about the program. The symposium focuses on three objectives: (a) to understand how our work contributes to our community; (b) to explore our program’s genealogical impact following two decades; and (c) to examine our faculty enactment of professional agency aiming at diversity, equity, and dignity.

Participants:
Sustaining a Culture of Pláticas for Community Building and School Leadership. Miguel Angel Guajardo, Texas State University; Leticia Romero Grimaldo, University of Texas at Austin; Esther Renee Bocanegra, Texas State University; Heriberto Arambula-Acosta, Texas State University; Orlando Hinojosa, Texas State University
Reframing and Reimagining What it Means to Be a Social-Justice-Oriented Graduate Program in Pandemic Times. Rolf Straubhaar, Texas State University; James W. Koschoreck, Texas State University
Exploring the Doctoral Educational Leadership Program in the Knowledge Technology Era: Alignment for Future Frontiers of Learning Systems. Khalid Arar, Texas State University; Zach Thomas, Texas State University
How a College Equity Audit Informed Educational Leadership Programmatic Needs. Melissa Ann Martinez, Texas State University

Facilitator: James W. Koschoreck, Texas State University

196. As Equitable as Possible ... to What Ends? Researcher Identity, Equity, and Relationships in a Multi-University Research Collaboration

Critical Conversations
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Knox

This Critical Conversation is for researchers who work in collaborative teams (or who are interested in doing so) to consider and disrupt power inequities that are endemic to university-based research collaborations. We explore the intentions, experiences, processes, and outcomes of creating structures and routines that make collaboration as equitable as possible, given the institutional (academic) constraints, experiences, and manifestations of anxieties that stem from our differential experiences of racial-gender-status oppressions.

Participants:
Terrance Green, University of Texas at Austin
Ahreum Han, University of Illinois at Chicago
Jeremy Dewan Horne, University of Texas at Austin
Ann M. Ishimaru, University of Washington
Fannie Martinez, University of Washington
Shannon Paige Clark, University of Illinois at Chicago
Taylor Smith, University of Texas at Austin

Facilitator: Decoteau J. Irby, University of Illinois at Chicago
197. Supervision for Guerilla Pedagogists: Decentering Whiteness and Increasing Representation Within Supervision

Critical Conversations
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Madison

The editors of a forthcoming book are facilitating a Critical Conversation with panelists who are equity minded and well situated within UCEA. Our proposed book aims to facilitate a paradigm shift towards equity-minded and social justice outcomes within the field of supervision (e.g., educational leadership preparation and PK-12 school-based instructional leadership). The editors will use the constructive feedback from the Critical Conversation to enhance the epistemological and teleological aims of the proposed book.

Participants:
- Mark Anthony Gooden, Teachers College, Columbia University
- Matthew Militello, East Carolina University
- Mariela A. Rodríguez, University of Texas at San Antonio
- Noelle Witherspoon Arnold, Ohio State University
- James S. Wright, San Diego State University

Facilitators:
- Dwayne Ray Cormier, Virginia Commonwealth University
- Ian Mette, University of Maine
- Yanira Oliveras-Ortiz, University of Texas at Tyler

198. EAQ Editorial Board Meeting

Meeting
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Marion

Facilitator:
Gerardo R. López, Michigan State University

199. Learning and Teaching in Educational Leadership Executive Committee

Meeting
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 2 - Morrow

Facilitators:
- Nahed AbdelRahman, Texas A&M University
- Erin Anderson, University of Denver
- Maysaa Barakat, Florida Atlantic University
- Kathleen M. W. Cunningham, University of South Carolina
- Julie Gray, University of West Florida
- Ellen H. Reames, Auburn University
- Daniel Reyes-Guerra, Florida Atlantic University
- Karen L. Sanzo, Old Dominion University
- Rachel Sue White, Old Dominion University
- Tiffany Wright, Millersville University

200. School Shootings and School Leadership: A Critical Conversation

Critical Conversations
1:20 to 2:30 pm
Hyatt Regency Columbus: Floor 1 - Taft A

In reviewing the research related to school shootings, we have noted the lack of research including educators’ perspectives, and especially the lack of research from educational leadership. School
shootings intersect with many of our areas of leadership expertise, such as creating a safe and equitable school environment for all students, fostering school–community relationships, and reducing the overpolicing of schools. This Critical Conversation brings together experts and participants to discuss key research and policy questions.

Participants:
Amanda Jo Cordova, North Dakota State University
David DeMatthews, University of Texas at Austin
Muhammad Khalifa, Ohio State University

Facilitators:
Brandon L. Clark, Iowa State University
Joanne M. Marshall, Iowa State University

201. Addressing Principal Burnout During COVID-19 and Beyond
Symposium
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Delaware A

This symposium assembles scholars who take diverse approaches to studying school leadership issues to discuss principal burnout as a topic that has become increasingly salient during the COVID-19 pandemic. The goals of the symposium are to (a) broaden the current scholarly understanding of principal burnout to include systemic as well as individual factors and (b) highlight the need for further research, policies, and practices that address principal burnout as a chronic problem in K-12 education.

Participants:
Principal Working Conditions and Principal Turnover. Jason A. Grissom, Vanderbilt University
Social and Organizational Inputs Into Principal Well-Being. Laura K. Rogers, University of Utah
Black and Latinx Principal Burnout in an Urban District. Kimberly Clarida, University of Texas at Austin; Pedro Reyes, University of Texas at Austin; David DeMatthews, University of Texas at Austin
Principal Well-Being in Schools—An Integrated Approach. Julia Mahfouz, University of Colorado Denver

Facilitators:
Jason A. Grissom, Vanderbilt University
David DeMatthews, University of Texas at Austin

202. Leading for Equity: School and District Leadership for Socially Just and Equitable Schools
In-Person Paper Session
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Delaware B

Participants:
Confronting Inequities: An Examination of District-Level Equity Directors’ Priorities and Practices. Terrance Green, University of Texas at Austin; Ann M. Ishimaru, University of Washington; Decoteau J. Irby, University of Illinois at Chicago

Districts across the U.S. are creating equity director positions to confront long-standing issues of racial oppression in schools. However, we know little about what equity directors do and how they approach their work. The purpose of this study is to examine the work of district-level equity directors. We ask the following research questions: What do equity directors focus on as key priorities in their work, and what practices do equity directors apply to address them?
Nested Coaching Model: Promising Practices for Equitable School Leadership. Ken Simon, East Carolina University; Lynda Tredway, East Carolina University; Matthew Militello, East Carolina University; Myra Quadros Meis, Leadership Coach Project I4

How can an innovative leadership coaching model support school leaders to develop the knowledge and skills to using evidenced-based observations and conversations to become equity-driven instructional leaders? This year-long study of 74 school leaders explored how networks of leadership coaches, school leaders, and teachers used tools and protocols to promote transfer and increase coherence. Because of the focus on coaching for equitable academic outcomes, school leaders developed their skills as socially just instructional leaders.

