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## Current Challenges to Educational Leadership & Administration: An International Survey Report on the Pilot Survey

Philip A. Woods  
 Amanda Roberts  
 Suzanna Culshaw  
 University of Hertfordshire, UK

### The International Congress

This pilot international survey is being undertaken under the auspices of the International Congress, an evolving forum with the aim of sharing concerns and interests between countries relating to the field and practice of educational leadership and administration. Initiated by the British Educational Leadership, Management & Administration Society (BELMAS) in 2013, the Congress is currently hosted by UCEA with the intention of its hosting passing to other national educational administration societies.

### The International Survey

Meetings between UCEA and BELMAS representatives in 2016 led to the idea of conducting an exploratory project. This would be a first step for the International Congress in identifying issues of difference and overlap across countries and would respond to some of the ideas expressed at the Congress meeting at the UCEA 2015 conference. The idea of an international survey was presented at the International Summit during the UCEA 2016 conference, where support for the idea was apparent and a range of comments during discussion was noted. It was accordingly decided to carry out a pilot survey in 2017 and present the findings at the UCEA 2017 conference.

The purpose of the survey is to generate a comparative picture of perceived challenges to educational leadership and administration, with a view to seeing in what ways they are similar and different across countries. This exploratory work is guided not by a rigid centralised framework of thinking but by an intention to facilitate diverse and de-centred accounts of the challenges in different countries.

The project's organising group is Michelle D. Young (UCEA executive director; University of Virginia), Gopal Midha (graduate student, University of Virginia), Stephen Jacobson (UCEA associate director for international initiatives; University of Buffalo), Ian Potter (BELMAS international

University of Missouri—Columbia  
 University of Nebraska—Lincoln  
 University of New Mexico  
 University of North Carolina at Chapel Hill  
 University of North Carolina at Greensboro  
 University of North Texas  
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 University of South Florida  
 University of Tennessee—Knoxville  
 University of Texas at Austin  
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## Contributing to the *Review*

The content of the *UCEA Review* is not peer reviewed, and any opinions printed in the *Review* should not be viewed as a statement by UCEA, UCEA Executive Board members, UCEA member institutions, or UCEA faculty. The opinions expressed are those of the authors alone. The *UCEA Review* serves as a source of information and news and a place where program innovations are shared and critical questions are raised. Members use the review for debate, to share opinions, and to engage the educational administration community in conversation and debate. If you have ideas concerning substantive feature articles, interviews, point/counterpoints, or innovative programs, *UCEA Review* editors would be happy to hear from you. The Editorial Team (see back page of the *Review*) meets twice a year. One to two features appear in each issue of the *Review*, which is published three times a year.

**Deadlines:** April 1, August 1, December 15

coordinator), and Philip Woods (BELMAS immediate past chair; University of Hertfordshire).

A qualitative questionnaire was designed by the group, inviting open-ended responses. The questions are as follows:

1. What would you say is the most interesting development in educational leadership and administration currently happening in [country]?
2. What from your viewpoint is the main challenge facing the practice of educational leadership and administration in [country]? Please elaborate and offer specific examples.
3. What from your viewpoint are other key challenges facing the practice of educational leadership and administration in [country]? Please elaborate and offer specific examples.
4. What, from your viewpoint, are the key challenges facing the development of educational leaders/administrators in [country]? Please indicate the challenge you feel is most pressing.
5. What, if anything, do you believe is not being given sufficient attention within the academic study of educational leadership and administration? Please elaborate and offer specific examples.

The intention was that the questionnaire could be adapted as necessary in its language to reflect national contexts. Contacts in 27 countries were asked in August 2017 if they would act as national coordinators for the pilot. Their responsibility was to choose four or five potential participants (a mixture of practitioners and academics) in their country and to invite them to participate by completing the questionnaire. The national coordinator would then receive completed questionnaires, prepare a two-page summary of the responses, and forward this to Philip Woods to organise the analysis of the national summaries.

The 27 countries in which contacts were invited to act as national coordinators are shown below.

Canada	Australia	South Africa
Chile	India	Spain
China	Ireland	Sweden
Cyprus	Israel	Switzerland
Denmark	Jamaica	Tanzania
Ethiopia	Kenya	Thailand
Finland	Lithuania	UK (England)
Germany	Malta	United States
Hong Kong (China)	New Zealand	
	Norway	

Ten contacts agreed to act as national coordinators for the following countries: Denmark, England, Ethiopia, Finland, Hong Kong (China), Ireland, Israel, New Zealand, Sweden, and the U.S. At the time of preparing this report, national summaries have been received from six countries (national coordinator in parenthesis): Denmark (Leif Moos), England (Philip Woods), Ethiopia (Getnet Tizazu Fetene), Israel (Ronit Bogler), Sweden (Olof Johansson) and the U.S. (Bruce Barnett).

In all, there were 27 respondents from across these countries—20 academics and seven practitioners. Some of the academics have had previous practitioner experience. For example, the four in Ethiopia have served as high school principals or deputy principals before assuming university positions.

The national summaries have been analysed by the authors of this report, with the aim of identifying commonalities, differences, and themes.<sup>1</sup> Rather than viewing the findings below as a complete or comprehensive analysis, they are offered as our shared judgment of how some of the issues raised might be presented to aid further discussion and analysis.

## Findings From Pilot

In this section, we suggest broad themes that we have identified as emerging from the analysis of the national summaries. More specific points relating to these themes are set out under each one, indicating the country or countries where they were identified.

### Changing conceptions and practice of school leadership.

If change is a common factor, the direction of change and the tensions impacting upon it show both some similarities and differences between countries.

There are indications of a shift in the role of principal from management to leadership of pedagogy or instructional leadership (Denmark), but also a shift away from instructional leadership as a result of factors such as administrative stress (Israel). Changes in conceptions of leadership and the leadership of learning are mentioned as well as a concern as to how to keep the focus on leadership for learning given requirements to attend to other matters (England, Ethiopia, Sweden). In Ethiopia, some respondents consider the tendency to decentralise educational leadership practice, especially in primary and secondary schools, to be an encouraging trend; a respondent from Sweden mentions a growing acceptance of local solutions in relation to how to organise and govern schools. The Ethiopia summary, however, also emphasises the main challenge being the deprofessionalisation of educational leadership, resulting from political interference and inadequate attention to professional competence, with leaders being seen as political appointees rather than professionals.

Leadership as a competitive and entrepreneurial activity is being reinforced or enhanced in some contexts (England, Israel). The Israel summary refers to interschool competition in some areas and an increasing need to raise funding for the school from external sources, as well as the challenge of preparing school leaders to adapt successfully to the rapid changes in the market. In terms of navigating changing policy contexts in England, there is a need for leaders to engage in “relentless strategising.”

Opposing pressures are apparent that have implications for how leadership is conceived and practised. As well as competitive pressures, school leaders are required to cooperate with each other in a context where partnership is also a predominant policy priority and leadership of groups of schools is a growing requirement (England). There are moves towards greater autonomy in schools at the same time as centralising pressures (Israel) and political influence (Israel, Ethiopia, Sweden). The Israel summary refers to juggling between centralised and decentralised education systems

<sup>1</sup> In the Sweden summary, two of the responses were in English, one in Swedish. Only the English responses are reflected in the analysis in this report.

and the demands of decentralisation on the one hand and accountability to the public on the other. Although in Sweden an acceptance of local solutions was mentioned (noted above), another Swedish respondent highlighted difficulties created for school leaders by decisions of politicians and lack of money and knowledge at the local level. In Denmark, the challenge of managing two kinds of expectations is highlighted: being close to the teachers’ educational practice and at the same time responsive to administrative and strategic demands.

Complex changes are turning attentions to diverse conceptions of leadership and the forms its practice may take. Some have been mentioned above: leadership conceived as management, instructional, entrepreneurial, or cooperative and as locally focused leadership exercising autonomy. Evolving conceptions of leadership and the intensification of the school leadership role, as well as the importance of confidence to move towards other styles of leadership, were highlighted in the England summary. In the U.S. summary, team-based conceptions of school leadership were highlighted as an interesting development. Yet also mentioned was a concern about an increasing technicist conception of leadership manifested by the tendency to focus on technocratic orientations to leadership and accountability, such as the skills and competencies needed to meet narrow performance standards.

Changes in requirements for the leadership of special educational needs and disability, and the role of special educational needs coordinator, as well as the need for pathways for career progression of special educational needs coordinators, were raised from England.

The changing policy context underpins many of the responses and suggests that attitudinal changes to leadership are resulting in some contexts. Similarly, developments in the cultural context appear to be significant. We turn to these contextual factors next.

**Complex and changing contexts.** Profound effects are cited as a result of turbulence in the policy and cultural environments in which school leaders work.

The amount and speed of reform and change are themselves factors. An ever-changing environment including reforms of curriculum and assessment and changes in accountability measures (public test results) at specified key stages in the students’ learning (England). Strong initiatives seek rapid changes by schools but at the expense of sustainability (Sweden).

Technicist and test-orientated policy pressures are highlighted (Denmark, England, Israel, U.S.). The Denmark summary indicates that the expectations in the new school reform effective from 2014 are of a goal-oriented and mechanical



The image shows the logo of the European Educational Research Association (EERA) at the top, featuring a stylized 'e' and the text 'EUROPEAN EDUCATIONAL RESEARCH ASSOCIATION'. Below the logo, the text reads: 'EERA ECER Conference', '4-7th September 2018', 'Bolzano, Italy', and the website 'www.eera-ecer.de/ecer-2018-bolzano/'.

learning perspective and make it harder for leadership to be close to teachers' educational practice. The reform is intended to change fundamentally the ways schools work, from building on didactics, "Democratic Bildung" thinking, towards a national curriculum, standards, and test thinking, a direction of travel resisted by many teachers. A similar concern—about acceptance of "new public management" over the past 30 years—is expressed in the Sweden summary. From Israel there is a recognition of pressures to improve the achievements in international tests (PISA, TIMSS) and a desire to release the pressure of the national testing regime. As mentioned above, concern was expressed from the United States about the tendency to focus on technocratic orientations to leadership and accountability. The need to manage teachers' negative responses to policy contexts and political reforms was highlighted in the Denmark summary. The politicisation of education, reflected in concerns about national policy agendas and control, appears as a theme across countries.

A consequence of technicist and test-orientated policy pressures is the creation of a policy environment that places less emphasis on community-orientated capabilities and engagement with social justice issues (Denmark, England, Ethiopia, Israel, U.S.). The challenge of creating an inclusive education system for the public good was one of the points raised (England), as well as developing equity, diversity and social justice in and through the education system (U.S.).

The effects of wider cultural changes emerged. Leaders are not necessarily from the same cultural background as teachers and students (England, Israel). A bias towards "West is best" was raised as a concern from England. A range of concerns emerged from the U.S. in terms of the social environment, including immigration issues, nationalism (such as anti-immigrant trends from federal government) and what is described as an "increasingly toxic culture." Concerns about political interference featured in the Ethiopia summary.

Freedom of speech issues and the need to protect students, particularly those perceived to be different, came through strongly from the U.S. In this regard, the U.S. appears as an outlier but raises challenging questions.

The competing nature of the demands to be an administrator and manager and to be pedagogical leaders recurs (Denmark, England, Ethiopia, Israel, U.S.).

Difficulties are apparent in recruiting and retaining appropriate school leaders for the current complex role (Denmark, England, Israel, Sweden, U.S.).

Funding was a concern (England, Ethiopia, Israel). From England, where it is locally managed but centrally decided, the

concern is reduced funding and the impact on the breadth of curriculum and class sizes, as well as the complexity of funding. An increasing need to raise funding for the school from external sources was highlighted in the Israel summary. The rise in student numbers without adequate school facilities, as well as insufficient budgets for leaders, was highlighted in the Ethiopia summary.

The degree of school leaders' power and agency is one of the questions that arises in reflecting on the responses. To what extent are they able to control their own agendas in terms of where they put the focus of their work in schools? There are signs in the responses of moves away from allowing and enabling leaders to shape educational practice with the aim of supporting children's development, towards requiring conformity to national agendas through devices such as a national curriculum.

#### **Leadership development: agency, theory and equity.**

The background to leadership development issues is the changing conceptions of leadership and the complex, changing environments highlighted above.

Encouragement of compliance-focused practice rather than development-focused programmes that inspire leadership agency was a concern (Israel). This can be seen as related to a concern to develop the leader as a person and not just focusing on development of skills and competencies (England).

Educational theory is being marginalised by a perceived need to "train" leaders in how to comply with technical aspects of their role and national educational agendas, and theory is being marginalised as a contributor to leadership development (Denmark, Israel).

The importance of developing strong beliefs and values related to equity, diversity, and social justice was emphasised from the U.S., as well as a commitment and ability to engage communities and to advocate for all students, especially immigrants. The challenges facing leadership development was linked in the England summary to the challenge of creating an inclusive and integrated education system with the public interest at the forefront which combines high quality with equity. The "invisibility of women" in leadership in higher education was mentioned as a major challenge in the Ethiopia summary.

The number of universities running programmes in educational leadership and administration was seen in the Ethiopia summary to be the most interesting development, though as noted there were concerns too about professional competence and the low emphasis placed on this, as well as political influences including the lack or absence of appropriate qualifications.

From England, there was a suggestion in relation to special educational needs and disability to establish a "knowledge centre" to help inform decision-making and ongoing professional development for special educational needs coordinators.

Reflecting on the comments overall, the competing demands and agendas, highlighted under complex and changing contexts, suggest responding to competing pressures is an issue also for leadership development.

We would suggest too that lack of coherence of education systems means leaders become developed in working the system rather than in following an authentic interest in



## **BELMAS 2018**

British Educational Leadership, Management &  
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Beaumont Estate Hotel, Windsor, England  
<https://www.belmasannualconference.org.uk>



education: “relentless strategising,” as a response from England put it. Perhaps the authentic interest in education of leaders and aspiring leaders needs to be revived and reinvigorated. This issue is brought to the fore also in comments around the need for development in what it means to be an educational leader.

**Research into leadership.** We highlight here some of the issues raised in response to the question about what is not being given sufficient attention within the academic study of educational leadership and administration.<sup>2</sup>

- Bridging the gap between research and practice (Israel)
- Effective school leaders in differing contexts (Denmark, England, Israel)
- Teachers’ expectations of school leaders (Sweden)
- Distributed leadership and schools as organisations (Sweden)
- The specifics of educational leadership rather than the generalities of business leadership (Denmark)
- Leadership of special education (England, Israel) and in dealing with increasing trauma (U.S.)
- Developing a wider global understanding. This is seen as suffering from too great a focus in much contemporary research on Anglo-American, neo-liberal, educational systems (Denmark, England); the need for research into leadership in Arab and Bedouin as well as Jewish settings was highlighted (Israel).
- More profound considerations of the nature and purpose of meaningful leadership, moving away from the “what works” mentality, including learning lessons from different models of leadership; research into the development of values, beliefs, and identities to redress too much focus on skills and techniques (Denmark, England, Israel, Sweden, U.S.)
- Longitudinal studies (Sweden)

This report was presented in the session *International Congress: An International Comparative Study of Challenges Facing Leadership and Leadership Development*, UCEA Convention, Denver, CO, November 17, 2017.



<sup>2</sup> No response in the Ethiopia summary.

## EAQ's William J. Davis Award Winners:

David E. DeMatthews,  
Roderick L. Carey,  
Arturo Olivarez, &  
Kevin Moussavi Saeedi

Congratulations to David E. DeMatthews, Roderick L. Carey, Arturo Olivarez, & Kevin Moussavi Saeedi, recipients of the 2018 William J. Davis Award! The William J. Davis Award is given annually to the authors of the most outstanding article published in *Educational Administration Quarterly* (EAQ) during the preceding volume year. The Davis 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. The award was given for the following article, with the accompanying abstract:

DeMatthews, D. E., Carey, R. L., Olivarez, A., & Saeedi, K. M. (2017). Guilty as charged? Principals’ perspectives on disciplinary practices and the racial discipline gap. *Educational Administration Quarterly*, 53, 519-555. doi: 10.1177/0013161X17714844

For decades, Black students have been more likely to be suspended than their White peers despite any evidence suggesting they are more likely to misbehave. This research builds on critical race theory and social justice leadership to explore and contextualize leadership practice as it relates to the racial discipline gap. The purpose of this article is to understand how race and school context contribute to the ways principals enact discipline. Our study highlights the manner in which principals serve as key disciplinary decision makers, advocates, and intermediaries between districts, teachers, students, and families. Overall, some principals described enacting what could be called harsh punishment in the name of neutrality, consistency, and/or racial bias, while others described resisting institutional racism, challenging the status quo, and engaging in disciplinary approaches that address antecedents to misconduct and teach students about their behavior. These findings suggest that principal preparation programs must support students in identifying and exploring the systematic racism operating broadly in their districts and locally in their schools.

<http://eaq.sagepub.com/>



# From the Director: How I Got to Now

Michelle D. Young  
*UCEA Executive Director*



It was the year 1999, and during my winter holiday pilgrimage to visit family in Austin, I had arranged to have lunch with my mentors at the University of Texas, Jay Scribner, Pedro Reyes, Jim Scheurich, and Lonnie Wagstaff. During our lunch, they did a very unexpected thing. They slid a copy of the UCEA Executive Director Call for Nominations across the table to me and told me they hoped that I would apply. UCEA—the organization where I had presented some of my

first research papers, received feedback on my work from leading scholars, and developed important research partnerships and friends—was searching for a new executive director. To be honest, I can’t exactly recall their rationale for why they thought I should apply. I was too stunned.