Voices From the Other Side: Leadership Practices Teachers Value for Equity Systems Change. Heather L. Roth, University of North Florida

Despite the resistance and allegiance teachers play in shaping the success of organizational equity change efforts, no empirical studies to date examine teachers’ perspectives of leadership practices to disrupt racial inequities. Given this gap in the literature, two questions anchor this study: In schools implementing organizational systems equity to disrupt racial inequities, (a) what leadership practices do teachers value, and (b) what suggestions do teachers have for leaders?

Complicating Cultural Reproduction Theory: A Critical Multilevel Analysis of Systematic Inequality in U.S. Schools. Alison Shelby Page Wilson, South Dakota State University

This study examines the malleable school practices and norms that contribute to inequitable school learning environments based on student background. Multilevel structural equation modeling is used with U.S. PISA 2015 data to examine the extent to which student-level access to inquiry-based science learning opportunities and academic press mediates the relationship between intersectional student background and scientific literacy outcomes. The influence of school-level context, tracking, and academic climate on these variables is also examined.

Facilitator:
Mark Anthony Gooden, Teachers College, Columbia University

203. Leading to Restore: Addressing Racialized Discipline Through Collaborative Leadership
In-Person Paper Session
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Delaware C

Participants:
Exploring School Attendance: Are Black Families and School Officials Adversaries or Collaborators?
Andres Castro, California State University, Long Beach; Charles L. Slater, California State University, Long Beach

The perceptions of stakeholders within a school community regarding attendance are indicative of the critical importance of attending school. Different forms of research and practice when exploring factors affecting school attendance may identify challenges impeding equity in education. This case study allowed Black parents/guardians and school officials to use their voice to address the importance of school attendance while advocating for their students encountering issues with chronic absenteeism and its effect on academics and behavior.

Seeking Active Accountability for Disproportionate Discipline and Disability Classification. Joshua Bornstein, Fairleigh Dickinson University; Hilary Lustick, UMass Lowell; Lauren Shallish, College of New Jersey; LaChan V. Hannon, Montclair State University; Nathern S. A. Okilwa, University of Texas at San Antonio

This study documented the thinking of researchers, practitioners, policy makers, and activists to define a new paradigm for accountability on racially disproportionate suspension and disability classification. Whereas conventional accountability measures disparate outcomes, this study explored accountability that focuses on systems, practices, and people that produced those results. Initial findings indicate that a new accountability paradigm should emphasize democratic engagement, the complexity of student behavior and academic performance, and demonstrative institutional action to disrupt disproportionality.
**What’s (New) Normal? Institutional Logics and Restorative Practices.** Hilary Lustick, UMass Lowell; Vincent Cho, Boston College; Katie Kinnaman, Boston College

Through the lens of institutional logics (Bridwell-Mitchell & Sherer, 2014), we examine the perspectives of educators at one urban charter school. This frame allows us to surface the myriad logics that play a role in teachers’ and leaders’ perspectives. These include a commitment to justice in theory and a sense of accountability to academic standards. We translate these into dilemmas that practitioners should think through in order to promote a sustainable and equitable restorative practice.

**Facilitator:**
Kofi Lomotey, Western Carolina University

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**204. Identity and the Intersection With Education**

**In-Person Paper Session**

2:40 to 3:50 pm

**Hyatt Regency Columbus: Floor 2 - Delaware D**

**Participants:**

*Educational Leaders and Their Impact on African American Male Teachers’ Educational Self-Efficacy.*
Sean Antonetti, Georgia State University; Nicholas J. Sauers, Georgia State University

This qualitative study examined the impact of leaders on African American male (AAM) teachers’ self-efficacy. A purposeful sampling of 11 AAM teachers from various school sites elicited preliminary findings that displayed their school leaders’ behaviors that created positive results with teacher self-efficacy, which in turn led to them staying in their positions. Study results can help provide leaders and policy makers with guidance as they seek to develop a more diverse teaching workforce.

*Listening for Resistance: The Listening Guide Method in Educational Leadership Research.* Sarah Margaret Odell, University of Wisconsin–Madison

Studies on gender and education leadership have remained within the bounds of White patriarchy and been confined to binary, hierarchical gender definitions. Research focuses on women and educational leadership with few studies of men and educational leadership, and no studies that incorporate gender, sexuality, and race and educational leadership. Using Carol Gilligan's Listening Guide method, this study seeks to move educational leadership past binaries and hierarchies toward a new understanding of identity and educational leadership.

*Male Teachers of Color Find Their Sense of Belonging Through Their Teacher of Color Program.* Jason C. Baez, St. John's University

This study explores the experiences of male teachers of color throughout underserved community schools, who are enrolled in a program to retain, support, and develop teachers of color. Moreover, this study examines if the program impacted early-career teachers’ decision to stay in the education profession. The study utilized critical race theory in education, Maslow’s hierarchy of needs, and the need to belong theory (Baumeister & Leary, 1995).

*Women’s Representation in Leadership Theory Textbooks Used in Education Courses.* Colleen Rai Pawlicki, Indiana Department of Education

The purpose of this study was to explore the ways in which women and women’s experiences with leadership theories and their construction are represented and made visible within leadership theory textbooks. Data were drawn from three leadership theory textbooks in education and analyzed through frequency analysis and critical discourse analysis. Findings from this study provide further insights into the discourse of leadership and can help inform local-level policy relating to leadership theory curriculum.

**Facilitator:**
Angel Miles Nash, Chapman University
205. Data-Informed Approaches to Improved Student Experiences and Outcomes
In-Person Paper Session
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Franklin A
Participants:

* Computer Science Trends and Trade-Offs in California’s High Schools. Paul Bruno, University of Illinois at Urbana-Champaign; Colleen Lewis, University of Illinois at Urbana-Champaign
  We use course-level panel data on all California high schools to understand how school leaders have navigated challenges associated with expanding computer science (CS) course offerings. CS expansions do not appear to have come at the expense of CS teachers’ observable qualifications. CS enrollment growth has come at the expense of courses in social studies, English/language arts, language, arts, and other miscellaneous electives, but this does not appear to affect schools’ standardized test scores.

* Early Warning Indicators of Dropping Out of High School: Emerging Roles of Digital Technologies. Alex J. Bowers, Teachers College, Columbia University
  This paper discusses emerging technologies to predict and prevent dropping out of high school through the role of educational leaders in data use and early warning systems (EWS). This paper calls for open access algorithms and code for EWS research and practice and for the inclusion of the community in their equitable design and application, proposing a framework of “Four As of Early Warning Indicators” so that they are Accurate, Accessible, Actionable, and Accountable.

* Teacher Absenteeism and Student Reading Growth and Achievement. Kathryn Conradson, Auburn University; Andrew Pendola, Auburn University
  The purpose of this project is to gain a greater understanding of the relationship between teacher absenteeism and student achievement—more specifically, to determine if a relationship exists between teacher absenteeism and student reading achievement throughout the year. Utilizing individual student data, we find that teacher absenteeism is significantly associated with a reduction in student achievement and growth. We discuss relationships alongside implications for district policies regarding absenteeism and leadership strategies for reducing chronic absenteeism.

Facilitator:
Margaret Thornton, The Learning Accelerator/Princeton University

206. A Focus on Assistant Principals
In-Person Paper Session
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Franklin B
Participants:

* Investigating Gaps in Teachers’ Perceptions of Principal and Assistant Principal Leadership. Jennifer Nelson, University of Illinois at Urbana-Champaign; Joonkil Ahn, University of North Dakota; Karen A. Hegtvedt, Emory University
  Literature on how assistant principals’ role and teacher outcomes compares with those of principals is sparse. Using original survey data, we address how a gap between perceptions of fairness from different administrators affect teachers’ commitment. The structural equation modeling results suggest that teachers expect considerate interpersonal treatment from principals more than they do from assistant principals. Results also evidence teachers expect unbiased feedback on their performance from assistant principals, more than they do from principals.

* Examining a State Initiative to Enhance Assistant Principal Growth and Development. Lauren P. Bailes, University of Delaware; Bryan A. VanGronigen, University of Delaware; Michael Saylor, Delaware Department of Education; Mark Holodick, University of Delaware; Jacquelyn Kay (Owens) Wilson, University of Delaware; Carolyn Hammerschmidt, University of Delaware
  This mixed-methods study examined a year-long professional learning initiative aimed at preparing future principals and enriching a state's educational leadership pipeline. All participants in the state education agency-sponsored initiative were experienced assistant principals. Findings highlight
how some participants had yet to articulate their school leadership and management approach, while many others desired to learn more about how to “run a building” versus tussle with a mindset underlying how to think like a principal.

**Improving Math Outcomes Through an Assistant Principal Math NIC.** Margaret Terry Orr, Fordham University; Ainsley Rudolfo, Fordham University

This paper presents findings from three university cofacilitated networked improvement communities (NICs) of 15 assistant principals. During regular meetings, they learned improvement science tools and practices, addressing a shared problem of practice in math. The findings show how the NIC-based learning developed the assistant principals’ improvement science skills and supported their application in improving teacher practice and changes in teacher support, instruction, and student engagement. Applications for leadership preparation are considered.

**Leadership in Transition: A Case Study of How an Assistant Principal Navigated a Principal Transition.** David S. Woo, University of Utah; Paul Riskus, Chicago Public Schools, Illinois

Principal transitions can be disruptive even under the best of conditions. When a principal is removed, the disruption to the school community can be devastating. Much of the available literature on principal succession has focused on how new leaders navigate the transition once they enter the principalship. Little is known about how school leaders like assistant principals might lead in the interim transitional period. This case study addresses this underresearched aspect of school leadership.

**Facilitator:**
Anna Sun, Rowan University

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**207. Crisis Leadership: Addressing the Needs of Students During and After the COVID-19 Pandemic**

**In-Person Paper Session**

2:40 to 3:50 pm

**Hyatt Regency Columbus: Floor 2 - Franklin C**

**Participants:**

**An Autoethnography of a Self-Proclaimed Antiracist Assistant Principal Learning to Lead During a Global Pandemic.** Kirsten Letofsky, New Mexico State University

Leaders with an antiracist orientation are imperative toward dismantling the inequitable structures of schooling. In this autoethnography, a 1-year assistant principal utilizes transformative leadership theory to engage in self-interrogation of their own practices to identify how they are complicit in perpetuating White supremacy, how they pushed against it, and what actions to take in the future.

**Creating Inviting School Cultures During COVID-19: The Role of the Principal.** Corinne Brion, University of Dayton

The purpose of this qualitative study is to add the literature on how to best create intentionally inviting school cultures during crises. This study responds to the conference theme because if leaders and teachers are not intentionally inviting with all stakeholders, schools cannot be socially just institutions. The study improves the preparation and professional development of educational leaders by providing recommendations to leaders on how they can support their teams in times of crisis.

**Student Psychological Need Thwarting: An Important Prepandemic Exploration to Inform Postpandemic Adjustments.** Olajumoke Beulah Adigun, University of Oklahoma; Ashlyn Fiegener, Oklahoma State University; Curt Adams, University of Oklahoma

This study explores the phenomenon of student psychological need thwarting and connects it to school climate and student maladjustment. Results from this study generate important markers for school support of student psychological safety in schools.

**African-Centered Ideology: Essential to Aiding Families Through the COVID Crisis.** Bodunrin Banwo, University of Massachusetts Boston; Bernida Thompson; Rasheki Kuykendall

African-centered ideology is centered on collectivity practices through relationship formation...
that encourages melanated people to work together, learn together, and build successful lives together. However, as the dangers of COVID-19 became increasingly visible this past year, our “African” communities in the West have taken the brunt of the social and economic fallout. The following research explores social distancing and African-centered learning in two case studies, supplemented by other practitioners’ interviews.

Facilitator:
Alounso Antonio Gilzene, Florida State University

208. School Leadership Partnering, Redesigning, and Reexamining Equity During the Compound Crisis

Symposium
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Franklin D

Five district–university partnership educational leadership programs explore the impact of the compound crisis starting in March 2020. Given the explicit and implicit inequities the pandemic caused or amplified—compounded by the racial injustices revealed and rapid transitions that were experienced in terms of learning facilitation—this symposium focuses on how this influenced curriculum, program delivery, and partnerships. Dialogic engagement will prioritize the present and future challenges to promote effective educational equity leadership.