At the time, I was happily working as an assistant professor in the Department of Educational Leadership and Policy at the University of Iowa. With less than three years under my belt as an educational leadership faculty member, I thought the idea of applying for the UCEA executive director position was, in a word, absurd. UCEA was led by an established leader and scholar, not a neophyte. While I sat processing this crazy idea, my wonderful mentors slowly began to convince me that I should at least “throw my hat in the ring.” Dr. Scribner looked me in the eye and said, “Michelle, you have nothing to lose by trying, but whoa, just think about all you could do if you were selected.” Needless to say, by that evening nomination letters were forwarded to UCEA Headquarters.

I share this story in response to the many wonderful notes and questions that I have received since announcing my decision to step away from the UCEA executive director position. One common question is “Have you really been doing this for almost 18 years?” That one is easy; yes, I started at the end of July 2000. Other questions include “How did you come to be the executive director of UCEA?” “Why did you want to be the UCEA executive director?” and “Have you accomplished what you set out to do?” Or phrased differently, “Are you pleased with the mark you have made on UCEA and the field of educational leadership?” And, “What will you do next?” What I hope to do in this essay and in the next few issues of the *UCEA Review* is to begin to answer these questions and in doing so shine light on some of UCEA’s important achievements over the last two decades as well as the many UCEA community members who contributed to their realization.

Today, I’ll share how I got to now, by starting with the question: “How did you come to be the executive director of UCEA?”

Once officially nominated, I had the option, as did just under 80 other nominees, to apply or to decline the opportunity

to do so. I chose to apply. Why? There were a number of reasons.

My involvement in UCEA dates back to the first semester of my doctoral program at the University of Texas at Austin. My primary professor, Dr. Jay D. Scribner, told me that I “had” to attend the 1992 conference in Houston, Texas, and I did. In the short five years since that first conference, I benefited greatly from my participation in UCEA. I received feedback on my research from scholars like Kofi Lomotey, Rodney Ogawa, Jim Cibulka, Khaula Murtadha, and Paul Begley. I expanded my network through UCEA-affiliated special interest groups like the Politics of Education Association, the Teaching and Educational Administration SIG, and the newly organized (at the 1999 UCEA Convention in Minneapolis) Leadership for Social Justice SIG. Through these groups, I made new friends and colleagues and solidified my collaborations with scholars like Colleen Capper and Catherine Marshall. You might say “I grew up” as a scholar in UCEA. I considered it to be “my” professional organization, my professional home.

Like many others, I valued UCEA, and I wanted it to be and do more. As a faculty member at the University of Iowa I became involved in several state-wide committees focused on leadership preparation and had a bird’s eye view of the micropolitics of leadership preparation. Professional associations, alternative providers, state policy makers, and university personnel engaged in critique, finger-pointing, and turf wars instead of working together to support quality leadership development and a strong pipeline for educational leadership. In conversations with UCEA colleagues, I learned that Iowa was not unique. I felt certain there was a role for UCEA to play in bringing the field together around a common purpose.

It was also clear that the knowledge base on which leadership preparation was based was quite thin and primarily descriptive. In order to make a case about quality, we needed evidence. What other organization was as well positioned as UCEA to design and implement a research agenda on preparation and its impact?

Additionally, my research, service, and teaching as an assistant professor were fueled by an overarching commitment to educational equity. I worked from the belief that school leaders and school policies had the capacity to ensure that all students were well educated and treated equitably, and I understood that if we wanted school leaders to be effective with all children, including those children who schools historically have failed to serve well, we must support research and training efforts that move us in that direction. I had worked with my dear friend and colleague, Julie Liable, to develop an approach to teaching our leadership courses that we called “antiracist” in honor of the work of Derman-Sparks and Phillips, and I was collaborating with Colleen Capper on a book

that sought to define and provide case examples of socially just leadership. I understood a focus on diversity, equity, and social justice to be an important growth area for UCEA.

The UCEA executive director position seemed to me a good position from which to address these and other important issues facing our field. I knew the change in executive director provided an opportunity to work with UCEA member institutions and the scholars who support the organization in the reevaluation, rethinking, and development of the mission and goals of UCEA, to reflect on what our commitments as an organization were and what we believed we could accomplish over the years.

In 1999, UCEA was a very small organization, even smaller than it is today. In addition to the executive director, it had one full-time staff member, one half-time associate director, and a handful of graduate students. It had no established pipeline for leadership, such as the external UCEA associate director roles that we now have. The job announcement stated that UCEA was seeking

a dynamic individual to be its next Executive Director. The Executive Director is the chief executive officer, having leadership, management, and fiscal responsibility for the corporation. He/she reports to two policy making bodies designated in the bylaws: The Executive Committee (legal board of directors) and the Plenum (legislature). UCEA is a non-profit international consortium of 60 educational administration doctoral programs housed in research universities, whose primary goal is to improve the quality of school administrator preparation and foster research related to administrative practice and education policy. UCEA publishes the *Educational Administration Quarterly*, the premier research journal of the field, along with a newsletter (*The UCEA Review*), an electronic *Journal of Cases in Educational Leadership*, and timely monographs and instructional materials. (*Chronicle of Higher Education*, 1999, p. B90)

The qualifications listed in the job announcement were fairly generic: “an earned doctorate (preferably in K-12 educational administration), scholarly and policy expertise related to school administrator preparation, service orientation, leadership, managerial and interpersonal skills, as well as written and oral communication skills.” I had a doctorate in Educational Administration with an emphasis on Policy and Planning: check. I had scholarly and policy expertise related to school administrator preparation: check. I had a service orientation (too much of one for my own good as a junior faculty member): check. I had leadership and management experience in the military, in K-12 schools, and with research grants: check. I had interpersonal and communication skills: check. Still, I was a third-year assistant professor. ... I’m still convinced the Executive Committee was looking for someone with more experience as an educational leadership professor than I had at the time, though an earlier Executive Committee had taken a chance on a relatively junior scholar, Jack Culbertson.

I had read Culbertson’s *Building Bridges: UCEA’s First Two Decades*<sup>1</sup> as a new Plenary Session representative a year earlier,

and I had been very taken with his story of leaving the University of Oregon to serve as UCEA’s first full-time executive director. Like him, “I never imagined, even in my most unfettered fancies, that the UCEA offer would come my way,” and when it did, “I was dumb struck” (Culbertson, 1995, p. 2). Actually, I was dumb struck when I received a call in February 2000 from UCEA President-Elect Maria Luisa Gonzalez inviting me to an airport interview. I remember the moment quite vividly. My husband, Derek, came into the kitchen where my son Ethan and I were making a snack and told me I had a phone call from Maria Luisa Gonzalez regarding UCEA. We exchanged nervous glances. As I climbed the stairs to take the call on our bright yellow corded phone, it dawned on me that what had once seemed a far-fetched idea was becoming a real possibility. A month later I was flying to St. Louis for my airport interview.

For those of us in higher education who have endured the two-day marathon faculty interview, a 90-minute airport interview might seem like a breeze. Preparing for it, though, was as different as the interview itself. The Executive Committee members wanted to know about my affiliation with UCEA, my leadership and management experience, and my aspirations for the organization. There was no research presentation; rather, the interview included questions probing my moral compass, decision-making capacity, experiences, and knowledge of UCEA and its legacy. Within 48 hours of the interview, President Mary Driscoll had invited me to UCEA Headquarters for a campus visit.

UCEA was headquartered at the University of Missouri (Mizzou), with its offices located on the second floor of Hill Hall. I recall that Columbia, where Mizzou is located, was very pretty in early April, with daffodils and flowering trees decorating the campus and neighborhoods. During my visit, I met with President Driscoll; UCEA Interim Director Richard Hatley, a former UCEA associate director; Elton Boone, the UCEA administrative assistant; George Petersen, the faculty member who had been tapped for the Associate Director role; my colleagues Gerardo Lopez, Jay P. Scribner, and Meredith Mountford; Dean Richard Andrews; and a number of other faculty and staff members and graduate students. The campus visit wasn’t an interview per se, though it involved more conversations and ended on the first evening with a verbal offer of employment.

I accepted. Not right away, but fairly quickly. My deep admiration for UCEA actually posed a bit of a problem. What if, as an inexperienced executive, I failed, hurting the organization in the process? When I was trying to decide whether to take the position, I talked to my mentors and close colleagues about my concerns. They assured me that there would be a great deal of support, because like me, there were many others who were committed to UCEA’s growth, relevance, and success.

One other issue on my mind was tenure. To leave a tenure-track job for an uncertain future as a nonprofit manager seemed rather imprudent. Several people thought so and were compelled to let me know. When I talked to my department chair, Chet Rizonka, and dean, Sandra Damico, at the University of Iowa about the offer, they talked with me about the possibilities of staying versus leaving, provided a counteroffer, and gave me a one-year leave of absence. This allowed me to accept the position and have a backup plan in the event that I was not a good fit for the UCEA position.

<sup>1</sup>Culbertson, J. (1995). *Building bridges: UCEA’s first two decades*. University Park, PA: UCEA.

## UCEA Leadership Succession

My decision to step away from the UCEA executive director position at the end of May 2019 is intended to make room for new leadership, new ideas, and renewed commitment to excellence and equity. Over the last few years, I have engaged in a great deal of reflection at the intersection of the personal and organizational. Although I cannot imagine loving any position as much as I have loved being UCEA executive director, I know that at some point all organizations may benefit from a change in leadership. I believe that time has come for UCEA. - UCEA Executive Director Michelle D. Young

We applaud Michelle for her outstanding leadership. Thus, it is with a mixture of deep gratitude and sadness that the Executive Committee (EC) has accepted Michelle's decision to exit the position of UCEA executive director. The UCEA EC is committed to finding a dynamic individual who will serve as our next executive director. The search for the next UCEA executive director has already begun with the formation of a search committee. The high-level expertise of the search committee members and their years of service to UCEA make them essential contributors in leading this important task:

- Allison Borden, UCEA PSR; professor, University of New Mexico
- Casey Cobb, UCEA EC member; professor, University of Connecticut; former editor of EAQ
- Gary Crow, UCEA past president; professor emeritus, Indiana University
- Sara Dexter, UCEA associate director; associate professor, University of Virginia
- Gerardo López, UCEA EC member; professor and chair of the Department of Educational Leadership & Policy, University of Utah; current editor of EAQ
- Mariela A. Rodríguez, UCEA president; professor and associate dean for the Graduate School, University of Texas at San Antonio
- Bryan VanGronigen, UCEA Graduate Student Council member; PhD candidate, University of Virginia
- Terah Venzant Chambers, UCEA president-elect; associate professor, Michigan State University
- Noelle Witherspoon Arnold, UCEA past president; associate professor and associate dean for Diversity, Inclusion and Community Engagement, The Ohio State University

In addition to the search committee, a transition team has been developed to assist the next executive director. The UCEA EC is committed to ensuring a successful search, a strong support system for the next executive director, and an optimal transition to UCEA Headquarters. Importantly, we also want to support our members in finding ways to celebrate Michelle's leadership, service, and legacy with our organization.

We hope you'll join us for one of our focus groups or contact us virtually. Please address questions and feedback using the following email address:

**[UCEALeadershipTransition@gmail.com](mailto:UCEALeadershipTransition@gmail.com)**

The next few months were filled with house hunting, house selling, packing, teaching summer courses, moving into our new home, setting up meetings with UCEA stakeholders, and thinking about UCEA goals and projects. I have kept many of the congratulations and welcome e-mails and letters that were sent to me after the Executive Committee announced that I would be the next executive director, just as I will keep those messages that I have received following my decision to step away from this same position. To me these messages demonstrate the character and warmth and of the UCEA community—a community I will always treasure.

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## UCEA Welcomes New Postdoc Researcher Davis Clement



Davis Clement is a PhD candidate in Education Policy, Planning, & Leadership at the William & Mary School of Education in Williamsburg, Virginia. He has an MEd in Educational Administration from William & Mary and a BA in History from Hendrix College in Conway, Arkansas. Prior to his graduate studies, he taught middle school English and history to

sixth, seventh, and eighth graders at an urban charter school serving primarily low-income African American students in Little Rock, Arkansas. As a doctoral student, he co-taught courses in education policy, organizational theory, and instructional supervision in the principal preparation program at William & Mary. Davis was editor-in-chief of the *William & Mary Educational Review* from 2015 to 2017, a member of the Division A Graduate Council, a 2017 David L. Clark scholar, and the 2017-2018 recipient of the Armand J. and Mary Faust Galfo Dissertation Fellowship.

The title of his dissertation is *Defining Reform, Reconstructing Dominance: Reform Discourse of White Policy Actors in the 2015 State Takeover of Little Rock School District*. Davis's independent research broadly concerns how education policies and practices may marginalize students in different ways based on race. Among his research projects are studies of how principal support of teachers interacts with elements of school climate (e.g., academic optimism, organizational citizenship) and student achievement, the interaction between student perceptions of teacher control and teacher perceptions of student resistance in high school, how school district constructions of family engagement favor majority norms and values and marginalize the norms and values of families of color, and the morally disengaging structure of colorblind racism in the policy rhetoric of market-based education reformers.



## Second Edition of the *Handbook of Research on the Education of School Leaders*

Michelle D. Young & Gary M. Crow, Eds.

*The Handbook of Research on the Education of School Leaders* (2nd ed.) brings together empirical research on leadership preparation and development to provide a comprehensive overview and synthesis of what we know about preparing school leaders today. With contributions from the field's foremost scholars, this new edition investigates the methodological foundations of leadership preparation research, reviews the pedagogical and curricular features of preparation programs, and presents valuable insights into the demographic, economic, and political factors affecting school leaders. This volume both mirrors the first edition's macro-level approach to leadership preparation and presents the most up-to-date research in the field. Updates to this edition cover recent state and federal government efforts to improve leadership in education, new challenges for the field, and significant gaps and critical questions for framing, researching, evaluating, and improving the education of school leaders. Sponsored by UCEA, this handbook is an essential resource for students and scholars of educational leadership, as well as practitioners, policymakers, and other educators interested in professional leadership.

Routledge ISBN-13: 978-1138850323. ISBN-10: 1138850322



"A landmark book. The highest quality and most comprehensive resource on the education of school leaders available."  
- Joseph Murphy, Frank W. Mayborn Chair of Education and Associate Dean, Peabody College, Vanderbilt University

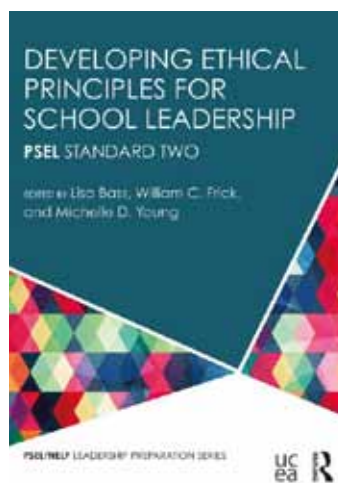
"The source book to use for designing a leadership curriculum for the future. As K-12 schools face increased pressure to

improve student outcomes, the educational leadership skill set is changing to meet the demands of an instructionally focused curriculum. This book is a must have for understanding how best to train school leaders to lead instructionally focused schools based upon 'the most up-to-date research on the field.' - James E. Berry, Professor of Educational Administration, Eastern Michigan University and Executive Director, National Council of Professors of Educational Administration

## New From UCEA: *Developing Ethical Principles for School Leadership: PSEL Standard Two*

Lisa Bass, William C. Frick, & Michelle D. Young, Eds.

This new textbook is part of the PSEL/NELP Leadership Preparation Series by UCEA. It tackles Standard 2 of the Professional Standards for Educational Leaders (PSEL) and the National Educational Leadership Preparation (NELP) standards—Ethics and Professional Norms. This volume includes specific strategies for school leaders to develop knowledge and skills in supporting the learning and development of all students, as well as understanding the dynamics and importance of ethics in leadership practice. By presenting problem-posing cases, theoretical grounding, relevant research, implications for practice, and learning activities, this book provides aspiring leaders with the background, learning experiences, and analytical tools to successfully promote ethical leadership and student success in their contexts. Special features include:



- Case Studies—provide an opportunity to practice ethical reasoning and engage in the discussion of complexities and debates within each case.
- Learning Activities—a range of exercises help readers make connections to the PSEL standard.
- Important Resources—includes resources that support and encourage students to explore each of the chapter's elements.

For more information or to order a copy, visit <https://www.crcpress.com/Developing-Ethical-Principles-for-School-Leadership-PSEL-Standard-Two/Bass-Frick-Young/p/book/9781138918856>

Since 1954, UCEA and its member faculty have initiated and supported improvement in research and the preparation and practice of educational leaders. The PSEL/NELP Leadership Preparation Series is one example of the high-quality, research-based program design, evaluation, and improvement resources UCEA offers. If you are interested in submitting a proposal for this textbook series, please contact UCEA Associate Director of Publications Michael O'Malley at [mo20@txstate.edu](mailto:mo20@txstate.edu).

# School Leadership Through ESSA: A Preliminary Look at State Plans

Trevor A. Doiron  
*University of Virginia*



Last spring UCEA launched a nationwide research project intended to determine how each of the 50 states, the District of Columbia, and Puerto Rico address the treatment of school leadership in state plans submitted to comply with the Every Student Succeeds Act (ESSA). After one year of much

hard work by our state research teams and UCEA headquarters staff, I am happy to report the data collection phase of the project is completed. As we move forward with analyzing the data and preparing the comprehensive report for publication, I wanted to take a moment to share some of the advance key takeaways and highlights.