Participants:
Facing the Challenge in Partnership: Pandemic, Injustice, and a University–District Program Response.
Daniel Reyes-Guerra, Florida Atlantic University; John E. Critelli, Florida Atlantic University; Maysaa Barakat, Florida Atlantic University; Pat Maslin-Ostrowski, Florida Atlantic University

Inwardly Facing Inequitable and Racially Unjust Practices While Outwardly Dealing With the Challenge of the Online Learning Environment Around Implicit Bias and Structural Racism. Tim Drake, North Carolina State University; Bonnie Fusarelli, North Carolina State University; Lacey Seaton, Virginia Commonwealth University; Mario Jackson, North Carolina State University

Leading in Crisis While Maintaining Values. Doug Fisher, San Diego State University

Understanding the “Lost Year” as a “Found Year.” James Norman, Virginia State University

Leading for Equity Through University–District Partnerships and Curriculum Development. Janis Carthon, Albany State University

Facilitators:
Maysaa Barakat, Florida Atlantic University
Pat Maslin-Ostrowski, Florida Atlantic University


International Community Building Session
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Knox

This session presents the findings of five qualitative studies, each focused on a different country (Kenya, Cyprus, Sweden, England, U.S./Texas) and conducted by researchers within these countries, to examine the ways in which principals tried to provide stability to teachers and students during the pandemic, by (a) interacting within and among multiple systems in the environment, (b) participating in relevant decision-making processes, and (c) nurturing a school climate of trust that predated the crisis.

Participants:
Helen Ärlestig, Umeå University, Sweden
Tony Breslin
Lucy Gombe
Olof C. A. Johansson, Umeå University, Sweden
Petros Pashiardis, Open University of Cyprus
Facilitator:
Betty M. Merchant, University of Texas at San Antonio

209a. The UCEA Center for the International Study of School Leadership Presents a Conversation on Post-COVID Leadership and Leadership Preparation

Critical Conversations
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Clark
This year's International Study of School Leadership Center session will highlight the work the center has conducted over the last year via the Zoom for International Practitioners and Scholars (ZIPS) series. Topics addressed throughout the series included the World School Leadership Study (WSLS), Well-Being in a Time of COVID-19, Equity Through an International Lens, and ZIPS for Graduate Students: Conducting International Research. The session will begin with a brief synopsis of key points from each event and will include a discussion of next steps for Year 2 of the work. The session will close with conversation around how leadership preparation programs can use the learnings of the last year to continue to meet the needs of the students they serve through a lens of international understanding.

Facilitator:
Jami Royal Berry, University of Georgia


Critical Conversations
2:40 to 3:50 pm
Hyatt Regency Columbus: Floor 2 - Madison
This Critical Conversation focuses on issues of campus leader burnout and resilience, particularly in times of crisis. Panelists include 12 principals and assistant principals who led schools during the COVID-19 response as well as other crises in five diverse school districts in Texas. Framed by work on burnout, resilience, and emotion work, the conversation highlights voices of school leaders and provides space for discussion about paths forward for practitioners, researchers, and principal preparation programs.

Participants:
Alexandra Channell, Texas Christian University
Lynsey Charles, Texas Christian University
Manuel De La Cruz, Texas Christian University
Charles Erwin, Texas Christian University
Monica Garrett, Texas Christian University
Kimberly Scroggins Harmon, Texas Christian University
Justin C. Hennig, Texas Christian University
Khourie Jones, Texas Christian University
Marlette Martinez, Texas Christian University
Jessica Ramos Jones, Texas Christian University
Ron Rhone, Tarleton State University
Jason Snyder, Texas Christian University

Facilitators:
Tasha Coble Ginn, Texas Christian University
Jo Beth Jimerson, Texas Christian University
Paige Tooley, Texas Christian University

211. Breaking From Disciplinary and Epistemological Boundaries to Combat Researcher Cliques and Groupthink

Critical Conversations
2:40 to 3:50 pm
To imagine the world of academia and educational leadership anew requires us all to break away from the disciplinary and epistemological boundaries and formal and informal cliques that have evolved over time. Participants in this Critical Conversation will be asked to consider this: How can we extend the boundaries of our work in a way that does not silence the voices of those who may not agree with our own individual mindset, value system, and identity?

Facilitators:
Barbara L. Pazey, University of North Texas
Pedro Reyes, University of Texas at Austin

212. School Leadership: Policy, Dis-Ability, and Practice

Critical Conversations
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Delaware A

In this Critical Conversation, we will explore current policies, research, and preparation practices of/ by institutional leadership that enact ability and disability in education leadership. This session will seek to expand and refine theoretical framings in educational leadership research and preparation by engaging intersecting and multidisciplinary perspectives on identity, disability, and power; special education and inclusion; race and policy; as well as ontology of ability.

Participants:
Irma Laura Almager, Texas Tech University
Joshua Bornstein, Fairleigh Dickinson University
Michelle Damiani, Rowan University
Julia Mahfouz, University of Colorado Denver
Holly Manaseri, SUNY Cortland
Andrew Scheef, University of Idaho
Fernando Valle, Texas Tech University
Irene H. Yoon, University of Utah

Facilitators:
William Black, University of South Florida
Arnold Danzig, Arizona State University
Catherine A. O’Brien, Gallaudet University

213. Antiracist Education Leadership and Practice

In-Person Paper Session
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Delaware B

Participants:

Antiracist Education: White Principals Navigating Leadership Amidst Two Pandemics. Sarah D. Lent, University of Wisconsin–Madison

This critical multisite case study examines what shapes or influences how White principals are taking up antiracist attitudes and practices amidst the global COVID-19 pandemic and the recognition of racism as a pandemic. The preliminary findings suggest several influences: (a) level of critical race consciousness, (b) teacher leaders, (c) school-level autonomy, and (d) schools’ antiracist identities. There are implications for leadership practices, policy, and future research.

Multitiered Systems of Support: A Systems Approach to Create Organizational Racial Equity Change. Heather L. Roth, University of North Florida

No study to date has examined multitiered systems of support (MTSS) as systems intervention towards Black student success. Three research questions anchor this study. In schools implementing MTSS committed to racial equity, (a) how do leaders enact their state’s MTTS framework within school improvement, (b) what leadership actions support framing the problem-solving approach with teams to intervene at the systems level, and (c) what impact has MTSS had on Black student
holistic success?
Facilitator:
Noelle Witherspoon Arnold, Ohio State University

214. Views on Principal Residency and Internship
In-Person Paper Session
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Delaware C
Participants:
Interns’ Reflective Learning During a Full-Time Principal Internship. Tim Drake, North Carolina State University; Lacey Seaton, Virginia Commonwealth University; Laura Ivey, North Carolina State University
The internship is considered one of the most important components of high-quality principal preparation. We use weekly reflection logs of 26 full-time principal-interns to explore how interns make sense of their internship, including how it shaped their conceptions of leadership and what experiences were most formative. We found that interns who openly and consistently reflected on their learning seemed better able to advocate for and receive opportunities to experience the full breadth of the principalship.