However, before I begin sharing some of the early findings I would like to introduce myself, as I am a relatively new face to our organization. Working under the guidance of Marcy Reedy and Michelle Young, I am the undergraduate research assistant for UCEA's ESSA State Plan Research Project. I began working on the project last September after being led to UCEA by the Undergraduate Student Opportunities in Academic Research (USOAR) Network at the University of Virginia. The USOAR network pairs undergraduate students with professors doing research with the goal of helping undergrads get a jump start on academic research. I came to UCEA having served two years as a student policy committee member on my local school board in my home state of Maine. The experience gave me a firsthand opportunity to witness policy implementation on the local level. Through working on the ESSA Research Project I have had the opportunity to learn about the other side of policy development, specifically how it is crafted at the national level and interpreted at the state level. I have very much enjoyed being a part of UCEA and I hope continue to work with UCEA for the remainder of my undergraduate years at the University of Virginia.

My goal in the article is to share with you the quantitative trends my colleagues and I have observed since completing the data collection phase at the end of March. We have not had an adequate amount of time as of this writing to dive into the state-by-state specifics; therefore, you can consider this article a preview of coming attractions. A couple of things to note regarding vocabulary: for simplicity, when I refer to *states*, this includes all 50 states; Washington, DC; and Puerto Rico. Additionally, a *plan* is the ESSA Consolidated Plan each state was required to submit to the U.S. Department of Education September 2017. A *review* is the analysis rubric completed by UCEA research teams.

As recent research has revealed, in some states such as Texas, up to 50% of K-12 school administrators will be at

retirement age in five years (Klein, 2017). Thus, one of the principal goals of ESSA was to incentivize investments in school leadership in order to ensure well-trained teachers are prepared to step into those leadership roles when they become available. Although some states went into greater depth than others to engage school leaders and were more creative and explicit in their intentions to invest in leadership, overall, our analysis found that states are paying closer attention to the important role leadership plays in education.

Considering stakeholder engagement, our analysis found that all states solicited feedback from school leaders. Feedback was most commonly solicited by means of listening forums, online surveys, focus groups, and the establishment of advisory councils with school leaders as members. However, only one third of the plans explicitly indicated school leadership as a topic the state education agency wished to receive feedback on. This finding confirms an overreaching theme that although all states are acknowledging at a very basic level the significance of leadership, some acknowledge it more than others.

A large part of our analysis was focused on investigating whether or not states intended to use Title II, Part A funds for six different focus areas: (a) certification and licensure, (b) preparation program strategies, (c) educator growth and development, (d) resources to support state-level strategies, (e) quality and effectiveness, and (f) equity and access. If state policy makers indicated they did intend to use Title II, Part A funds to support a certain focus area, our rubric then asked whether the plan specifically mentioned the funds would be used to support principals specifically, teachers specifically, or more ambiguously "educators." In asking this question, we were particularly interested in each state's commitment to leadership within each of the six focal areas. Essentially, although electing to use Title II, Part A funds to support a particular focus area is, in a general sense, a positive action, if a state decides to use the funds for teachers or fails to state specifically the stakeholders who will benefit, this does not indicate a strong commitment to investing in quality leadership. I have provided a breakdown of the data regarding our six focus areas.

## Certification and Licensure

- 67% of states intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders.
- 38% of states specifically mentioned supporting programs that certify and license principals.

## Educator Preparation Program Strategies

- 73% of states intend to support the state's strategies to improve educator preparation programs, particularly for educators of low-income and ethnic-minority students.

- 44% of states specifically describe how they intend to improve preparation programs specifically for principals.

### Educator Growth and Development Systems

- 92% of states indicated they will use Title II, Part A funds both to support the state’s systems of professional growth and improvement for educators and to increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.
- 79% of states described how they want to improve practices specifically for principals.

### Resources to Support State-Level Strategies

- 90% of states provided a description of how the state education agency will use Title II, Part A funds and funds from other included programs to support state-level strategies to increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.
- 60% of states described how they want to increase the number of principals who are effective in improving student academic achievement.

### Quality and Effectiveness

- All states intend to utilize Title II, Part A funds to support state-level strategies designed to improve the quality and effectiveness of teachers, principals, and other school leaders.
- 75% of those states indicated they intend to use the funds in order to improve the quality and effectiveness of principals specifically.

### Equity and Access

- 77% of states provided a description of how the state education agency will use Title II, Part A funds and funds from other included programs to provide low-income and ethnic-minority students greater access to effective teachers, principals, and other school leaders.

- 33% of states described how they want to provide low-income and ethnic-minority students greater access to effective principals.

One unique feature of ESSA that differs from other amendments to the Elementary and Secondary Education Act of 1965 is the additional 3% of Title II funding states may claim. This opportunity for innovation was also perhaps the piece of data we were most excited to analyze. In sum, approximately 40% of states explicitly stated in their plan that they intend to allocate up to 3% of their Title II, Part A funds towards a state initiative for principals and teacher leaders. Only about 15% explicitly stated they did not intend to exercise the additional 3% set aside, and the remaining 45% were ambiguous in their intentions. In analyzing this section of state plans, our research teams were advised to look for explicit language regarding intent, but if a state used ambiguous language, the rubric provided the research teams with an option to indicate that. On the topic of funding, it is also worth noting that one third of the states indicated funding beyond Title II in their plan in order to support school leadership initiatives.

Before I conclude, I would like to extend my sincerest appreciation to our fantastic volunteer research teams. Without your dedication, this project would not have been possible. I look forward to sharing more details surrounding the findings of this research project in the future. You can be on the lookout for UCEA’s Comprehensive Report on School Leadership Through ESSA this summer. In the meantime, if you have questions I would be more than happy to answer them for you. I can be reached via email at [tad9rr@virginia.edu](mailto:tad9rr@virginia.edu).

### References

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The Initiative for Systemic Program Improvement through Research in Educational Leadership (INSPIRE) Surveys include a suite of evaluation resources made available by the UCEA Center for the Evaluation of Educational Leadership Preparation and Practice. These surveys are available for leadership preparation programs to produce evidence helpful in improving programs, meeting accreditation requirements, and making the case for support among various constituencies. INSPIRE is aligned with national educational leadership standards and the UCEA Institutional and Program Quality Criteria and provides a source of evidence on program outcomes.

[www.ucea.org/resource/inspire-leadership-survey-suite/](http://www.ucea.org/resource/inspire-leadership-survey-suite/)

# Response to the 2017 UCEA Presidential Address

María Luisa (Malú) González

*Professor Emerita*

*University of Texas at El Paso*

*Note:* April Peters-Hawkins's 2017 Presidential Address, "Reclaiming our Time: Thoughts on Enacting Elements of Moral Leadership in the Current Political Climate," was presented in the Winter 2018 issue of the *UCEA Review*.

I was fortunate to attend my 27th UCEA presidential address, which was one of the most engaging to date. The measure of a great speech is how participants feel after the address. I can truthfully relate that the audience was energized, engaged, and inspired. I will comment on a few of the many important points raised by President Peters-Hawkins and include a few of the most recent events that happened over the last five months since her address. I will also add a recommendation at this commentary's conclusion.

President Peters-Hawkins began by bringing in the personal in a culturally appropriate manner. She opened with an extensive discussion of her acknowledgements. However, through this process we began to understand who she is. She began with those from her academic life—her K-12 teachers. They were African American and she "saw herself in them." Consequently, I pondered on those in the audience who saw themselves in her.

Peters-Hawkins mentioned her sister-scholars—close friends and distinguished faculty who have served in leadership roles within UCEA and in their institutions. If my memory serves me right, several were also former Jackson Scholars. They are evidence that this program has had major positive impact in building community and expanding our numbers of diverse faculty.

Peters-Hawkins thanked her doctoral committee, UCEA Executive Committee, Michelle Young, the UCEA staff, and her graduate assistant. Then came the personal side—her family. She offered us a view of a family that breaks the stereotype that all families of color are the same. In fact, she is a third-generation college graduate, and her mother is an educator. Peters-Hawkins was a master at connecting her life to the audience/readership through her acknowledgements, additional personal background, and an elementary school incident that showed us how mistakes are made by educators in schools that can impact children's entire lives.

President Peters-Hawkins made her presidential address even more relevant by sharing carefully crafted descriptions of our current national scene. She paid particular attention to the crises that our nation faces resulting in major issues that challenge our schools. Schools are more than just mirrors—they are microcosms of society. As she described a personal account of what happened to her in a public elementary school, she made us realize how the misplacement of children is often a direct consequence of biases. The experience was painful for Peters-Hawkins, but it served to highlight the important role her mother played in advocating for her child. The implication

is clear from this example that some educators hold on to erroneous stereotypes and disabling biases. Once a child is mistakenly labeled, the consequences plague that child's schooling and future academic opportunities.

President Peters-Hawkins revisited some of our field's history by noting early leadership theorists and models that were exclusionary. She then moved into the current events and paid homage to U.S. Congresswoman Maxine Waters by using her phrase "reclaiming our time" as the theme for her presidential address. Peters-Hawkins covered the irreverence of our times by describing the sociopolitical context fraught with disrespect, dissension, and dissolution. She masterfully wove the most common issues facing the U.S. that negatively affect all of us. Unfortunately, we have regressed in the area of equity as oppression has returned in the treatment of people of color and other diverse groups by an administration that is now heartless and uncaring.

President Peters-Hawkins raised issues that plague schools because the rights of our diverse students are being challenged. She offered examples that encompassed the immoral deportation of our 5 million immigrant students, the illegal prohibition of peaceful protests by our Black athletes, the discriminatory harassment of our African American girls wearing hairstyles that are part of their own cultural identity, and the denial of our LGBTQ students' rights to use appropriate facilities. These shameful examples point to the national climate of denying rights in order to continue marginalizing historically marginalized communities. Bad leadership in one system is contagious. It begets bad leadership throughout other systems. Structural oppression attempts to unethically and illegally repress our diverse students in several contexts.

President Peters-Hawkins described her paradigm of moral leadership with a model containing the elements of moral courage, moral purpose, and moral outrage. She further engaged the participants with a set of reflective questions that, once answered, would be perfect for the future leaders in our courses to address.

Given our current national scenario, the component of moral outrage seemed to be particularly poignant and pertinent. Peters-Hawkins posited that those who "exhibit moral outrage are often willing to put themselves on the line for others whom they feel are oppressed." She then offered more reflection by pondering on the question: What is right?

Moral courage was revisited to make clear how "moral courage is enacted when moral purpose and moral outrage align." She explained that having moral courage is not being devoid of fear but rather being moved to action.

Near the closing, President Peters-Hawkins appeared to speak to all educational leaders but especially to us—professors of educational leadership—by recommending that we "create a lexicon that empowers people and places their hu-



manity at the center; build an appropriate culture; resist and advocate; and engage in self-care.” All are fundamentals to which we must adhere to positively promote our own personal and professional development.

During her closing, President Peters-Hawkins explained that “we must reclaim our time.” Upon reflection, I found that her theme and leadership paradigm are useful in examining a few recent events. As presented earlier, negative “leadership” begets the same but also can serve as a catalyst to spark the ire of those whose voices were previously silenced into submission. Following are a few of those events described briefly that have transpired over the past few months since the Peters-Hawkins address, events I am sure she would have included. We have seen the #MeToo movement with the formidable number of rich, poor, and diverse women with the moral courage and moral outrage to end sexual violence. Many well-known women began by outing powerful men who had sexually harassed them in the workplace. Through their moral leadership, thousands across the world marched to protest harassment and unequal treatment of women in the workplace.

Another example of moral courage becoming outrage was the March for Our Lives, where a group of teen survivors of a high school mass shooting organized their outrage by going viral, and then going national, resulting in another global march that involved millions of youth and adults. It is important to point out that the youth were intentional as they included others from diverse groups to take center stage during the march and in giving keynote speeches. During a national television interview, one young man described his “White privilege,” admitting that his own school shooting experience allowed him to understand the pain and suffering of students of color living in barrios and inner cities where shootings take place beyond the schools. True to form, the movement became inclusive, crossing lines of social strata, where the faces we saw were diverse and their presentations were polished, articulate, and mature. Of particular importance is that the students have been empowered to understand that if changes in gun laws do not take place, their planned alternative will be ousting the politicians during election time who have not supported their cause.

Then, most recently, we are seeing more strikes and marches by teachers tired of their low wages, disappearing salary increases, and lack of supplies to properly teach. Each of these current events stands as a model of moral outrage resulting in moral leadership—the empowerment of oppressed groups is the best outcome for social justice.

Finally, another event that affects us as a community of scholars since President Peters-Hawkins gave her address is the resignation of UCEA Executive Director Michelle Young. I agree with Peters-Hawkins as she described Young as a “Powerhouse Leader.” After serving 18 years, Michelle Young leaves us with a formidable list of accomplishments—due in great part to her moral courage, clear purpose of principles, and the proper channeling of her moral outrage. She has held true to an acute understanding of nonnegotiables that have promoted UCEA’s major transformation. I have had the privilege of knowing Michelle since the onset of her work as executive director, while I served on the Executive Committee and as president. At that time UCEA was quite different than it is now. We have made major strides in equity, but Michelle will be the first to admit that more needs to be done. We now have evidence that UCEA has become stronger because of its diversity. Few would argue that our profession has been enriched as we move the academy to embrace diversity and its critical role in leadership. We have all been enlightened by the dynamic, distinct, and talented leadership evident in our diverse line of presidents and Executive Committee members (of which Dr. Peters-Hawkins is an example), as well as those responsible for UCEA’s extensive programs and projects.

Given that our council has been focusing on social justice for several years, we can now count on several competent diverse leaders among our ranks. All we have to do is to exercise the moral courage to seek out, encourage, and support a new executive director who is a person of color or comes from one of our underrepresented groups. We cannot regress in this moral responsibility. Is it not our role as faculty of leadership to demonstrate that we live by our beliefs? The hour has come for UCEA to “reclaim its time.”

## UCEA Social Media

Join our website as a member to access all your UCEA needs in one place and receive a free subscription to our listserv premiering exclusive content and opportunities. Registering for an account on the UCEA website is easy and is accessible in the upper-right-hand corner of our website: “Account Access,” and then click “Can’t login” to register.

[https://members.ucea.org/account\\_registration/claims](https://members.ucea.org/account_registration/claims)



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*University Council for Educational Administration Graduate Student Council*



# UCEA Spends Five Days in Havana

Mónica Byrne-Jiménez  
Indiana University

Michelle D. Young  
UCEA/University of Virginia

As we stepped from the José Martí Airport into the heavy spring rain, it was hard to imagine that just six months earlier UCEA had decided to embark on its first study trip to Cuba. In that short time, we managed to attract a group of intrepid scholars and worked to develop an experience that would be both memorable and educational. Our trip consisted of conversations with faculty from the University of Habana and the Ministry of Education, a tour and discussion of the Museum of Literacy, visits to three schools and one community-embedded organization that provides after-school programming, along with time to explore Old Havana.

There are many moments, experiences, and discussions that we want to share with the entire UCEA community. In the coming months the group will be collaborating on several products to identify and make sense of their learning (i.e., session at the Convention, a white paper or article). Here we want to share some quick reflections on what we were left thinking about since our journey.

## A Leader Needs to Have Someone Always on Reserve

Several of the school directors spoke of having someone—or several people—*en reserva* (on reserve) as a potential leader. In the schools we visited, there was no formal assistant principal role, but leaders emerged from any number of places within the school to learn from and support the principal. Principals were also assigned mentors from the school district equivalent. These mentors helped principals address problems in the school but also groomed them to work at the district level. This intentional planning and cultivation of future leadership allowed schools to stay focused and stable during leadership transitions.

## What Is a Community Without a School? What Is a School Without a Community?

Several times during our talks with Cuban educators and children, we asked about the relationship between schools and

communities. Indeed, our guides might have thought we were a little obsessed with the question. What we found was that that question did not make sense in the Cuban context. Schools and families had a seamless relationship. Schools had active parent councils, with each classroom having a representative on the council. When issues of student behavior or academics occurred, parent council members and the teacher worked together to engage student families in problem solving. In addition, educators and children alike expressed a deep commitment to their communities, often saying that their future plans were based on the needs of their communities.

## Everyone has the Responsibility to Get as Much Education as Possible

The literacy rate in Cuba is close to 100%. Education from prekindergarten to PhD is completely free for everyone (K-12 students pay a nominal fee for their uniforms, and postsecondary students pay a nominal matriculation fee). There are several routes within the educational system, and students are asked to make decisions about their futures at a young age—relatively. By the time students enter high school, they should know which route they want to take. Students make decisions based on their interests, their achievement, the needs of the country, and the guidance of their teachers. A young man from one of the “vulnerable” communities of Havana was preparing to graduate from the University of Habana—the best university in Cuba—and said that everyone could, and should, go to college.

We only scratched the surface of the Cuban educational system, but even this brief glimpse shed light on new possibilities and new questions. In the process, we left energized and eager to challenge our thinking about how we define a “good education” for all our children and communities.



# Highlights From the NAESP 10-Year Study

Michelle D. Young  
UCEA/University of Virginia

Edward J. Fuller  
Pennsylvania State University

For over 90 years, the National Association of Elementary School Principals (NAESP) has conducted a survey of its membership every 10 years. These studies document changes in the work and working conditions of leaders in preK-8 schools and provide insight into key factors and trends impacting the public school system generally and school leadership specifically. In this short essay, we highlight some of the overarching trends.