More Than Principals: Investigating Additional Pipeline(s) of Educators to Engage in School Leadership and Management Work. Bryan A. VanGronigen, University of Delaware; Meredith Lea Wronowski, University of Dayton; Wesley Henry, University of Redlands; James L. Olive, University of Dayton
Recent research has articulated the need for principal pipelines to enhance teaching and learning. In this study, we sought to broaden the conception of “pipeline” past principals and used grounded theory to examine whether a teacher leadership pipeline existed in a large urban district. Interviews with teachers suggest the existence of such a teacher leadership pipeline, but district policies and principal behaviors had considerable influence on the pipeline’s overall strength and specific entry points.

The Effects of Participating in a Principal Residency Program on Aspiring School Leaders. Virginia Snodgrass Rangel, University of Houston; Keith Allen Butcher, University of Houston; Matthew Farmer, University of Houston
The goal of this 3-year, mixed-methods study is to track principal candidates as they progress through a principal residency program (PRP) or traditional program in Texas. In general, we found that students in the PRP had more leadership experiences than the traditional students and also described their experiences as more authentic. Campus mentors played an important role as gatekeepers, and neither program type was more likely to facilitate students’ work on equity-related issues.

For principal preparation program graduate success, the selection of an aspiring school administrator’s internship placement/mentor principal is second in importance only to the decision about whom to select into a leadership preparation program. We review the scant literature on internship placement assignment processes, describe the Principal Preparation for Excellence and Equity in Rural Schools (PPEERS) program, explain the process by which we have developed our internship placement protocol, and introduce the protocol and tool.
Facilitator:
Kristina Astrid Hesbol, University of Denver

215. Space Is the Place: The “Spatial Turn” in Education Leadership and Administration
In-Person Paper Session
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Delaware D
Participants:

A School Like Mine: Geography, Demography, and New Teachers’ Career Trajectories in Texas. Wesley L. Edwards, University of North Texas

By their 5th year, 40% of new teachers in Texas leave their initial position. This is troubling, as new teachers are more likely to work in schools serving low-income and historically marginalized communities of color. I examine whether new teachers employed in schools geographically/demographically similar to the public schools they attended are more likely to remain in their current positions. Results will inform leadership and policy towards supporting teacher recruitment, preparation, and retention.

Using Participatory Photography to Understand Student Concepts of Place and Space. Erin Atwood, Texas Christian University; Leslie Uchenna Ekpe, Texas Christian University; Elissa Bryant, Texas Christian University; Kimberly Scroggins Harmon, 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.

Charting Shuttered Schools in the Mountain West Region: A Critical Race Spatial Analysis. M. Nathan Tanner, University of Illinois at Urbana-Champaign

This study uses critical race spatial analysis to chart the location of closed or shuttered schools in the Mountain West geopolitical region. Given the rise of racial and social inequality across the U.S., it behooves education leaders and policymakers to understand the politics of school closure, and how to promote the kinds of “democracy-driven” initiatives that advocate for social justice and challenge Whiteness.

Facilitator:

DeMarcus A. Jenkins, Pennsylvania State University

216. Leadership for School Improvement and Change

In-Person Paper Session
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Franklin A

Participants:

A Community Model of Parability: A School Improvement Model. Michael Ota, Texas State University

Special education in public schools have followed a medical model since its inception in the 1960s. However, researchers, advocates, and policy have evolved towards an inclusion model. This paper proposes a community model of parability for special education, where supports and services are based on the strengths of the individual, the culture of the family, and the resources of the community. Fourteen studies were reviewed, and themes were identified for leadership's best practice.

Thriving: A Counternarrative of Three Schools Focused on Improvement. Erin Anderson, University of Denver; Naichen Zhao, University of Denver

The pandemic required school staff to create new types of learning environments, adjust instructional strategies for a virtual world, and continue to support the academic and social needs of their students—all while navigating their own health and safety needs. Despite the unprecedented challenges, the three schools in this study maintained positive energy and a learner stance and showed progress and achievement on their problems of practice—thriving through systemic change, multiple perspectives, and an equity focus.

Using Root Cause Analysis for Urban School Improvement. Elsa G. Villarreal, Texas A&M University; Karen G. McIntush, Texas A&M University; Bobby G. Gentry, Texas A&M University; Roya Pashmforoosh, Texas A&M University; Yvonne Costello, Texas A&M University; Beverly Irby, Texas A&M University; Rafael Lara-Alecio, Texas A&M University; Fuhui Tong, Texas A&M University; Matthew Etchells, Texas A&M University
The purpose of this study is to identify concerns found across various urban schools. A root cause analysis (RCA) is an effective tool to use reactively to proactively analyze and optimize process systems. In this qualitative study, we analyzed the results of eight RCAs from urban schools under school turnaround initiatives. The analysis of the qualitative data revealed three overarching themes consistently found across all schools: leadership, teacher effectiveness, and school culture.

Whose Tracks? A Literature Review of Tracking and Detracking Post-NCLB. Shannon Holder, University of Connecticut; Margaret Thornton, The Learning Accelerator/Princeton University

We examined peer-reviewed scholarly articles published between 2002 and 2019. The majority suggested either that tracking is detrimental to student learning or that detracking can be beneficial. Within the analyzed studies, 52 had authors who presented findings that were either negatively oriented toward tracking or positively oriented toward detracking (or both). Only one study presented negative findings regarding detracking, while 16 studies had findings with a mixed or neutral orientation.

Facilitator:
Jennie Weiner, University of Connecticut

217. Educational Leadership in Diverse International Contexts
In-Person Paper Session
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Franklin B
Participants:
Being Atys I—Stuck in Between: An “Urgent Call” for EdD Programs in Turkey. Pinar Ayyildiz, Ankara Medipol University; Tuncer Fidan; Turker Kurt; Gökhan Arastaman, Hacettepe University

We search for meaningful answers to the following questions while intending to cater to the presence of the stakeholders and hoping to cast light on the ongoing debate. Why is there a need for EdD programs alongside the current PhD programs in Turkey? How can (and should) EdD programs be customized and hence designed to optimally target the observed specific and changing needs of all the parties?

Inclusive Education in Belize: Meeting the Needs of All Children. Katherine Curry, Oklahoma State University; Edward L. Harris, Oklahoma State University; Jentre J. Olsen, Oklahoma State University; Ashlyn Fiegener, Oklahoma State University

Through Hornby’s (2015) theory of inclusive special education, this qualitative case study sought to understand teacher differentiation practices in Belize, where teacher training has only recently been mandated. Recent changes in compulsory education for all children ages 5–15 have presented challenges in meeting the needs of an increasingly diverse student population. Findings include a need for additional teacher training and suggest evidence of an inclusive education philosophy with limited special education intervention strategies in practice.

Strategies of Coping With Loneliness Among School Principals. Peleg Dor-Haim, Tel-Aviv University; Izhar Oplatka, Tel Aviv University

This study aimed to trace the ways by which Israeli principals cope with their sense of loneliness as well as to unearth the strategies they use to face their sense of loneliness. Understanding principals’ coping strategies with their loneliness is important in view of evidence indicating that principals report a high sense of loneliness in their job.