In his forward to the 1988 NAESP 10-year study, then Executive Director Sam Sava shared,

In my 35 years as an educator, I have witnessed and experienced many changes in the principalship. A lot of them have been changes for the better: principals today certainly enjoy more prestige, higher salaries, and greater authority than they did when I was a rookie. But some of the changes have been troubling. (Sava, 1988, p. xi)

The decades since the 1988 study was published have been particularly challenging for educational leaders and have led to significant shifts in the focus of their work. Shortly before the administration of the 1988 survey, *A Nation At Risk* was published, ushering in a “tidal wave of educational reform” (Sava, 1988, p. xi). Since that time, the numbers of national reports and efforts to promote more effective and efficient schools have multiplied. Most significant have been the accountability movement and the emphasis on school choice with expanded alternatives to local public schools. Accountability pressures on school leaders have been further reinforced by a number of reform efforts over the years including school report cards, performance-based funding, and school turnaround schemes, such as school reconstitution. Importantly, these efforts were implemented during a time when significant economic and demographic shifts were taking place within our nation, shifts that required schools to meet the needs of an increasingly diverse student population, larger numbers of students receiving free and reduced-price lunch, and increased percentages of students with special needs. “These students grace America’s classrooms but test the fiscal resources and the leadership abilities of principals and their staffs in meeting their needs” (Sava, 1998, p. ix).

What effect have these and other changes had on the role of the preK-8 school leader? What are the implications of these changes for those who currently serve in or aspire to these roles? Like those that preceded it, the 2018 NAESP 10-year study (Fuller, Young, Richardson, Pendola, & Winn, 2018) attempts to address these and other questions.

## The 10-Year Study

NAESP has asked a consistent set of questions over the last 90 years and supplemented those questions with others relevant

to the current context. The questions “represent an attempt to generate a comprehensive picture of the characteristics of elementary school principals; their attitudes about schools, the principalship, and their preparation for the position; and the assessment of problems facing their schools” (Prothero, 2008, p. xvi). Furthermore, each of the 10-year study reports has provided a brief overview—a picture—of elementary school principals. In their overview, Bill Pharis and Sally Zakariya, authors of the 1978 study, noted,

Principals are not average people. They occupy positions of leadership and respect, positions they have earned on the basis of advanced academic degrees and years of professional experience. By almost any measure one might use, principals would have to be considered high achievers. Although principals are by no means average themselves, it is nevertheless interesting to try to construct the profile of an average or typical principal. (Pharis & Zakariya, 1978, p. 1)

## The Elementary School Principal Today

According to the data collected in this 2018 study of the elementary school principal, the typical principal is female, White, and 50 years old. She could retire in about 8 years if she stays in the present system and intends to do so. Appointed to her first principalship when she was 40 years old, she has been a principal for about 11 years and principal in her current school for 7 years. She has taught for over a decade at the elementary school level and, in total, has 22 years of experience in education.

The typical elementary school principal has a master’s degree and completed her preparation at a university-based program after teaching for a number of years. In terms of helping her do her job well, she feels that on-the-job experiences as a principal have been most helpful to her, followed by her teaching experience. Graduate education has been of some or high value, and she is interested in continuing her learning. The six areas in which she would most like to receive an opportunity to improve her knowledge and skills are improving student performance, improving staff performance, understanding and applying technology, time management, using social media effectively, and school improvement planning. She is most likely to participate in school- and district-provided professional development as opposed to other professional development opportunities.

The majority of her time is spent working with staff. She considers her primary responsibility to be the supervision and evaluation of staff. Over the past few years, the extent to which she uses assessment data for instructional planning has increased, along with her involvement in helping teachers improve their instructional practice and developing the school

into a professional learning community. She feels her relationships with individuals in the school, community, and district office are excellent—particularly with respect to students and teachers. She considers the school’s parents to be highly supportive and highly involved with the school’s programs. Her awareness and involvement have increased dramatically regarding student mental health and student socioemotional awareness.

She characterizes her authority to make decisions concerning her school as moderate, although the level of authority varies by responsibility. She also feels the authority given to her by the school board and superintendent is in balance with her responsibilities. She perceives no change in the degree to which decision-making authority had been delegated to her school site in recent years. Despite leading 505 students and supervising between 36 and 70 staff members, her district also has no plans to assign principalship responsibilities—some administrative and others instructional—to two people so that the job might be manageable.

## Key Concerns

Major concerns facing her school include an increase in the numbers of students with emotional problems, student mental health issues, students not performing to their levels of potential, and providing a continuum of services for students who are at risk. The concern about the mental health of students was a clear and consistent concern of respondents.

She has mixed feelings concerning the impact of the Every Student Succeeds Act (ESSA). The areas that she feels ESSA may have the most positive impact include the use of assessment data to drive instruction, a focus on instruction, attention to the needs of all students, and focus on students’ socioemotional needs. Alternatively, she feels that ESSA may have a negative impact on the following areas: pressure on staff due to accountability pressures, morale of educators, and focus on nontested subject areas.

Her morale is somewhere between moderately high and high. She is likely to have a 12-month contract and works, on average, 61 hours per week during the formal school year and 42 hours per week outside the formal school year. Her annual salary is about \$96,000, and merit/incentive pay is not available to her. If she were starting out all over again, she would probably, although not definitely, choose to be an elementary school principal. Not too surprisingly, she is concerned about the ability of public education to attract quality people to the principalship, citing a salary not commensurate with responsibilities, time demands of the job, an ever-increasing work load, and stress as factors that could discourage good candidates.

## The Elementary School Principalship Over Time

We found it enlightening to compare the findings of this 2018 study with those from years past, to follow trends and to identify new developments. For example, while variations on supporting student learning have consistently appeared among the key concerns of educational leaders,

other concerns have shifted over time. For example, in 1988 site-based management was considered a key challenge for educational leaders; by 1998, a key challenge involved understanding and utilizing technology for learning and management purposes. Today, student mental health issues are among school leaders’ top concerns.

With respect to the characteristics of elementary principals, they remain largely White, though over time the principalship has become increasingly female. Over the past few decades, respondents have had fairly similar levels of experience as both a teacher and a principal. They also tend to hold similar levels of education and report experiencing similar types of preparation experiences. In the continuation of a 30-year trend, respondents reported an increase their salary and the amount of time they spend on the job during the school year. A lower percentage of respondents, however, noted they participated in any type of merit pay plan.

With respect to the characteristics of their schools and districts, a greater percentage of the 2018 respondents than the 2008 respondents were responsible for leading more than one school. In addition, the median total enrollment of respondents increased slightly over the past decade. There were only minimal changes, however, with respect to the diversity of the students in schools. Despite some reports by specific states about the number of assistant principals increasing in the past years, similar percentages of respondents reported having an assistant principal in 2008 and 2018.

Interestingly, the perception of parent support declined from 2008 to 2018, with a 15-percentage-point decrease in the percentage of respondents feeling that parents were highly supportive. Similarly, respondents also perceived a decrease in the level of involvement of parents.

From 2008 to 2018, there was a slight decline in the percentage of respondents reporting that they had a high level of authority to make decisions concerning their own school. There was also a decrease in the percentage of respondents reporting that district personnel delegated greater decision-making authority to the school over the prior 3 years. With respect to responsibility for hiring teachers, supervising staff, and ensuring instructional improvement in their school, similar percentages of the 2008 and 2018 respondents reported having primary responsibility for hiring staff. There were changes, however, in the patterns of responses between 2008 and 2018 respondents regarding responsibility for supervising staff and for instructional improvement. Specifically, there was a decrease from 2008 to 2018 in the percentage of respondents reporting they had primary responsibility in these areas and an increase in the percentage of reporting they shared the responsibility with others in the school.

With respect to the frequency of evaluation, there was an increase from 2008 to 2018 in the percentage of respondents reporting that they were evaluated every academic year. Similarly, from 2008 to 2018, there was an increase in the percentage of respondents reporting goal setting was part of their evaluation process and that they were held accountable for meeting the goals set.

Finally, the 2008 and 2018 surveys both asked respondents to indicate their concerns in a variety of areas related to



the school, program, students, staff, stakeholder issues, and management issues. With respect to the overall school, concerns of respondents shifted from 2008 issues such as student assessment and instructional practices to 2018 issues associated with student mental health and socioemotional needs. Interestingly, in 2008, none of the student-related issues was identified as a major concern by a majority of respondents. This was not the case in 2018, with respondents noting the following issues: management of student behavior, student mental health issues, absenteeism, lack of effective adult supervision at home, and student poverty. Regarding staff, the same two issues were rated as the highest concerns by respondents in both 2008 and 2018—namely teacher performance/effectiveness and professional development of staff.

## Conclusion

Collectively, the studies document the history of the elementary school principal, and individually they provide insight into the issues of key importance to leadership at the time of the study. Although there has been a fair degree of similarity in the perceptions of respondents overtime, there also have been notable shifts. Perhaps the most important shifts are related to the amount of time spent working, salary, their own evaluation, level of involvement, and concerns about student well-being. The insights offered by the 2018 NAESP 10-year study have implications for those who currently serve as school leaders, those who support school leaders, and those who prepare school leaders.

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# The Ninth Principal Study of the National Association of Elementary School Principals (NAESP)

by  
Edward J. Fuller,  
Michelle D. Young,  
M. Scott Richardson,  
Andrew Pendola, &  
Kathleen M. Winn

## The Pre-K-8 School Leader in 2018

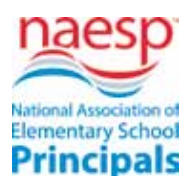
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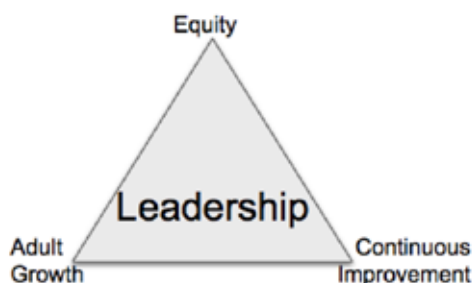


# Innovative Programs: Redesign to Meet Emergent Needs: The Administration and Supervision Program of the University of Virginia

Contributor: Sara Dexter  
*University of Virginia*

Editor: Grace J. Liang  
*Kansas State University*

At the University of Virginia (UVA), the Administration and Supervision program is in the Department of Leadership, Foundations, and Policy in the Curry School of Education. The recently redesigned master's program reflects a number of emergent needs in the field: School principals are increasingly expected to be instructional leaders who drive continuous improvement so as to create effective work and learning environments for teachers and all learners. This requires their efforts to be grounded in all students' learning, with a recognition that as leaders they will work with and through adults who require organizational supports in order to grow and develop the capacities to make the necessary improvements in instructional practice. In reflection of this, leadership, as we define it in our program, rests on the tripod of equity, adult growth, and continuous improvement.



## Tailored Course Structure and Delivery

The state-approved certification program consists of a sequence of 11 courses (33 semester credits) over two years, comprising fully online, blended, and face-to-face offerings, with each type of delivery selected intentionally in relation to the type of learning required for each course. The location of UVA in a less populous area of the state requires the development of robust course content that can be delivered primarily online yet dovetails with strong face-to-face field-based components to apply the content knowledge in authentic school settings. The model utilizes three delivery formats; each offers relative advantages, and they combine in a mutually reinforcing environment for learning.

- **Blended:** Each summer, the first two courses are kicked off by a 3-day residency for otherwise online summer classes. The residency portion is held at UVA's main campus, or "on-grounds" as is the local vernacular. It is intended to build the social capital and community of practice among faculty and students needed to create a positive social and emotional climate that contributes to the success of subsequent online classes. It also re-

sponds to our data on how students desire to network across districts. Courses selected for this summer format focus on activities that do not require physical presence in a school.

- **Online:** Each fall and spring semester, one course is offered in a fully online, synchronous delivery format, using Zoom for video conferencing. One course section serves the entire cohort (about 35 students), so students are able to interact with others across the state. Courses selected for this format require a higher level of content acquisition.
- **Face-to-face:** In the fall and spring semester of the first year, a course is offered in a face-to-face format, as are the required meetings associated with the internship throughout the second year. These smaller sized sections meet in locations throughout the state to facilitate the district-based connections required for high-quality clinical experiences. Educational leadership requires highly specialized content knowledge but, more importantly, the ability to integrate and apply that knowledge in variable, local contexts. It is essential to have a field-based component of the program in which students can consolidate their learning and understand the competing forces that impact administrative decision making and practice. Courses selected for this format provide a high level of knowledge application and are often taught by experienced school leaders who can readily coach and offer personalized feedback for our students.

To create a cohort experience, students are strongly encouraged to begin the program in the summer, and the faculty seeks district partnerships to enroll co-located groups of students whenever possible.

## The Foundation: The Tripod of Equity, Adult Growth and Continuous Improvement

Each of our program offerings contains content and experiences that convey how leaders must draw upon transformational, distributed, and instructional approaches, which we operation-



alize through frameworks, analytic tools, and application assignments. We thread three themes throughout our program offerings.

- **Systemic equity:** In each of our 11 courses we ask students to consider the transformation of systems and individuals to “habitually operate to ensure that every learner—in whatever learning environment that learner is found—has the greatest opportunity to learn enhanced by resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and life” (Skrla, McKenzie & Scheurich, 2009, p. 14).
- **Adult growth:** Considering the professional learning and the development in ways of knowing required of adults in order to contribute to systemic transformation, throughout their courses we ask our students to consider the school climate and culture they must create to promote the growth of adults in their organizations.
- **Continuous improvement:** Recognizing that organizations, as well as individuals, need to learn and develop in order to adapt effectively to ongoing external changes as well as to provide an equitable and nurturing learning environment inside the school for students and adults alike, we ensure assignments in each course enhance the capacity of students as emerging leaders to explore their schools as complex, dynamic systems and to initiate change through continuous cycles of inquiry.

For example, the summer blended courses include Leadership for Continuous Improvement and Family and Community Engagement. In Leadership for Continuous Improvement, students are asked to carry out a series of activities that help them explore the leadership practices and organizational processes in their schools that contribute to or detract from students’ academic performance and well-being. In Family and Community Engagement, students read a current book on systemic racism and reflect on the implications for how leaders connect and engage with the diverse stakeholders in their school settings. In the following semester, in the online Leadership for Teaching and Learning, students consider equity-oriented instructional leadership for improved student outcomes through self-assessments, role-playing, and case studies. In their concurrent face-to-face course, Leadership Experiences, Applications, and Development (LEAD) 1: School Organization, students develop, use, and iteratively revise a tool to assess how well their school is organized to facilitate teacher learning.

The redesigned master’s program is only in its first iteration and most certainly will evolve over time. Yet, the faculty in Administration and Supervision are encouraged by the positive reactions from both our district partners and students. Already new initiatives are growing from this work, such as our participation with a district partner in the Improvement Leadership and Education Development (iLEAD) initiative at the Carnegie Foundation for the Advancement of Teaching. This convening of 11 university and district partnerships committed to the integration of improvement science principles into leadership

development and educational practice has enhanced our embedding of equity and continuous improvement themes more deeply into our students’ learning experiences.

Please contact Program Coordinator Pamela Tucker, [pdttucker@virginia.edu](mailto:pdttucker@virginia.edu), for further inquiries. More information about the UVA Administration and Supervision program can be found at

<https://curry.virginia.edu/academics/med-administration-supervision>

## Reference

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## Jackson Scholars Network Research Workshop at 2018 AERA Annual Meeting

The Barbara L. Jackson Scholars Network held its annual research workshop at the 2018 AERA Annual Meeting in New York City. During the workshop, which focused on writing, recent Jackson Scholar Alumni served as panelists to share insight on their experiences postgraduation and as early career faculty members. The panelists were Elizabeth Gil, Van Lac, Marsha Modeste, Benterah Morton, Karen Ramlackhan, Joanna Sanchez, Daniel Spikes, and Atiya Strothers. Following the panel, several Jackson Scholars Network Mentors led roundtable discussions focused on research topics including developing components of the dissertation, manuscript planning, and the job search process. The faculty facilitators were Judy Alston, Michael Dantley, Robert Donmoyer, Dana Thompson Dorsey, Mark Anthony Gooden, Michael Gunzenhauser, Kristina Hesbol, Sonya Douglass Horsford, Kofi Lomotey, Nakia Gray Nicolas, Craig Peck, Mariela Rodríguez, and Jennie Weiner.





# Call for Award Nominations 2018

Thank you for your commitment to and support of UCEA in advancing the preparation and practice of educational leaders for the benefit of schools and children. In order to recognize those individuals who have made significant contributions toward this goal, we encourage you to nominate individuals for the following awards who you believe deserve recognition for their efforts and excellence within the educational leadership community. You also may access more detailed information on each award by visiting our website.

The following awards have a deadline of **Friday, June 1, 2018**:

- **Edwin M. Bridges Award**, given by UCEA annually for original, outstanding work in the area of research and/or development that contributes to our knowledge and understanding of how best to prepare and support future generations of educational leaders. <http://www.ucea.org/edwin-m-bridges-award/>
- The **Roald F. Campbell Award**, given to senior colleague recognizing a lifetime of excellent achievement. <http://www.ucea.org/the-roald-f-campbell-award/>
- The **Jack A. Culbertson Award**, given to a professor in the first 6 years of his or her career for some outstanding accomplishment. <http://www.ucea.org/the-jack-a-culbertson-award/>
- The **Master Professor Award**, given to an individual faculty member whose record is so distinguished that UCEA must recognize this individual in a significant and timely manner. <http://www.ucea.org/the-master-professor-award/>
- The **Jay D. Scribner Mentoring Award**, given to a educational leadership faculty who have made 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. <http://www.ucea.org/the-jay-d-scribner-mentoring-a/>

Nominations for these awards are welcome from faculty members of UCEA member institutions and partner institutions. Electronic submissions should include

- The candidate's curriculum vitae;
- A letter addressing the contributions of the nominee relative to one or more of the selection criteria; and
- Support letters from individuals who have been directly mentored by the nominee, and/or individuals who can attest to the nominee's mentoring strengths, are strongly encouraged.