Effects of Teacher-Centered and Student-Centered Teaching Practices on Achievement Gap Caused by Family Socioeconomic Status. Jinjie Zhu, Ohio State University; Jingjing Liang; Roger Goddard, Ohio State University

We examined to what extent teacher-centered and student-centered teaching practices are related to the achievement gap caused by family socioeconomic status. The multilevel models on data from 4,291 fourth-grade students and 179 mathematics teachers in Chinese Taipei in the Trends in International Mathematics and Science Study 2015 demonstrated that the teacher-centered teaching practice was associated with a narrowed achievement gap, and student-centered teaching practice was associated with the widening achievement gap.
Facilitator:
Terri Nicol Watson, The City College of New York

218. Participatory Praxis in Educational Leadership With Marginalized Students and Families
Symposium
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Franklin C
This symposium examines the role of historically marginalized students, families, and communities as current and legitimate educational leaders. We draw on youth participatory action research (YPAR) and community organizing approaches to invert prevailing policy and research narratives that often position young people as future leaders; instead, we reenvision them as present leaders and drivers of school, community, and social change.
Participants:
“If We Don’t Do it, Who Else Will?” Exploring the Experiences of Chicana/x and Latina/x Leaders in Community-Based Organizations in South Texas. Lisa Mendoza Knecht, University of Texas at San Antonio
Safe Zones, Dangerous Leadership: Decolonial Leadership in Settler-Colonial School Contexts. Ethan Chang, University of Hawai’i at Manoa; Jason Cummins, Montana State University
“Because We’re a Person and Not a Thing:” Listening to the Voices of Elementary-Aged Youth of Color to Affect School Change. Courtney Camille Mauldin, Syracuse University
Facilitator:
Anjalé Welton, University of Wisconsin–Madison

219. Principal Supervision and Evaluation
In-Person Paper Session
4:00 to 5:10 pm
Hyatt Regency Columbus: Floor 2 - Franklin D
Participants:
Performance Assessment for Leaders Labor Market Impact Study. Margaret Terry Orr, Fordham University; Liz Hollingworth, University of Iowa; Xinyi Wang, Fordham University
This an evaluation of the labor market impact of Massachusetts’ Performance Assessment for Leaders (PAL) on initial school leaders pool. It draws on multiple years of licensure and employment information to determine the number and rate of newly licensed educators who become school leaders before and after PAL became a licensure requirement. This study also considered type of preparation pathway, gender, and race/ethnicity, to isolate the unique relationship between PAL scores and career outcomes.
Principal Evaluation From the Principal’s Perspective: Investigating Intrinsic and Extrinsic Motivation Approaches in Principal Evaluation Systems. Madeline Mavrogordato, Michigan State University; Morgaen Donaldson, University of Connecticut; Hana Kang, Michigan State University; Peter Youngs, University of Virginia; Shaun Dougherty, University of Connecticut
In the past decade, nearly every state approved legislation that altered how principals are evaluated and supported. This mixedmethods study leverages survey and interview data from principals across 25 school districts in three states to examine principals’ experiences with and perceptions of how they are being evaluated. This paper specifically investigates how the integration of intrinsic and extrinsic motivation approaches shape principals’ perceptions of the quality of their districts’ evaluation system.
Concurrent Validation and Bias Review of the Performance Assessment for Leaders. Margaret Terry Orr, Fordham University; Liz Hollingworth, University of Iowa; Xinyi Wang, Fordham University
This is a concurrent validation and bias study of the Massachusetts Performance Assessment for Leaders (PAL), an authentic, large-scale performance assessment system required for aspiring
leaders for licensure. This validity study explores the relationship between candidates’ scores and educator evaluation ratings. Findings suggest PAL identifies quality educators to pursue educational leadership, either in discouraging less qualified educators from pursuing licensure or by contributing to educator quality through preparation and assessment experiences.

Facilitator:  
John Yun, Michigan State University

220. A Critical Conversation About Mindfulness for School Leaders  
Critical Conversations  
4:00 to 5:10 pm  
Hyatt Regency Columbus: Floor 2 - Knox

In light of the current global pandemic, this session will engage participants in dialogue about how educational leadership preparation programs can provide crisis management training inclusive of emotional intelligence, mindfulness, and agility. Literature coupled with modern-day experiences indicates that the complexities of school leadership contribute to stressors resulting in burnout and decreased retention. This session will explore how school leadership programs can proactively integrate a social-emotional construct when preparing rising school leaders for effective crisis management.

Facilitator:  
Adrianne Wilson, University of Tampa

222. Networking Session 4  
Networking Table  
4:00 to 5:10 pm  
Hyatt Regency Columbus: Floor 2 - Morrow

222-1. Networking Table: Designing Quantitative Studies  
Facilitators:  
Alex J. Bowers, Teachers College, Columbia University  
Jiangang Xia, University of Nebraska–Lincoln

222-2. Networking Table: Transitions From Practice to Academia  
Facilitator:  
Paul Cruz, University of Texas at Austin

222-3. Networking Table: Recent Early Career Award Winners  
Facilitators:  
Miriam D. Ezzani, Texas Christian University  
Lolita Tabron, University of Denver

223. Culturally Responsive School Leadership, Bilingual Education, and Leadership Education: New Directions for Research and Practice  
Critical Conversations  
4:00 to 5:10 pm  
Hyatt Regency Columbus: Floor 1 - Taft A

The purpose of this Critical Conversation is to explore the intersection of culturally responsive school leadership with bilingual education programs as it relates to leadership development. A diverse panel of faculty and practitioners who are involved in leadership education and bilingual education will facilitate our session. We bring together district- and state-level practitioners and researchers to discuss the strategies they have adopted to ensure educational equity and culturally responsive approaches in their programs.
Participants:
- David DeMatthews, University of Texas at Austin
- Ivonne Durant, Dallas ISD/iDurantConsulting
- Stephanie Forman, University of Washington
- Elena Izquierdo Izquierdo, University of Texas at El Paso
- Anthony Holland Johnson, California State University, Stanislaus
- Percy Percy-Calaff

Facilitators:
- Rebecca Marie Callahan, University of Texas at Austin
- Anysia P. Mayer, California State University, Stanislaus


Special Session
5:15 to 6:15 pm
Hyatt Regency Columbus: Floor 2 - Union ABC
See call-out box.