A UCEA committee appointed by Executive Director Michelle Young will review and evaluate the nominees. This committee will reserve the right to present this award to multiple candidates on any given year, or conversely, not to present this award should nominees not fully meet the selection criteria.

**Please send nominations electronically to [ucea@virginia.edu](mailto:ucea@virginia.edu)**

Questions? Please call UCEA Headquarters at (434) 243-1041 or email us at [ucea@virginia.edu](mailto:ucea@virginia.edu)

## Job Search Resources

Subscribe to the UCEA news feed to get new job postings in your e-mail inbox or RSS reader. Search by date, state, or type of position. The site aggregates in one place all of the jobs posted at the UCEA Ed Leadership Jobs Board, HigherEdJobs, the Chronicle (Vitae) Job Board, UCEA CASTLE, and the AERA Jobs Board.

**UCEA Educational Leadership Jobs Board:** <https://members.ucea.org/edleadershipjobs>

**HigherEdJobs:** <https://www.higheredjobs.com>

**UCEA Job Search Handbook:** <http://www.ucea.org/opportunities/ucea-job-search-handbook/>

Stage-by-stage assistance for graduate students new to the academic job search process. The site includes a plethora of helpful tips and strategies and has been highly acclaimed by past job seekers. Please publicize these resources to your graduate students. Thank you.





# Call for Nominations: 2018 Exemplary Educational Leadership Preparation (EELP) Award

Intent to Apply due Monday, April 30, 2018

Deadline to Submit Materials: Thursday, June 28, 2018

## THE AWARD

Quality leadership preparation is essential to quality leadership practice. Research reveals an important relationship between preparation and leaders' career outcomes, practices, and school improvement efforts. Exemplary/effective university-based programs evidence a range of program features that collectively contribute to robust leadership preparation. To celebrate exemplary programs as well as to cultivate a group of exemplary programs that model and can help to catalyze and support ongoing program improvement in other universities, UCEA has established an Exemplary Educational Leadership Preparation (EELP) Award. This award complements UCEA's core mission to advance the preparation and practice of educational leaders for the benefit of all children and schools.

Leadership educators are invited to nominate their programs for recognition at the 2018 UCEA Convention. The program or programs (up to three) determined most worthy of recognition will receive a cash award, an engraved plaque, and recognition in multiple UCEA publications. In addition, the award-winning program(s) will be recognized at a session during the 2018 UCEA Convention, on the UCEA website, and through a case-study publication.

This award will be made to programs within colleges, schools, and departments of education. For example, university-based programs preparing leaders to lead in elementary, middle, or high schools or programs focusing on the development of district-level leadership are eligible for recognition. More than one program within a department, school, or college of education may apply.

## AWARD CRITERIA

Applications will be judged on the extent to which the programs are (a) aligned with research and scholarship about exemplary and effective leadership preparation and (b) have evidence of program effectiveness and impact. Although the 2012 research-based document titled *UCEA Institutional and Program Quality Criteria* provides an accounting of features, content, and experiences associated with effective leadership preparation—all of which are criteria for this award—more recent empirical and scholarly literature on effective and exemplary leadership preparation provides additional insights about important dimensions of these criteria and are considered as programs are reviewed for this award. *The Handbook of Research on the Education of School Leaders* (2nd ed., Young & Crow, 2016) is one such source of more recent information.

## THE PROCEDURE

For the full set of award criteria and instructions, please visit

**[www.ucea.org/opportunities/exemplary-university-based-educational-leadership-preparation/](http://www.ucea.org/opportunities/exemplary-university-based-educational-leadership-preparation/)**

Step 1: Read through the award criteria and instructions. Submit a statement of intent to apply (through the link above) by **Monday, April 30, 2018**. Upon receipt of a program's intent to submit an Award Application, the program contact will be invited to an Award Dropbox Folder where program application materials should be deposited.

Step 2: Review recent empirical and scholarly literature on exemplary/effective leadership preparation and review program information associated with prior EELP award-winning programs. This information will help your program to deepen its understanding of exemplary/effective principal preparation and things to "look for" when completing a self-assessment of your program. Conduct a self-assessment of your program using the criteria identified in the *UCEA Institutional and Program Quality Criteria* Rubric.

Step 3: Fill out an EELP Cover Sheet

Step 4: Prepare Parts I–V of the Award Application as described at the above URL.

- **Part I: Program Description:** The program description should align to criteria identified in the *UCEA Institution and Program Quality Criteria* and more recent literature on effective/exemplary leadership preparation. It should be no more than 25 pages. We strongly encourage you to use subheadings for a discussion of each award criteria. We strongly encourage you to provide evidence (strategic use of key/high-value evidence sources to be included either in an appendix or via hot links) to support claims made in this portion of your application submission.
- **Part II: Course Content:** Please provide syllabi for core courses in the program.

*(continues next page)*

- **Part III: Field Work:** Please provide a field work guide or narrative that describes/elaborates the field work experience that students encounter. This should reveal (a) key clinical work tasks and/or requirements, (b) all field-based developmental supports (e.g., mentoring/coaching), (c) key tools/routines/documents that support and systematize the field experience, and (d) any clinical assessments that students complete or that track student development over the course of the clinical experience. We discourage the submission of an assortment of existing documents without a narrative that explains/elaborates submitted artifacts.
- **Part IV: Program Effectiveness and Impact:** Evidence of program effectiveness and impact can include such things as (a) a summary of accreditation evaluations and reviews; (b) first attempt passage rates on state leadership licensure exams; (c) job placement statistics for program graduates following preparation; (d) key findings from follow-up studies of program graduates; (e) analysis of a variety of data sources about the leadership practices (quality of practices) of program graduates who are leaders; and (f) analysis of a variety of data sources about organizational, instructional and/or student learning outcomes of schools led by program graduates. Please do not exceed 10 pages of evidence.
- **Part V: Faculty Vitae:** Please provide a curriculum vitae for each faculty member who participates in the delivery of the program.

Step 5: Prepare Parts I-V of the application and save each part as a separate PDF file. Be sure all file names correspond to the applicable part, for example: Part.I.ProgramDescription.pdf. Submit the Cover Sheet and Parts I-V by depositing them in the Dropbox noted in the explanation for Step 1 above.

Please Note: **All materials must be submitted by Thursday, June 28, 2018.**

Please email [mar5q@virginia.edu](mailto:mar5q@virginia.edu) or call (434) 243-1041 with questions.

## Preparing Leaders to Support Diverse Learners: FIPSE LSDL Modules

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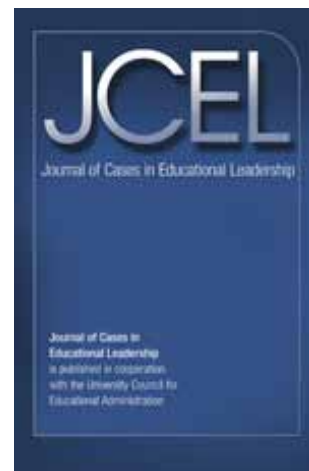


## Journal of Cases of Educational Leadership

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JCEL publishes peer-reviewed cases appropriate for use in programs that prepare educational leaders. Cases presented in the quarterly review cover the tangled, complex world of educational leadership, for graduate students as well as professionals in the field. Case study criteria:

- Focus on pertinent and timely issues of educational leadership.
- Present a practical and realistic problem that requires the integration of knowledge within or across disciplines.
- Stimulate self-directed learning by encouraging students to generate questions and access new knowledge.
- Describe a problem that can sustain student discussion of alternative solutions.
- Describe the context in a rich fashion, including the individuals in the case.
- Encourage the clarification of personal and professional values and beliefs.
- Authenticate the connection of theory to practice.
- Include teaching notes that facilitate the use of the case for leadership development.



<http://journals.sagepub.com/home/JEL>

UCEA members have free access through the members-only site at [www.ucea.org](http://www.ucea.org).

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UCEA

## Call for Proposals

Hosting the  
Editorial Functions of the  
Journal of Cases  
in Educational  
Leadership



### Deadlines

Letters of intent: August 15, 2018

Full proposals: October 1, 2018

Decision: February 1, 2019

Transition: February - June 2019

New team leads: July 1, 2019

<http://journals.sagepub.com/home/jel>



The *Journal of Cases in Educational Leadership* (JCEL) publishes peer-reviewed cases appropriate for use in educational leadership preparation programs across the globe. The journal publishes a wide range of cases embodying relevant and timely presentations of issues germane to this field. Cases provide a narrative and teaching notes that prompt rich discussion and inquiry about these educational leadership issues. The journal encourages cases that are supported by digital media or other creative forms of expression. UCEA sponsors this journal in an ongoing effort to improve the preparation and practice of educational leaders for the benefit of schools and children. UCEA's goals center on building knowledge for the field and providing quality preparation and lifelong learning experiences for aspiring and current school and school system leaders. The journal is a member of the Committee on Publication Ethics.

The goal of the editorial team and editorial board is to promote sound scholarship and a continuing dialogue among scholars and practitioners. The editorial team's responsibilities include refining the journal's mission, soliciting case articles, overseeing the peer review process, and editing submissions in a timely manner (inclusive of companion digital media and creative expression); managing an effective editorial board that meets review responsibilities in a timely and quality manner; and collaborating with the publisher to increase the journal's visibility, readership, and impact. Upon appointment, the editor will participate in a comprehensive editorial orientation conducted by the publisher. The successful applicant will have faculty with a strong publication record in the field and demonstrated experience with the editorial process (as editor, associate editor, or editorial board member). Faculty serving on the editorial team should also be well networked in the educational leadership field. A stipend is provided.

### Submission

Letters of intent to submit a proposal are requested by August 15, 2018. Full proposals are due by October 1, 2018. Training and transition will begin in February 2019. The new editorial team will assume full leadership of JCEL on July 1, 2019. Submit letters of intent and proposals to Michael O'Malley, Associate Director of Publications, at [mo20@txstate.edu](mailto:mo20@txstate.edu)

### Key Questions to Be Addressed

1. JCEL has been a significant academic journal in educational leadership. As a host university and editorial team, what is your vision for the journal and how will you fulfill it?
2. Who are the proposed editor and the associate editors for JCEL? What is your proposed editorial strategy? How will responsibilities be allocated to the various editorial positions?
3. What qualifications make the proposed JCEL editor and associate editors strong candidates? Do their previous professional experiences include meeting multiple, and at times conflicting, agendas? (Be sure to attach current vitae for all members of proposed editorial team.) How is disciplinary expertise in educational administration, leadership, and policy as well as paradigmatic expertise represented on the proposed editorial team?
4. Will there be release time for the editor(s) to ensure effective performance of their editorial responsibilities? Explain.
5. How will the functions of the managing editor (the day-to-day business of the journal) be handled? Will the university be able to provide graduate assistants, a part-time administrative assistant, and/or other institutional support (see below)?
6. Are there other particular features of your faculty, department, college, or university that have positive implications for your taking on this editorial task?
7. What opportunities will be provided for graduate students to participate in the editorial process in a manner appropriate to their current level of preparation?



## Contributions Required of the JCEL Host University

### I. Personnel

#### A. JCEL Editor (approximately 25% of professional time)

##### 1. Primary Functions:

- a. Manage the flow and review of manuscripts.
- b. Edit all copy (Sage does copyediting).
- c. Oversee the management of the publication (e.g., ensuring that sufficient copy is on hand for each issue) and meeting publication deadlines. Work collaboratively with the JCEL production editors at Sage.
- d. Conduct an annual meeting of the JCEL Editorial Board at the UCEA Convention.
- e. Correspond with the UCEA central office personnel, editorial board members, and authors who have submitted manuscripts.
- f. Supervise the work of associate editors, managing editor, graduate assistants, and/or administrative assistant.
- g. Submit an annual report to the UCEA Executive Committee (EC) regarding the status of the journal.
- h. Recommend editorial appointments to the UCEA EC.

##### 2. Desirable Qualifications:

- a. an outstanding record of scholarly publication and service on editorial review boards;
- b. intense interest in being editor;
- c. expertise in educational leadership scholarship;
- d. familiarity with the field of educational leadership and with the kinds of topics currently relevant to the preparation and development of educational leaders; and
- e. ability to communicate to members of the editorial board, through both written and oral means, procedural and substantive changes needed in their work.

B. Other Personnel Duties and Qualifications (associate editors, managing editor, graduate assistants, admin. assistants, etc.): The personnel configurations used by the universities hosting JCEL have varied. Managing editor duties are typically 20 hours per week. To better understand the tasks and demands of the job and what kinds of configurations might work, prospective respondents should confer with the current JCEL editor and staff prior to assembling a proposal.

**II. Equipment and Materials.** Computers, printer, word processing, scanning, mail merge capacity, server space, e-mail, Internet access, fax and photocopy machines, postage, office supplies, furniture, space, and other pertinent materials.

**III. Travel.** Support to send the editor to the annual meetings of the JCEL Editorial Board, traditionally held at the UCEA Convention.

### Support Provided to Host

- UCEA provides an Annual Editorial Stipend.
- UCEA hosts the Annual Editorial Board Meeting.
- Sage Publications provides an online manuscript submission and review system.
- Sage Publications provides copyediting services.
- Sage Publications provides an annual performance report of JCEL.

### Estimated Annual Costs of Hosting JCEL

- Editor(s): Release time for editor and possibly associate editor(s).
- Support personnel to fulfill managing editor responsibilities: at least one half-time administrative assistant or graduate assistant (approximately 20 hours per week); support for training the managing editor.
- Travel to JCEL Editorial Board Meeting at the UCEA annual convention.
- Limited expenses associated with copying and other supplies.

### Additional Policies Regarding JCEL

1. The UCEA Executive Director and Associate Director of Publications shall hold continuing membership on the Editorial Board.
2. The editor shall submit editorial team nominees to the Associate Director of Publications for review and appointment by the UCEA EC prior to their assuming editorial duties. All members of the editorial team, including the editor, serve at the pleasure of the UCEA EC. Terms of members of the editorial team will ordinarily be coterminous with the editor's term.
3. The editor's slate of editorial board nominees (including those being recommended for a second consecutive term) shall be reviewed and appointed by the EC. In reviewing the editorial board membership roster, the

*(continues next page)*



EC shall oversee general commitment to criteria of rigorous scholarship, the agreed-upon editorial policy of the journal, UCEA membership representation, and diversity. The EC shall assure these criteria by directly communicating any concerns with the editor or, in the case of serious and repeated disregard for the criteria, by replacing the editor. The JCEL Editorial Board will have up to 43 members. Newly named members of the editorial board shall assume their positions January 1 of the year following appointment, or at the time that a new editorial team is appointed. Up to 12 seats may be given to scholars not affiliated with UCEA member universities. Whenever a member of the JCEL Editorial Board is no longer affiliated with a UCEA member university, the term of office shall terminate at the end of the calendar year in which the affiliation is broken. The regular procedure for selecting new Editorial Board members shall be followed in filling such a vacancy. The term of the new appointee shall be equivalent to the unexpired term of the predecessor.

4. The EC shall appoint a new JCEL editor and/or other editorial team members whenever this becomes necessary. While the hosting agreement is in effect, the host institution (or team of collaborating editors) shall nominate individual(s) to fill vacancies on the team, but it is reserved to the EC to approve these appointments.

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## SEP<sup>3</sup> Toolkit | STATE EVALUATION OF PRINCIPAL PREPARATION PROGRAMS

OVERVIEW | SEP<sup>3</sup> TOOLKIT | DESIGN PRINCIPLES | DEVELOPERS



UCEA is thrilled to share with you a set of resources and tools designed to help states improve principal preparation by reforming their current approach to evaluating educational administration programs. Created in partnership with the New Leaders, the State Evaluation of Principal Preparation Programs Toolkit—or SEP<sup>3</sup> Toolkit—provides essential guidance on implementing a more in-depth and rigorous principal preparation evaluation process, thereby enabling states to accurately assess quality promote improvement, and intervene in the case of performance that raises concerns. Download these materials:

[www.sepkit.org](http://www.sepkit.org)

# Point/Counterpoint

## Persisting Tensions in District Efforts to Desegregate Schools and Develop Student Assignment Plans

W. Kyle Ingle

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Growing up in 1970s Mississippi, I sometimes share with my students at the University of Louisville that, in spite of living in a community with a large African American population, I had no deep or meaningful interactions with African American youth or adults when I was a child. My parents sent me to an all-White private school. It was only after I moved to Florida in the middle of my seventh-grade year that I ever went to school with African American children and had African American teachers. I told them that my seventh-grade mathematics teacher, an African American man, fascinated me. When asked why, my response was that I did not know that African American teachers even existed. I can attribute part of my response to youthful ignorance, but more importantly, segregation was alive and well in 1970s Mississippi (and elsewhere) in spite of the U.S. Supreme Court ruling in the *Brown v. Board of Education* case.

In the years leading up to the 1954 decision in *Brown v. Board of Education*, Mississippi's politicians did what they could to keep the status quo. Historian Neil McMillen (1971) stated, "Hoping to show good faith and thereby influence a favorable decision on the school segregation cases pending since December, 1952, the state legislature enacted a public school equalization program late in 1953" (p. 15). Of course, segregation would remain with these "good faith" efforts, but Mississippi's elected leaders said they were doing what they could—except funding these efforts in the hopes of a segregation-friendly decision from the high Court. McMillen also showed that the Mississippi Legislature even considered an amendment to the State Constitution permitting the abolition of state public schools. Such were indications of how far the state was willing to go in its fight. Before and after the *Brown* decision, there remained a steadfast willingness at the state and local levels to confound desegregation efforts. The first chapters of the Citizens' Council emerged right after the *Brown* decision in order to resist desegregation. According to McMillen, the state of Mississippi was the "mother of the movement," and the Citizens' Councils' "veritable avalanche of propaganda mirrored the great vitality of the movement in its native state. It also reflected the Council's missionary-like zeal for propagating the faith of organized resistance" to desegregation (p. 39). After the *Brown* decision, the state witnessed protests, counterprotests, murder, bombings of private residences and places of worship, and the proliferation of private academies—like the very one I attended until seventh grade.

In *Simple Justice* (1975), Richard Kluger stated, "Every colored American knew that *Brown* did not mean he would be invited to lunch with the Rotary the following week" (p. 749). Indeed, there was (and is) still a long way to go in the United States on the road to progress in race relations. Now I find myself an associate professor at the University of Louisville. It was

here in this community that a case eventually would be argued before the U.S. Supreme Court, deciding whether or not voluntary race-related school integration plans were constitutional. Those cases were the *Meredith v. Jefferson County Board of Education* (2007) and *Parents Involved in Community Schools v. Seattle School District No. 1* (2007). Both cases called into question the constitutionality of race-based student assignment policies in light of the Equal Protection Clause of the Fourteenth Amendment. The U.S. Supreme Court found both student assignment plans unconstitutional. As a result of the Supreme Court's ruling, the Jefferson County Public School (JCPS) district and Seattle School District No. 1 were required to narrow the use of race in making student school-assignment decisions. Scholars Orfield, Frankenberg, and Garces (2008) noted,

By limiting the most common voluntarily-adopted methods for creating racially diverse schools at a time when resegregation is increasing in our nation, the Court's decision will greatly impact the ability of school districts to achieve the educational and social benefits of a diverse learning environment and create conditions for equal learning and opportunity for all students. (p. 97)

We find ourselves at a time when communities and their schools are resegregating (e.g., Ayscue, Siegel-Hawley, Kucsera, & Woodward, 2018). The role and place of public schools and school choice are hotly debated at a time when racial and socioeconomic and (re)segregation remain as societal issues. I thank this issue's authors for contributing their perspectives and sharing their research on this important educational leadership issue.

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- R. Aaron Wisman, EdD, is an assistant professor in the Department of Advanced Educational Studies at California State University, Bakersfield. His research focuses on school diversity and academic achievement of marginalized students, diversity policies, leadership in high-minority/high-poverty contexts, and school turnaround.

In the first essay, Jeremy Anderson, Kendra Taylor, and Erica Frankenberg discuss the work of districts implementing voluntary integration policies. In the second, R. Aaron Wisman uses JCPS in Louisville, Kentucky as an example of a district's efforts to desegregate, the importance of the districts' efforts, and that they should not be abandoned. He acknowledges that JCPS's work may be voluntary now—but it should not be voluntary. He argues that buy-in is important, but the consequences of not doing this voluntarily or otherwise are too grave.

## Voluntary Integration Policies in U.S. School Districts

Jeremy Anderson  
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Court decisions over the past 30 years have injected a degree of uncertainty for school districts who choose to adopt voluntary integration in their student assignment policies. There is a wide variety of student assignment policies today—most of which are race neutral—but little is known about how these policies are impacting segregation in school districts (see Frankenberg, 2017; Reardon & Rhodes, 2011). This uncertainty occurs in the context of increasing racial and income segregation of schools across the United States, while there have been declines in racial residential segregation (Logan & Stults, 2011; Orfield, Siegel-Hawley, & Kucsera, 2014). A growing body of research points to the academic and social benefits of integrated classrooms for all students, both White and students of color, as well as benefits for our increasingly diverse democracy (Mickelson & Nkomo, 2012; Pettigrew & Tropp, 2006). To further our understanding of contemporary voluntary integration policies, and how districts' student assignment policies are related to segregation, we have surveyed (and continue to survey) U.S. school districts actively engaged in using student assignment policies to voluntarily integrate schools. Further, we assess school and residential segregation in these districts from 2000 to 2015.

In 2007 the U.S. Supreme Court, in *Parents Involved in Community Schools*, struck down two school districts' voluntary student assignment policies that used, in part, a student's race/ethnicity when deciding whether to grant the student's

choice of schools. While the Supreme Court held in *Parents Involved* that school districts had "compelling interests" to design policies to reduce racial isolation and create diverse schools, the accumulation of several decades of court decisions sharply curtailed other justifications for integration policies. The U.S. Department of Education's Office of Civil Rights, under the Bush Administration, issued guidance in 2008 that offered a restrictive interpretation of the *Parents Involved* ruling. Although the U.S. Department of Education and U.S. Department of Justice (2011) issued joint guidance in 2011 to clarify the ways in which districts could create legally permissible integration plans, including plans that incorporated race, *Parents Involved* remained a source of confusion (McDermott, DeBray, & Frankenberg, 2012; Siegel-Hawley & Frankenberg, 2011).

The combination of legal confusion and the delay of clear guidance on the ways in which school districts could design student assignment plans that voluntarily increase racial and income diversity created a chilling effect among many districts, especially in using race-conscious policies (Frankenberg, Siegel-Hawley, & Tefera, 2010). Increasingly, school districts have chosen to adopt student assignment plans that are race neutral—if they pursue desegregation at all (Frankenberg, McDermott, DeBray, & Blankenship, 2015).<sup>2</sup>

### School Districts With Voluntary Integration Policies

From an initial sample of more than 100 districts (Kahlenberg, 2012; Potter, Quick, & Davies, 2016; Reardon & Rhodes, 2011), our research has identified 60 school districts from 25 states that we believe are currently actively using their student assignment plans to enhance the diversity of their schools. We used publicly available school board policy, interviews with district administrators, and other media sources to make final determinations on school districts to include in our continually evolving sample. We sought only to include districts that were actively implementing assignment policies to further diversity, not simply if they had once contemplated or left open the possibility of pursuing diversity at some point. To make this determination we contacted district administrators in every school district in our sample. Interviews with administrators were invaluable in understanding how school districts defined diversity and what strategies were used to achieve greater diversity. We also used academic literature about the districts (where this existed), or we spoke with academic experts or advocates familiar with district policies.

### Types of Voluntary Integration Policies

We found school districts are using four main types of voluntary integration policies, which we discuss below in order of popularity in our sample.

<sup>1</sup>The authors gratefully acknowledge the support of this research through a writing grant provided by the Department of Education Policy Studies at the Pennsylvania State University.

<sup>2</sup>It is also important to note that school districts today with voluntary integration policies are typically considering only student diversity, whereas court-ordered desegregation was more extensive. The *Green v. County School Board of New Kent County* (1968) decision identified factors that were used to determine whether a desegregation plan was acceptable, including desegregation of teachers and equality in terms of facilities, transportation, and extracurricular activities.

- Magnet school admissions generally involve a lottery when there are more applicants than available slots, giving a weight or priority for a particular student or group characteristic in order to increase racial or socioeconomic diversity.
- Attendance-zone boundary adjustments entail periodically evaluating student and population demographic trends to establish or modify school attendance zones. This can be done for purposes other than diversity, but the districts in our sample use the policy specifically to increase diversity. This method can have a wide-ranging impact on the diversity of a school district because it affects the initial assignment of every student.<sup>3</sup>
- District-wide choice policies with civil rights protections also can be a far-reaching policy to increase the diversity of schools (Frankenberg, 2017). Families rank their preference of schools that they would like their student to attend. Admission to schools in these choice systems considers the diversity of schools in admission requests.
- School districts using transfer policies that consider socioeconomic and/or racial diversity in evaluating transfer requests usually grant priority to requests that would increase the diversity of the receiving school.

Most school districts use only one of the methods described above. However, 11 school districts used multiple methods to pursue voluntary integration, such as attendance-zone adjustments along with diversity-related transfer provisions.

### Dimensions of Diversity Used in Voluntary Integration Policies

In addition to the variety of student assignment plans, school districts define diversity within those plans in a wide variety of ways. The vast majority (48 out of 60) of school districts in our sample use socioeconomic status (SES) of either individual students or a geographic unit as a race-neutral indicator of diversity. Race-neutral student assignment policies use student or group characteristics other than race to make school assignment decisions. Many of the district administrators whom we spoke with directly pointed to the *Parents Involved* decision as to why they thought race was illegal to incorporate into their plans. Of the school districts that use SES, 46 use free or reduced-price lunch status as the sole indicator of SES. Seven other districts are using multiple dimensions of SES. Dallas Independent School District (ISD) uses median household income, percent of home ownership, percent of single parent households, and adult educational attainment to create composite zones. Schools are evaluated in what the district refers to as “equity audits” for the percent of representation from each zone in schools of choice (for more information, see Holme, 2016).

Twelve of the school districts in our sample incorporate race, at either the individual or group level, in conjunction with

SES in their student assignment decisions. Metro Nashville School District in Tennessee is an example of a district that uses both racial and income diversity in evaluating attendance zone boundaries. The district evaluates schools within specified tiers. When schools are measured within their tiers, the district uses a specific number of racial and socioeconomic indicators to determine whether or not a school is reaching the district’s diversity goals.

### Analysis of Relationship Between Policy and School and Residential Integration

Our preliminary analysis of segregation in districts with voluntary integration policies shows that the method of integration and use of race matter in terms of segregation outcomes. Racial residential segregation was relatively consistent across the methods of integration used (i.e., magnet schools, district-wide choice), but school-level racial segregation varied across methods. School racial segregation was lowest in school districts that used attendance-zone boundary adjustments and district-wide choice with civil rights protections. Additionally, the lowest average school racial segregation occurred in school districts that used race-conscious policies. That residential segregation levels were consistent across the different methods of integration, while school segregation levels varied, suggests that education policies mattered for increasing school integration and that education policies could decouple—to some extent—the link between school and residential segregation.

Beaumont ISD in Texas considers socioeconomic diversity in granting student transfers.<sup>4</sup> For example, the schools in Beaumont ISD saw decreasing segregation from 2000 to 2015, going from schools being, on average, 26% less diverse (e.g., more segregated) than the school district in 2000 to 18% less diverse in 2014. Housing segregation in Beaumont ISD also declined; in 2000, neighborhoods were, on average, 27% less diverse than the entire school district, decreasing to 23% by 2014.

### Conclusion

Without court orders, school district leaders must consider whether and how to pursue voluntary integration through their student assignment policies. The legal and policy context for using race-conscious methods of integration is unfortunately confusing and can appear contradictory. It is difficult to understand what policies school districts are implementing, which makes it challenging to even gather evidence about the contexts under which voluntary integration policies help reduce racial and/or socioeconomic segregation. Our research aims to assist educational leaders and advocates by providing examples of voluntary integration policies that are being used by school districts as well as empirical evidence about those plans’ relationship to segregation. This is important in our current environment where school segregation is high, while the

<sup>3</sup>As we reviewed attendance-zone student-assignment policies, we eliminated many districts in our original sample that had an attendance-zone boundary-adjustment policy that was not reevaluated with any regularity, which can sometimes be politically challenging (Eaton, 2012; McDermott, Frankenberg, & Diem, 2015).

<sup>4</sup>Until 2007, Beaumont’s transfer plan had considered the racial diversity of the sending and receiving school, but legal action was threatened if it did not change to a race-neutral policy, which it subsequently did (McDermott et al., 2012).



benefits of integration are apparent for a range of outcomes. Our work provides a foundation for further research on the variety of voluntary integration plans used today and their relationship to segregation.

## Neighborhood Schools or Long Bus Rides: Diversity, Choice, and Quality in Jefferson County Public Schools

R. Aaron Wisman

*California State University, Bakersfield*

When we began this [student assignment plan], I think diversity was pretty much at the top ... and as we evolved, choice has sort of emerged at the top, but I see something else pushing more at the top too. ... I see quality pushing up more above diversity.  
- Linda Duncan, *Jefferson County Board of Education*, September 13, 2016

Diversity is deceptive in its apparent simplicity to define. Simply put, it is the differences among members of a group. There are, however, much richer definitions and a plethora of metrics designed to compare the diversity of one group to another. Harrison and Klein (2007) defined diversity as “the *distribution* of differences among members of a [group] with respect to a common attribute” (p. 1200). This definition alludes to heterogeneity, or diversity that not only considers how many different forms are present in a group but how evenly represented those different forms are. For example, a classroom with 29 White students and 1 Black student is less heterogeneous than a classroom with 15 White students and 15 Black students.

School diversity has been a topic of keen interest for parents, teachers, administrators, local boards of education, policy makers, and researchers since the U.S. Supreme Court’s decision in *Brown v. Board of Education* (1954), which vacated de jure segregation. In the decades following the *Brown* decision, schools in the South became the least segregated in the United States due to a host of court orders mandating racial integration (Frankenberg, Siegel-Hawley, Ee, & Orfield, 2017; K’Meyer, 2013) and, as Orfield and Frankenberg (2011) noted, “Often Kentucky has been the least segregated state in the nation for Black students because of the Jefferson County [desegregation] plan” (p. 4). In 1975, a federal judge ordered the merger of Louisville City Schools with surrounding Jefferson County Public Schools (JCPS) and a system of busing instituted to mitigate neighborhood segregation across the county—segregation still extant in the Greater Louisville community.

The level of racial integration JCPS has been able to realize and (for the most part) maintain has been carried, largely, on the backs of Black students and families (K’Meyer, 2013). Yet, research on racial integration in schools strongly suggests getting to attend a middle-class school can be transformative for Black children and does not negatively affect White students (Angrist & Lang, 2004; Johnson, 2011). Phillips, Rodosky, Muñoz, and Larsen (2009) showed that students

attending more diverse schools chose to live in more racially integrated neighborhoods 5 years after graduating. Orfield, Ee, and Coughlan (2017) noted that diverse schools allow the opportunity for marginalized students to more equitably access resources, relative to schools serving high concentrations of marginalized students, and added, “Another important benefit of attending schools with diverse student bodies is that intergroup contact encourages critical thinking and a more positive mindset about other groups, characteristics that augur greater success in a diverse society” (p. 21). Racial integration is a win-win for all students, not just Black students. However, Frankenberg (2017) found Black students are becoming increasingly isolated in JCPS since *Meredith v. Jefferson County Board of Education et al.* (2007).

Rothstein (2017) reminded us that neighborhood segregation across the United States is the result of explicitly racist government actions and policies aimed to keep Black Americans out of White middle-class neighborhoods. The courts often have referred to this segregation as de facto, or segregation by private choices. Neither JCPS nor any school district can use an individual student’s race as a primary determinate in voluntary student assignment decisions because of the Court’s ruling in *Meredith*—a ruling based on the idea that neighborhood segregation is not the direct result of government agencies and actors, but of private choices and factors beyond the government’s control. Rothstein provided myriad examples of actions and policies of local, state, and federal government actors and agencies that call into question the very reality of the notion of de facto segregation. Geographic segregation by race in Louisville has been exacerbated by government actions and policies that began long before any of us were born. These actions and policies constitute repeated violations of the U.S. Constitution and have resulted in not only engineered racial segregation of our neighborhoods but also disproportionately high representation of Black families in lower socioeconomic strata.

The conflation of issues of race and poverty in our schools is common. Nonetheless, Black students are more likely to attend schools with more students living in poverty than their White peers (Frankenberg et al., 2017; Orfield & Yun, 1999) and are more likely to attend schools with less experienced teachers (National Partnership for Teaching in At-Risk Schools, 2005). Teacher experience is arguably the most consistent predictor of how good a teacher is at teaching, and teachers are the most important factor within a school affecting learning and academic achievement (Stronge, 2007). This inequity, among others, contributes to the social reproduction of SES, such that Black students are less likely to achieve at higher levels relative to their White peers and are therefore more likely to end up in lower paying jobs when they enter the job market. If we believe educational opportunity is a gateway to social mobility, then the fact that Black students are systematically disadvantaged, due to their school assignment, potentially implicates JCPS and its Board of Education as complicit in violating the Equal Protection Clause of the Fourteenth Amendment.

As legislators in the Commonwealth of Kentucky consider abolishing JCPS’s voluntary student assignment plan, I would like to make two key points. First, any legislation seeking to

abolish JCPS's managed-choice student assignment plan and replace it with a neighborhood schools model will result in segregated schools because of the apparent segregation (whether it's de jure or de facto) existing in our community (Frankenberg, 2017). Not only will this strip many families of choice in where to send their children, it also will disproportionately affect Black families. Rhodes and Warkentien (2017) pointed out that wealthier families with both the resources and social networks can choose to live in a "good" neighborhood with a "good" school (whatever that means); they called this the "package deal." However, Rhodes and Warkentien also noted that poorer families often de-couple choices about where to live and where to send their children to school and therefore depend on student assignment plans, such as JCPS's voluntary managed-choice plan, in order to secure better educational opportunities for their children. Second, it is naive to believe that simply attending your neighborhood school would foster a greater sense of school belonging. A sense of belonging is an important factor in student success, in particular for younger students, but just because your bus ride is a little shorter does not guarantee you will have a greater sense of belonging. I argue that the continued resegregation of our schools will have far greater negative effects on our students than this idea espoused by some state legislators.