**General Session V: UCEA Presidential Address: William (Bill) Black**

Leadership Beyond Ableism: Toward Collective Responsibility and Interdependence

William R. (Bill) Black is current UCEA president and Professor of Educational Leadership and Policy Studies at the University of South Florida. Before joining USF, Dr. Black was an Assistant Professor of Educational Leadership and Policy Studies at Indiana University–Purdue University at Indianapolis. Dr. Black has worked in Florida, Costa Rica, and Texas as a community educator and immigration paralegal, bilingual elementary school teacher, and elementary administrator. He received his MEd and PhD in Educational Administration from the University of Texas at Austin. Dr. Black’s research focuses on leadership preparation and partnerships, as well as educational policy implementation related to students identified with disabilities and bilingual/bicultural students. Dr. Black has served as the coeditor of the *Journal of Cases in Educational Leadership* and recently coedited two volumes in the *Research and Theory in Educational Leadership Book Series*.

Session 224  Saturday Nov. 13  5:15–6:15 pm EST
Hyatt Regency Columbus: Floor 2 - Union ABC
225. UCEA Annual Banquet Cocktail Hour
Reception
6:30 to 7:30 pm
Hyatt Regency Columbus: Floor 3 - Regency Foyer
See call-out box.

226. UCEA Annual Banquet Dinner
Ticketed Event
7:30 to 9:00 pm
Hyatt Regency Columbus: Floor 3 - Regency Ballroom
See call-out box.

227. UCEA Annual Banquet Party
Reception
9:00 to 11:00 pm
Hyatt Regency Columbus: Floor 3 - Regency Ballroom
See call-out box.

UCEA BANQUET

Join us for cocktails 6:30 in the Regency Foyer, followed by dinner in the Regency Ballroom until 9:00 pm. The Banquet Party continues 9:00–10:00 pm.

Sessions 225–227   Saturday Nov. 13   6:30–11:00 pm EST
Hyatt Regency Columbus: Floor 3 - Regency Foyer & Ballroom
228. Emerging Stronger After Major Crises: Supporting Junior Faculty Success
Post-Convention Work Sessions and Workshops
8:00 to 10:00 am EST
Hyatt Regency Columbus: Floor 2 - Delaware A
Are you tired of feeling insecure about tenure and promotion? Worried about how COVID impacted your tenure and promotion timeline? Don’t know when or how to start your dossier? Need a mentor with expertise to help through these disconcerting times? Concerned about all this confusion? This workshop will help answer and allay your concerns. You will hear from distinguished leaders in the field and legal experts with extensive experience on issues of promotion and tenure.
Facilitators:
  - Bruce Barnett, University of Texas at San Antonio
  - Paul Goldman, Washington State University
  - María Luisa González, University of Texas at El Paso
  - Michelle D. Young, Loyola Marymount University

229. Educational Leadership Lab: Providing Innovative Solutions Using Design Thinking Approach
Post-Convention Work Sessions and Workshops
8:00 to 10:00 am
Hyatt Regency Columbus: Floor 2 - Delaware B
This 2-hour session aims to simulate educational leadership labs’ tools and a model we created to help principals and teachers to develop their practices and provide quality and innovative solutions. Participants will use the main tools and go through the main steps of this approach and have copies of the previous labs’ reports.
Facilitator:
  - Rania Sawalhi, Eduenterprise

230. UCEA Voices 4 Effort
Post-Convention Work Sessions and Workshops
10:00 am to 12:00 pm
Hyatt Regency Columbus: Floor 2 - Delaware B
The purpose of this UCEA workshop session is to finalize the work on the Voices 4 data set, decide about the future of this research project, and bring awareness about the project and our preliminary findings to the UCEA community. This session will include eight researchers, who will briefly report on the focus groups they conducted. The workshop is an opportunity to share this research with the attendants and invite other researchers to participate.
Participants:
  - Maysaa Barakat, Florida Atlantic University
  - Corinne Brion, University of Dayton
  - Ann H. Burns, Eastern Kentucky University
Summer Pannell, Stephen F. Austin State University
Daniel Reyes-Guerra, Florida Atlantic University
Rachel Roegman, University of Illinois at Urbana-Champaign
Barbara Suggs Mason

Facilitators:
Julia Nell Ballenger, Texas A&M University–Commerce
Andrew William Place, Eastern Kentucky University
Mariela A. Rodríguez, University of Texas at San Antonio
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<td>Gerardo R. López</td>
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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
2019 University of Washington Danforth Educational Leadership Program
2021

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, 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
2018 Pedro Reyes, University of Texas at Austin;
Daniel L. Duke, University of Virginia
2019 Diana G. Pounder, University of Utah
2020 Kofi Lomotey, Western Carolina University
2021
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 A. Veir, University of Texas at Austin
1989 Paul V. Bredeson, Pennsylvania State University
1990 Kent D. Peterson, University of Wisconsin–Madison
1991 Ann W. Hart, University of Utah
1992 Paula M. Short, Pennsylvania State University
1993 Stephen L. Jacobson, University at Buffalo, SUNY
1994 Neil Theobald, Indiana University
1995 Carolyn Kelley, University of Wisconsin–Madison
1996 Roger D. Goddard, University of Michigan–Ann Arbor
1997 Patsy E. Johnson, University of Kentucky
1998 Cynthia Reed, Auburn University
1999 Gerardo López, Indiana University–Bloomington
2000 Andrea Rorrer, University of Utah
2001 Suzanne E. Eckes, Indiana University–Bloomington; Linda Skrla, Texas A&M University
2002 Thomas Alsberry, North Carolina State University; Jeffrey Wayman, University of Texas at Austin
2003 Sara L. Dexter, University of Virginia
2004 Brendan Maxcy, Indiana University
2005 Julian Heilig, University of Texas at Austin
2006 Alex Bowers, University of Texas at San Antonio
2007 Morgaen L. Donaldson, University of Connecticut
2008 Hollie J. Mackey, University of Oklahoma
2009 Anjalé D. Welton, University of Illinois at Urbana-Champaign
2010 Ann M. Ishimaru, University of Washington
2011 David E. DeMatthews, University of Texas at El Paso
2012 Chad R. Lochmiller, Indiana University
2013 Lolita Tabron, University of Denver
2014 Miriam Ezzani, Texas Christian University

UCEA Social and Racial Justice Award

The UCEA Social and Racial Justice Award was established in 2021 to recognize an educational leadership faculty member (current or retired) who demonstrates outstanding leadership in furthering the values of UCEA to foster diversity, equity, and social justice in PK-20 educational organizations.

2021
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.