JCPS is no different from most other large urban public school districts in the United States in that its educators and schools do not disrupt social reproduction of SES. The average SES of students within a JCPS school explains much of the variation in aggregate student achievement in reading and math (Wisman, 2017). What do the "good" schools do, and why can the "bad" schools not act similarly? The truth is that what schools do has very little impact on student achievement outcomes—at least has less of an impact than the background of the students schools serve. I do not mean to conflate issues of race and poverty, but until we acknowledge their intersection, brought about by centuries of oppression, our Black students will continue to bear the brunt of inequities deeply entrenched in our institutions. When we talk about school "quality," more often than not, a "good" school may say more about the demographics of students who attend than what actually happens inside (Sirin, 2005; Wisman, 2017). Diversity matters in education and for reasons extending far beyond educational outcomes. Our children need to have experiences with other children who look different from them. It is in everyone's best interest, as our country continues to become ever more *diverse*.

To be explicit, I am not advocating for a continuance of the status quo. I am arguing that we should be moving toward a more heterogeneous grouping of students in all of our schools. That means doubling down on diversity. If we really value equitable educational opportunities for all students, I argue voluntary integration policies, such as JCPS's current policy, will not be sufficient to effectively integrate schools. What we need to do is move in the opposite direction from the legislation our representatives have recently proposed for neighborhood school assignment, as the will of the courts to mandate and monitor segregation wanes. If not, there are signs all around us that the progress made through the struggles fought more than a generation ago will quickly subliminate.

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## UCEA Program Design Study Visits

Over the last year, UCEA has cohosted three study visits to recipients of the Exemplary Educational Leadership Preparation (EELP) award. The study visits are inquiry-based experiences, designed in careful collaboration between UCEA and the programs to create meaningful opportunities to explore key issues of leadership preparation design, delivery, and sustainability. The visits, which have taken place at the University of Texas at San Antonio, the University of Washington, and the North Carolina State University, focused on the structures, practices, and strategies of programs that have created high-quality and impactful leadership preparation programs. Future study visits are planned for the University of Denver and the University of Illinois-Chicago. For more information about the study visits, see the program resources section of the UCEA website: [www.ucea.org](http://www.ucea.org).

# A Plática With Melissa Ann Martinez

Juan Manuel Niño

*The University of Texas at San Antonio*

Melissa A. Martinez, PhD, is an associate professor in the Education and Community Leadership Program at Texas State University. She is a native of the Rio Grande Valley of Texas and a former bilingual elementary school teacher and school counselor. Her research focuses on equity and access issues along the P-16 education pipeline, particularly in relation to (a) improving college readiness, college access, and fostering a college-going culture for underserved communities; (b) the preparation of equity-oriented school leaders who understand and can meet the needs of underserved communities; and (c) the preparation and retention of faculty of color. Melissa earned her BA and MEd at the University of Texas (UT) at Brownsville and a PhD in Educational Administration from UT Austin. Dr. Martinez is a Greater Texas Foundation Faculty Fellow and in 2016 received the Early Career Award from the American Educational Research Association (AERA) Division A and the Presidential Excellence Award for Scholarly/Creative Activities at the Assistant Professor level from Texas State University.

JMN: I want to thank you for accepting the invitation to participate in the interview. Let's begin our conversation. What was your pathway towards the professoriate?

MM: Thank you for the invitation. My pathway towards the professoriate was an unintended meandering pathway. My bachelor's degree is in psychology. I did not go through a traditional teacher education preparation program and instead went through an alternative teacher certification program in Region 13 (Austin, Texas). I actually hesitated going into education because both my parents were teachers, and I have many family members who are educational professionals. Growing up I heard the rewarding and challenging stories from my family, so I wanted to be distinct in my professional endeavors.

JMN: What made you transition from psychology to education?

MM: Well, I started my college experience as an advertising major at UT Austin, I suspect I wanted to be like Angela Bower from "Who's the Boss." I enjoyed the introductory classes, but there was something that a professor said that caught my attention. He said, "If you cannot take criticism, this is not the place for you." Now I find it ironic as I am in a field where we embrace critical feedback for growth.

I found my way to psychology after advertising. After graduation, I began working at the Texas Department of Protective and Regulatory Services 1-800 abuse hotline, where I answered calls to document cases of

abuse and neglect in English and Spanish. That experience was challenging given the content, but it wasn't interactive enough for me since it essentially was a call center. I did the job for a year but then realized I needed to be more engaged with serving people, firsthand. At that point, I decided to get certified to teach.

JMN: What was your practitioner experience?

MM: After completing the certification requirements, I quickly got a job as a pre-K bilingual teacher in Austin ISD, and I loved it. My first year I had 24 four-year old students. That was a very interesting experience, and I didn't have a teaching assistant. I remember my mother talking about how pre-K teachers in the Valley had at least one teaching assistant, yet this was not the case in my school.

JMN: What type of school was this?

MM: This was an elementary school serving predominantly students of color. The majority of the students were African American and predominantly Spanish-speaking Latinos. The community reflected similar traits. However, this was very purposeful. If I was to go into education, I wanted to serve communities of color, especially schools with large Latino populations where I felt at stronger connection given my own racial/ethnic and cultural background.

JMN: How long was this appointment?

MM: My principal approached me and suggested I loop with my students. I transitioned with them to kindergarten and in those two short years I saw so many connections with my psychology background. At that point, I decided to get my master's, but in counseling. Even then I started seeing how students' sociocultural background interacted and impacted with their schooling experiences and learning, and vice versa. Reflecting back, I was able to see how issues of equity were prevalent at that time.

JMN: What kinds of issues did you encounter?

MM: I remember vividly one incident, where a student, Joanna, had to go to the restroom. After finishing she stopped at the water fountain for a drink before returning to class. She came in very frightened yelling, "Maestra, maestra, hay unos Negros tomando agua!" Which was weird because the school demographics were Latino and Black, or African American. It wasn't something new, but it seemed to frighten her. This bothered me so much that I made it a teachable moment. I gathered the students on the carpet and we discussed how we can use *moreno* as a better term to describe darker skinned individuals, or African Americans in particular.

We discussed how we are all different skin tones. I recall that moment because it suggests that a 4-year-old's mindset has been conditioned to express these emotions towards Black students. It was not so much the term she used but the emotion of concern or fear when she was around Black students.

JMN: How long did you stay with the school?

MM: I left Austin ISD after the end of my second year to attend UT Brownsville for my master's in Counseling. At that time, the certification requirements were changing for school counselor candidates. The years of experience in teaching had been reduced to two. With the reduced teaching requirements, I decided to substitute teach and enroll as a full-time graduate student for my master's. Again, I was very intentional about where I substituted, elementary or high school. I truly enjoyed the experience in both school environments, but I loved the high school teaching. Middle school is just not for me.

JMN: That gave you a nice perspective, elementary to high school experience.

MM: Yes, my goal after graduation was to stay in Brownsville and seek employment as a counselor in the school district. Unfortunately, my application for counselor was never considered as the district required three years of credible teaching experience, and I had only two. I questioned the district, since the state had changed the certification guidelines. This is where I learned that local school districts can modify state requirements to local needs. I got upset at the news, since I felt that had I known about the district's three-year teaching requirement, I would have taught full time while pursuing the counseling degree.

JMN: Yes, the local school districts can add or modify to the existing state requirements, hence independent school districts. What did you do professionally?

MM: I felt quite discouraged at that point and decided to find a summer job, as I had graduated in December of 2001, and completed additional coursework in spring of 2002 in case I wanted to pursue my LPC [Licensed Professional Counselor] certification. Luckily, I got a summer job in Washington, DC, which was extremely beneficial and changed my perspective on life. I had never lived outside of my hometown and Austin, so this was a whole new experience for me moving somewhere outside the state where I didn't know anyone. I worked as an advisor with the National Young Leaders' Conference program. It's this summer leadership program for high school juniors and seniors from across the country. This experience was awesome because we exposed the students to many things in DC. Aside from visiting national monuments and learning about their history, they would get to meet with their congressional representatives and hear from other leaders on the Hill and learn about the inner workings of the government. After that summer, I found it difficult to return to Brownsville. I truly enjoyed

the cultural experience. So, I decided to move back to Austin, as I lived there as an undergrad, and look for a counseling or teaching position.

JMN: So you returned to Austin?

MM: Yes, I returned to Austin ISD as a teacher, since at the time when I applied there were no more counseling vacancies available. In actuality, I applied while I was in DC, so I was cutting it close! Luckily, I got a position as a first-grade bilingual teacher at T. A. Brown Elementary. Unfortunately, that school had to be physically relocated because the original building had structural issues and is being rebuilt. I was there a year because the counselor recommended me to a principal who was looking to fill two counseling positions, with at least one with someone who was bilingual.

JMN: What was different in schools now that you were a counselor?

MM: While being a counselor I was able to see the administrative side of how the school functions. In my role, I was privy to a lot of the day-to-day administrative tasks that a classroom teacher is not able to see because teachers are generally confined to their classroom. I helped out where I could with schoolwide initiatives, and that experience helped me consider my next step in education. I started thinking about how I might be able to have a greater impact on students and communities, the possibilities and opportunities.

JMN: What did those possibilities look like?

MM: Well, while in my counseling program I had two wonderful Latina professors who mentored me and who actually suggested that I continue with my studies and pursue my PhD right after graduation. However, that would have been a PhD in school counseling, and I decided against that because I knew I wanted to gain experience in the field as a school counselor. My experience as a school counselor definitely shaped my next step and actually got me thinking about how I envisioned myself working in a university setting. The notion of a P-16 pipeline emerged for me, and I began to understand what that meant having been a pre-K teacher, high school substitute teacher, and mentor in DC. My professional experiences helped me better understand how each educational phase impacts students' experiences and their educational trajectories and ability to access higher education. So, I decided to apply to the PhD program at UT Austin in Educational Administration but with a focus in Higher Education, thinking that my background in K-12 could inform that work. My goal was to be eventually a dean of students.

JMN: So, you saw yourself in higher education administration?

MM: Absolutely, I did, however, not in a faculty role. While I was pursuing my doctorate, I engaged in research situated in K-12 settings. This is when I realized how much I liked conducting research, and the professoriate be-



came a possibility. Admittedly, I also missed being in the classroom and facilitating learning with students. So, I started getting groomed for the professoriate, engaging in research that had a K-12 focus, while having a higher education lens. My heart is really in both places. I continue to straddle that space between and with both K-12 and higher education. That's why I decided to apply to both K-12 and higher education programs when I was on the job market.

JMN: How did you integrate both interests in your research focus?

MM: My dissertation looked at the college choice process of Mexican American students from the K-12 perspective. My study was centered on how students were formulating their aspirations, preparing for college, where they were getting information, and who was informing their preparation and choices. The focus was on high school seniors.

JMN: How did your experience as a practitioner influence your dissertation?

MM: During my third year as a doctoral student I engaged in some research in South Texas with my mentor, Dr. Victor Saenz, that was focused on issues of college readiness. He took a team of students down to the Valley to conduct interviews and focus groups with various individuals including K-12 parents (bilingual), students in high school and college, higher education folks, and school leaders in higher education and K-12. I think this experience solidified my love for qualitative research. I realized that my experience as a counselor and my counseling preparation really informed how I was able to be present and listen to people's experiences and stories, and subsequently make sense of them. The sharing of knowledge was a wonderful experience! Also, I have always enjoyed writing. When I was little I wanted to be a creative writer, but little did I know I would be doing this kind of writing!

JMN: How would you describe your work?

MM: I like to self-identify as a critical scholar. I think I try to be, and again, I think it comes back to that continuous sense of becoming where I feel that I never fully arrive. I always question myself, am I being critical enough, equity oriented, etc. Everyone has a unique way of doing that, and I would like to think that all my work is critical. There is a continuum and no fixed point of what is or is not. I try to focus on issues of equity and access as my major line of my work. That was what I felt I was being in my practice all along even before I knew the language and the terms.

JMN: How did you make the connections of doing the work and adding the language?

MM: I grew up talking about issues of equity and fairness. Growing up on the border, you talk about racial discrimination, and I remember hearing stories from my grandparents and parents about this. My paternal

grandfather, in particular, was always encouraging me, telling me I could do anything I wanted to do and that I shouldn't let anyone discourage me from my dreams. More importantly, they taught me to always speak up when things were not fair, or unjust. I feel I got a good grasp of this concept growing up.

However, I understand there might be times when we are challenged after we speak up. Of course, nothing is easy, I feel like it's been years of hard work for me, particularly when dealing with issues related to race and LGBTQ, for instance, changing mindsets within my own family. I engaged in many discussions about this growing up.

JMN: Growing up in the same town, I think some of these challenges are culturally and context based.

MM: Absolutely, but just because things are does not mean that's right. I have always pushed the envelope, and I continue to do so. What always got me in trouble was my mouth. Personally, pushing the envelope with parents and family has been a constant.

JMN: You remind me of what Anzaldúa writes about borderlands wanting to tame wild tongues to fit the norms of society.

MM: Yes, and a real challenge for me was moving back home to complete my master's degree as an adult. Living with my parents who at the time still believed in "you're under my roof, you'll abide by my rules." But people evolve, and I have grown so much from my lived experiences. My parents too. I have reflected on these moments. I prepared my parents, that I was going to set my own path, personally and professionally, and cultural and gender norms were not a concern. I would interject comments during our family conversations to push their thinking. All along, I reminded my parents that I am how they raised me, to question and fight for fairness. So, at this point they aren't surprised by my comments.

JMN: You bring up a great point. Many times, we research about equity issues and offer critical perspectives but fall short in practicing them. Sometimes we don't welcome the critical lens in our own classrooms because of the tensions and uncomfortableness it brings to the classroom environments...

MM: Yes, but for me this is something I have been doing. I was trained as a counselor to address tense moments and welcome them. Counselors get a lot of training around issues of equity and social justice. You have to be open to engage in all those difficult conversations and be accepting of who you are and who your clients are. So, this background has particularly prepared me to address those topics in class. If we don't talk about them here in a safe space, then where? I think we need to push our students. I prepare them to be uncomfortable, and I don't apologize for that. For me, it's part of my nature and trade.

JMN: You don't worry about push back from students?

MM: No, I expect it.

JMN: How about a bad evaluation? Were you not concerned about it during your junior years?

MM: You know, I hadn't thought about that. But there have been occasions where students take things out of context, and they voice that concern in the feedback. I wouldn't lie and say it doesn't affect me, but the ones that stay with me are the ones when students affirm certain practices and conversations we engage in the classroom. I truly enjoy hearing from students when they share how they have changed because of certain activities, conversations, or discussions in class.

JMN: How do you create a space where everyone is welcomed and respected? Many times junior faculty members find themselves being more quiet for fear of colleagues or institutions. How do you deal with such tension?

MM: Well, it's not to say I didn't have the fear in some contexts. I would say I am more fearless in the classroom, and I have a higher level of awareness with my peers. The fear is always going to be present, it's just a matter of how we address it. In the classroom, I don't think I have that problem, since I feel I have more control of what I can do and say in that environment. I share with students to expect to be uncomfortable with the readings and discussions we engage in the course. But I also welcome students to push back. I am not the end all or be all, nor do I know it all. I try to create a welcoming environment together with the students so they can take ownership of their own space. Unfortunately, that is sometimes not as easy to do in a faculty meeting, for instance, because it's not your space, you're not running it. Perhaps in my role as a teacher I feel more empowered.

I wonder if there is some level of internalized oppression, where the norms of academia serve as gatekeepers. The whole system of higher education was built for specific purposes and for certain communities, so maybe that's a tension for me. But we have to be mindful of practicing what we preach.

JMN: I think this brings back the human element; it's a hard process to always adhere. Being an equity leader can be exhausting because you constantly have to be checking yourself for oppressive practices. While some of us may be cognizant of this, many of us suspend it for various reasons. I tell my students to remind me as some of my practices can be oppressive and some of my comments can be offensive. We have to unlearn what we have been conditioned as players in any given context. Our lived experiences and schooling practices heavily shape how we understand this world. I'm reminded of your opening comment, towards the critical lens, as I'm constantly working to get there but not being there. It's an evolutionary process.

We have to be committed to remind each other, and many times our spheres of influences help us to re-

connect. How has your participation in UCEA been evolving?

MM: I joined UCEA when I joined the Educational Leadership faculty at Texas State. I felt a sense of belonging as I have attended ever since. I have enjoyed how UCEA has also evolved to be more inclusive over the years where scholars of color can convene and share their research. I have noticed how UCEA has increased the opportunity for graduate students, especially students of color. I have served as a faculty mentor for the Barbara Jackson Scholars program for several years. This is a great opportunity not only for students, but also for faculty members to start creating collaborative research opportunities and pass on the knowledge that was shared with us by our mentors to successfully navigate academia. Learning is a reciprocal process, so the mentorship opportunities are valuable to me too, as I hope they are for them. Mentoring and working with the students serve as an affirmation of the work professors can do.

JMN: What other organizations do you mentor aspiring scholars of colors into academia?

MM: Last year, I served as a Clark Scholar Faculty Mentor at AERA, although that is not a program solely for students of color. That was a great learning experience for me. I met fantastic graduate students and provided suggestions for their dissertation research. Also, I just finished my two-year term as chair of the Equity, Inclusion and Action Committee for Division A. In both programs, I had the opportunity to network with senior scholars and aspiring scholars to promote equity and access through research and practice.

JMN: You have done great scholarly work, which is evident in your research, teaching and service. Most notably, you received the Early Career Award for Division A. How was that experience?

MM: It was a shock to me. I didn't feel deserving of the award, but I'm humbled and thankful for the recognition.