2006 Jay D. Scribner, University of Texas at Austin
2007 Leonard Burrello, Indiana University
2008 Bruce Cooper, Fordham University
2009 Paul Bredeson, University of Wisconsin–Madison; Linda C. Tillman, University of North Carolina at Chapel Hill
2010 Martha N. Ovando, University of Texas at Austin
2011 Frances K. Kochan, Auburn University
2012 James Joseph Scheurich, Texas A&M University
2013 Ed Fuller, Pennsylvania State University
2014 Catherine A. Lugg, Rutgers University
2015 Betty Malen, University of Maryland
2016 Carol A. Mullen, Virginia Tech University
2017 Mark Anthony Gooden, Teachers College, Columbia University
2018 Encarnación Garza, University of Texas at San Antonio
2019 Allison Borden, University of New Mexico
2020 Michelle D. Young, Loyola Marymount University
2021

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. López, 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
2014 Julian Vasquez Heilig, California State University, Sacramento
2015 Michele Acker-Hocevar, Washington State University–Spokane; Patricia F. First, Clemson University; Gail C. Furman, Washington State University–Spokane; Liz Hollingworth, University of Iowa
2016 Pamela D. Tucker, University of Virginia
2017 Casey D. Cobb, University of Connecticut; Patrick B. Forsyth, University of Oklahoma
2018 Sharon D. Kruse, Washington State University; Gordon Gates, Washington State University; Stephen L. Jacobson, University at Buffalo, SUNY
2019 Sara Dexter, University of Virginia
2020 Allison M. Borden, University of New Mexico
2021
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 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
2018  Shelby Cosner, University of Illinois at Chicago
2019  Karen L. Sanzo, Old Dominion University
2020  Stephen L. Jacobson, University at Buffalo, SUNY
       Andrea Rorrer, University of Utah
2021

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 Kelley, University of Wisconsin–Madison
2018  Melissa A. Martinez, Texas State University, & Anjalé D. Welton, University of Illinois at Urbana-Champaign
2019  Erica Fernández, Miami University, & Samantha M. Paredes Scribner, Indiana University–Purdue University Indianapolis
2020  Eliana Castro, Cierra Presberry, & Terah Venzant Chambers, Michigan State University
2021
Edwin M. Bridges Award for Contributions to the Preparation and Development of School Leaders

The Edwin M. Bridges Award is given by UCEA 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 preservice 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
2018  Michelle D. Young, University of Virginia

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 Dickinson University
2014  Sally J. Zepeda, University of Georgia, & R. Stewart Mayers, Southeastern Oklahoma State University
2016  Dorothy Hines-Datiri, University of Kansas
2017  David S. Knight, Elena Izquierdo, & David E. DeMatthews, University of Texas at El Paso
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
2007 Audrey Addi-Raccah, Tel-Aviv University

**William J. Davis Award**

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.
2008 Ronald H. Heck, University of Hawai‘i–Manoa
2009 Viviane M. J. Robinson, University of Auckland; Claire A. Lloyd, University of Illinois at Urbana-Champaign; & Kenneth J. Rowe, Australian Council for Educational Research
2010 Roger D. Goddard, Texas A&M University; Serena J. Salloum, University of Michigan; & Dan Berebitsky, University of Michigan
2011 Autumn K. Tooms, University of Tennessee–Knoxville; Catherine Lugg, Rutgers University; & Ira E. Bogotch, Florida Atlantic University
2012 Virginia Roach, George Washington University; L. Wes Smith, Early College High School; & James Boutin, District of Columbia Public Schools
2013 Rose M. Ylimaki, University of Arizona; David Arsen, Michigan State University; & Yongmei Ni, University of Utah
2014 Anysia Peni Mayer, University of Connecticut; Morgaen L. Donaldson, University of Connecticut; Kimberly LeChasseur, University of Connecticut; Anjalé D. Welton, University of Illinois at Urbana-Champaign; & Casey D. Cobb, University of Connecticut
2015 Gerardo R. López, Loyola University New Orleans, & Rebeca Burciaga, San José State University
2016 Terrance L. Green, University of Texas at Austin
2017 Christopher Day, University of Nottingham; Qing Gu, University of Nottingham; & Pam Sammons, University of Oxford
2018 David E. DeMatthews, University of Texas at El Paso; Roderick L. Carey, University of Delaware; Arturo Olivarez, University of Texas at El Paso; & Kevin Moussavi Saeedi, University of Texas at El Paso
2019 Melanie Bertrand, Arizona State University
2020 Carrie Sampson, Arizona State University
2021
For details about UCEA Awards, see
http://www.ucea.org/opportunities/about-awards/
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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
2017 Sheraton Denver Downtown, Denver, CO
2018 Marriott Marquis Houston, Houston, TX
2019 Hilton New Orleans Riverside, New Orleans, LA
2020 Virtual
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REPORTING EMERGENCIES

While many specific types of emergencies may occur in the hotel, you need only know one procedure for reporting any emergency: dialing 55. There are five steps that everyone should use to report an emergency.

STEP 1 – DIAL EXTENSION “55”
Whenever someone is confronted with an emergency, they should dial the hotel emergency extension of 55 on a house/guestroom phone. This extension rings a dedicated line monitored 24 hours a day. This line takes priority over all other business and concerns. Dialing 911 will ring to emergency services; however, with such a large facility, it is best to dial 55 to report the emergency, then allow the hotel to guide emergency services to the best entry point.

STEP 2 – GIVE YOUR NAME

STEP 3 – GIVE THE LOCATION OF EMERGENCY

STEP 4 – NATURE OF THE EMERGENCY
Give a brief, concise description of the emergency. Describe what exactly the emergency situation is, when the emergency began, why and how the emergency occurred. Speak slowly and clearly and answer any questions from the operator.

EMERGENCIES
The hotel has eight emergency codes:

- Code 1 Fire
- Code 2 Medical Emergency
- Code 3 Security/Bomb Threat
- Code 4 Engineering
- Code 5 Weather Emergency
- Code 6 Media Alert
- Code 7 All Hands on Deck
- Code 8 Missing Child

The bolded codes are emergencies that would most impact guests and would be communicated over the hotel’s life safety system through audible alarms, visual strobes, and live announcements. If any of the bolded emergencies happen, the following series of events will take place:

1. All guests will be notified through the hotel’s life safety system. You will hear audible alarms, see visual strobes, and then hear an announcement with instructions on what to do next (i.e., evacuate the hotel or stay on place and await further instructions).

2. In the event of a hotel evacuation, the hotel's rendezvous point is Sensebrenner Park, located across the street from the hotel on the Southeast corner of High and Nationwide Boulevard. In the case of inclement weather, the rendezvous point is located at the base of the triple escalators in the North end of the convention center, accessible via Level 2 only.

3. If evacuated, and once at the rendezvous point, report to the hotel representative. Please share your name, room number, and if any medical attention is needed.

HOSPITAL
The closest hospital is Grant Medical Center: 111 S. Grant Ave. Columbus, OH 43215
Hotel Map: Floors 1 & 2
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