JMN: It's a well-deserved recognition. You have mentored many folks, including me, in numerous ways, and I thank you. Now as a tenured Latina scholar, how do you advance mentorship opportunities for other scholars of color?

MM: I plan to continue to engage in the formal mentorship opportunities from UCEA and AERA. However, I also want to focus on the informal mentoring. I mentor through my dissertation advisees, many of whom are students of color, as well as dissertation committees. I informally mentor other doctoral students who might need personal or academic support. Also, I mentor many of our graduates whom I still stay in contact with. Many of them are practicing educators who may need advice and reach out for various reasons. And of course, mentoring with peers and colleagues, junior faculty.

JMN: Mentorship and also to be a resource to others...

MM: Yes, of course, but I wouldn't say I'm going to do anything different from what I'm doing or take a different approach to mentoring. At this point, I would like to be able to continue doing the work that I have been doing in mentoring folks. Continue to be transparent with colleagues about the tenure process while also being supportive. This work is continuous. I'm thinking about the multiple conversations I've had via text, e-mail, and phone just the last week or so.

For instance, I have been in contact with one of my doctoral students whose dissertation I'm chairing. She's being considered as a lone finalist for a superintendent job. While it's a great professional accomplishment for her, as a Latina in the superintendency where in Texas they make up 1%, I also want to make sure she finishes her dissertation. She understands the time conflicts with starting a new role and keeping focused on the research work.

Another student, actually a graduate of our program, currently a school leader, is on the job market trying to be faculty. She's being offered an on-campus interview at an R1 Institution for a tenure-track position. I have been mentoring her along with other colleagues as she engaged in the interview process. However, she has informed me about recent health issues she has been battling, and I urged her to take this into consideration now. So, offering a different perspective and my advice based on my experience is my approach in mentoring people.

JMN: Yes, we can only provide a perspective, not a solution.

MM: I think as a person of color, especially women, we carry multiple burdens that are distinct from others. Many times we find that we put ourselves and our health last. I can speak for myself. I have experienced my own issues of anxiety and stress. I also have had a stomach ulcer. We need to care, not just for others, but also for ourselves.

JMN: Well-being is critical to our personal and professional lives.

MM: Yesterday, I was speaking to a colleague who is wanting to leave academia because the demands of the profession are creating conflict with her personal life as a mother. She questions whether she can balance the roles. Unfortunately, the struggles are real.

JMN: How do we get to that point that institutions control our life?

MM: I think the key is to be transparent, but I also don't want to scare anyone away from this environment. There are many rewarding aspects to the professoriate, and mentoring is one of them. The work certain professors are doing is becoming visible in some aspects of the educational system.

JMN: I want to thank you for your honest and candid remarks. I appreciate your time and willingness to share how your lived experiences shape and influence your work as a Latina scholar. From my experience, becoming vulnerable

is a strength, not a weakness. In sharing our lived experiences, we celebrate our differences and people are able to respect each other. Anything you would like to share or add?

MM: I think the only thing I'd like to add is that I preach about being reflective in practice, and that is something I always try to do. Constantly being reflective helps us understand our work better as scholars and our pedagogy as professors. Being reflective helps me to be grounded. Unfortunately, in academia there is this competitiveness, and I keep coming back to this question—am I doing enough? Students bring this up too in class. They wonder if they can really effect change. For example, in our last day of class one student made a comment about this, and I replied that we all have different spheres of influence in doing as much as we can. As equity leaders, we have to be ok with doing the most that we can within our sphere of influence.

Admittedly, I left this past AERA a little distraught wondering whether I am doing enough when compared to others. Although there are often many egos to contend with there and in academia in general, and I think social media doesn't help with that. I think social media perpetuates this competitiveness and comparison in thinking about impact and influence. But I realize that I've got to be happy in doing the best that I can, in impacting others within my sphere of influence, and that will look different for everyone.

JMN: Well, we all define impact very differently, but unfortunately, many times we operate from a static perspective. I try to operationalize impact in meaningful and practical ways that will influence my most immediate context. I acknowledge that state and national recognition is a gauge of the degree and scope of impact we have on the field as academicians. However, I also believe that our first and foremost responsibility of impact is to the community we serve.

MM: There are various ways we can look at impact and success. It is something I battle with: What does success mean? A dear colleague and friend, Aurora Chang, posed that question to me many years ago, and I continue to return to it: What does success mean to me? So, in mentoring, I encourage people to problematize this notion of success and learn to define it as they see.

JMN: Awesome advice. Thank you so much for your time.

Deadline for submissions to  
the Fall *UCEA Review*: August 1

# Call for Nominations: 2018-20 Jackson Scholars & Mentors

Deadline: May 31, 2018



The UCEA Barbara L. Jackson Scholars Program Advisory Committee is calling for nominees for mentors and scholars for the 2018-20 Jackson Scholars cohort (a 2-year term). This program, which recently celebrated its 10th anniversary and has over 300 alumni, develops future faculty of color with high promise and ability for the field of educational leadership and policy.

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## MENTORS

Nominators of mentors are encouraged to consider colleagues who could mentor doctoral students of color during the second, third, and fourth years of their programs.

For the structured mentoring program feature, through ongoing media communications and face-to-face visits during the networking program features (see below), mentors will provide guidance in professional development, a model for students to reference when assuming mentor roles, and opportunities for networking. Mentors also may serve as sounding boards for scholars as they develop their dissertations, research agendas, and publications in preparation for entering the field of higher education.

For the networking program feature, institutions nominating mentors provide registration, travel, lodging, and meal funding for mentors to attend two UCEA annual conventions and two AERA annual meetings where they will (a) guide their scholars to engage in networking and (b) attend their scholars' second-year presentations for which they also provide pre- and postpresentation support.

**Who can nominate:** UCEA member institution faculty and faculty of non-UCEA member institutions may nominate (self-nominations accepted).

## SCHOLARS

Nominators are encouraged to nominate doctoral students completing the 2nd year of their programs.

In the structured mentoring program feature, scholars are matched with experienced faculty mentors who provide guidance in professional development, a model for students to reference when assuming mentor roles, and opportunities for networking. Mentors may also serve as a sounding board for scholars as they navigate the phases of dissertation development, a research agenda, and publication in preparation for their entry into higher education.

In the networking program feature, nominating UCEA institutions provide registration, travel, lodging, and meal funding for scholars to attend two UCEA annual conventions and two AERA annual meetings where the scholars engage in networking with guidance from mentors.

The institutional benefits of participation in the Jackson Scholars Network include possible increased graduation rates for Jackson Scholars and greater success in being hired as a result of the mentoring and training.

**Who can nominate:** Deans and Plenum Session Representatives (PSRs) of a UCEA member institution (no self-nominations).

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## THE PROCEDURE

### Part I:

Review the Memorandum of Understanding with both a department head and with the nominee.

The Memorandum of Understanding for **Scholars** is available at <http://www.ucea.org/graduate-student-development-home/jackson-scholars-program/2018-call-nominations-scholars/>

The Memorandum of Understanding for **Mentors** is available at <http://www.ucea.org/graduate-student-development-home/jackson-scholars-program/2018-call-nominations-mentors/>

The institution should be able to cover the costs defined therein, and the nominee should be available and willing to attend the networking events discussed. In some cases, as a result of the preliminary discussions of the Memorandum of Understanding with the department head and the nominee, the nominee may choose to assume some of the costs of the program.

### Part II:

To proceed with formally nominating a candidate and declaring financial responsibility, kindly navigate to the following link:

For **Scholars**:

<http://www.ucea.org/graduate-student-development-home/jackson-scholars-program/2018-call-nominations-scholars/>

For **Mentors**:

<http://www.ucea.org/graduate-student-development-home/jackson-scholars-program/2018-call-nominations-mentors/>

Nominations must be received by **May 31, 2018**. Please email [ucea@virginia.edu](mailto:ucea@virginia.edu) or call (434) 243-1041 with questions.



## 2018 Excellence in Educational Leadership Awards

The Excellence in Educational Leadership Award is for practicing school administrators who have made significant contributions to the improvement of administrator preparation. Each year, the UCEA Executive Committee invites member university faculties to select a distinguished school administrator who has an exemplary record of supporting school administrator preparation efforts. This is an unusual award in that it affords national recognition, but individual universities select the recipients. It provides a unique mechanism for UCEA universities to build good will and recognize the contributions of practitioners to the preparation of junior professionals.

**Dr. Erin Barisano** is superintendent of the Diocese of Orange, the highest administrative school leadership position (outside of the clergy) in the Catholic school system. Dr. Erin Barisano is a gifted leader who has supported and formed school leaders across a variety of contexts. After an undergraduate degree from Notre Dame University, Erin began her career as a teacher in Catholic elementary schools and quickly moved to principal, becoming responsible for the formation of both students and faculty under her care. She was then tapped to become an assistant superintendent of Catholic schools in the Los Angeles Archdiocesan region, the largest Archdiocese in the nation. She oversaw approximately 30 Catholic elementary school principals and their students. Her daily work included support and collaboration with principals, supervision of instruction, and development of a support network for principals of Catholic elementary schools. As a principal, Dr. Barisano took on another challenge—her doctorate in Educational Leadership for Social Justice at Loyola Marymount University. Dr. Barisano's dissertation focused on the formation of leaders in Catholic schools and challenged the Catholic Church to provide the support necessary to nurture administrative leadership in all facets, something she had personally advocated for throughout her professional career. She continues to guide and mentor Catholic school leaders through the Loyola Marymount University master's program in Catholic School Administration, where she is a faculty member.

**Dr. Jim Chadwell** has been superintendent of Eagle Mountain-Saginaw Independent School District (ISD), Fort Worth, Texas, since 2010. As superintendent of one of the state's fastest-growing districts, Dr. Chadwell recognized the need to proactively address the expanding student population and his district's changing demographics. Keenly aware of the pivotal role the principal plays in school and district success, Dr. Chadwell personally extended an invitation to Texas Christian University educational leadership professors to meet with his cabinet and discuss the Principal Fellows Program. Since then, he has been intimately involved with and supportive of the program, annually dedicating district funding for a year-long, full-time administrative internship for

each of the Fellows. Previous to the superintendency, he was deputy superintendent for educational services in Grapevine-Colleyville ISD. In Northwest ISD in Fort Worth he served as executive director for instruction, high school principal and assistant principal, sociology teacher, AP psychology teacher, and German teacher. He graduated from Texas Christian University with a BA in Political Science, Master of School Administration, and EdD in Educational Leadership.

**Dr. Jared Cotton** has just accepted the superintendency of Chesapeake Public Schools as well as the Superintendent of the Year Award from the Virginia Association of School Superintendents. He has been the superintendent of Henry County Schools since 2012. Prior, he was the assistant superintendent for research, evaluation, and assessment and the associate superintendent for educational leadership and assessment for Virginia Beach City Schools. With over 20 years' experience in public education, he also has worked as the director of assessment and accountability for Chesapeake Schools, principal of a Title I elementary school, assistant principal at the middle and elementary school levels, instructional technology specialist, and classroom teacher. Dr. Cotton has served as an adjunct professor at George Washington University, the University of Virginia, Troy University, and Cambridge College. Dr. Cotton has a doctorate in Educational Administration and Policy Studies and a master's degree in Educational Administration from The George Washington University and a bachelor's degree in middle school education from Old Dominion University.

**Dr. Maria Gisting** is an adjunct professor in the Department of Educational Leadership at Michigan State University, where she teaches education finance and policy. Dr. Gisting is a CPA whose expertise is in public school finance, having spent 27 years leading finance departments of public schools in Michigan. Dr. Gisting's teaching is informed by the experiences she has had serving in different educational contexts including urban, suburban, and rural schools. Dr. Gisting's passion is optimizing the use of public school resources as efficiently as possible to produce excellent academic results. Her doctoral dissertation, *Reaction to Budgetary Stress in Michigan Public Schools* (2009), served as a springboard to create a set of best practices that can be utilized in any public school to maintain fiscal health.

**Dr. G. Kennedy Greene** has served as superintendent of the Newton Public Schools since 2009, part of a 30+ year career in public education including roles as school principal, classroom teacher, and athletic coach. Notable accomplishments under Dr. Greene's leadership include increased student achievement, College Board AP Honor Roll designation for significant gains in student access and performance, the highest graduation and college attendance rates and the lowest dropout rate in



district history, recognition for having the county's healthiest elementary and middle schools and the county's best high school community service organization, and excellence in STEM education with nationally competitive robotics and agriculture programs. Dr. Greene has facilitated the effective, efficient, and equitable allocation of school resources. He advocated for cost-savings measures and grant funding for a 21st Century Community Learning Center, dark fiber broadband network, health insurance carrier changes, and clean energy initiatives. In response to a significant reduction in state aid, he recalibrated staffing levels using an analytic tool he developed from research on the state's funding formula. Dr. Greene has also been recognized for his role in building successful shared services partnerships. He is directing the implementation of a community schools model to bring health and social services directly to students and families. He helped lead a consortium of sending/receiving districts featured in the New Jersey School Boards Association's *School Leader* as a model for producing both educational benefits and cost savings for the participating communities. Dr. Greene earned his EdD in Educational Administration at Teachers College, Columbia University, and published an article on resource allocation and student achievement in the *Journal of Education Finance*.

**Dr. Saul Hinojosa**, a Texas native, has been an educator for 25 years, serving for the past 11 years in Somerset Independent School District, a public school district with a student enrollment of approximately 3,500 in a rural community south of San Antonio. Dr. Hinojosa is recognized as an outstanding educational leader with a deep commitment to educational excellence and equity. A defining characteristic of his leadership is his ability to create partnerships with various community agencies, local businesses, and universities. Also, another significant accomplishment is the transformation of the school board, which had long struggled to respond effectively to the needs of the students in the district. Dr. Hinojosa received his superintendent certification from the University of Texas at San Antonio in 2007 and his PhD in Educational Administration from the University of Texas at Austin in 2005.

**Dr. Glenda Horner** currently serves as director for staff development in Cypress-Fairbanks Independent School District, the third-largest district in Texas. She also serves as an adjunct professor at the University of Houston teaching graduate courses to aspiring school leaders. Some accomplishments in her current position include the development and coordination of expanded online professional learning opportunities; the implementation of a clear pipeline to the principalship, including the creation of a framework; and the alignment of professional learning opportunities to address identified needs. She coordinated programming for a comprehensive new-teacher induction program and developed and implemented training protocols for district trainers and facilitators. Her career in education includes 17 years as a classroom teacher and teacher leader and over 10 years as a campus and district-level administrator. She is listed in *Who's Who Among America's Teachers* and was selected as a Campus Teacher of the Year in 2004. Horner is

a first-generation college graduate. She holds a master's degree in Educational Leadership from Stephen F. Austin State University and a doctorate in Professional Leadership from University of Houston.

**Cheryl Joe** is senior director for professional development for Polk County Public Schools. She has an extensive history of active involvement with leadership initiatives in partnership with the University of South Florida, including a year-long job-embedded internship for master's students. For more than 25 years, Cheryl Joe has been an educator and administrator in Polk County Public Schools. She has an outstanding ability to identify future leaders, and then mentors them until they achieve their goal. Her efforts are focused on supporting her district and the University of South Florida. She is an outstanding leader, a creative thinker, and a strong supporter of leadership. Cheryl Joe has a bachelor's degree in Elementary Education from Florida Southern College and a master's in Educational Leadership from Nova Southeastern University.

**Dr. Edwin M. Quezada** was appointed superintendent of schools for the Yonkers Public Schools, New York, in 2016. Dr. Quezada is passionate about quality teaching and learning, compassionate about children, proud of his humble beginnings, and devoted to family. Personified by animated dialogue, perpetual motion, and thoughtful collegial research, Dr. Quezada moves the agenda of public education in Yonkers. An immigrant from the Dominican Republic, Dr. Quezada came to the Bronx, New York in 1983. Completing most of his early education in the Dominican Republic, he graduated from James Monroe High School in 1985 and immediately began his college career at Herbert H. Lehman College, completing his bachelor's degree in Accounting with a minor in Secondary Education in 1990. His education continued in 1995 with a master's in Counseling from Lehman College, a degree in School Administration/District Supervision from Fordham University in 2000, and a doctorate in Education from Walden University in 2012. In 1998, Dr. Quezada joined the Yonkers Public Schools as a human relations facilitator. This position offered him a broad spectrum of opportunities to establish his leadership and counseling skills. Recognized as a mover and shaker, he was encouraged to obtain a degree in school administration. He then served as assistant principal and principal and the high school and middle school levels, assistant superintendent of secondary administration, and deputy superintendent. Dr. Quezada's doctoral study examined extensive research on the correlation between the use of student achievement data and effective instruction. In addition to his formal education, he participated in the Harvard University Principal's Institute, the College Board Leadership Institute for Principals, and the Efficacy Institute training. Dr. Quezada's awards and recognition include the Lehman Urban Teacher Education Award, the New York State Theater Education Administrator of the Year Award, the Asociación Cultural Dominicana de Yonkers Education Award, the Institute for Latino Studies Illustrious Award for Education, and the United Way Spirit of Westchester and Putnam Collective Impact Award.

**Tyrone Richardson** is principal of Betances STEM Magnet School in Hartford, Connecticut. He is an instructional leader with 20 years of experience developing productive student-focused environments to maximize learning experiences based on student outcomes and Connecticut state standards. Dedicated and resourceful, he has proven ability to promote a safe learning environment and a school culture that encourages continuous improvements for students, their families, and their teachers. He started the new magnet program in Hartford and integrated a STEM theme. Previously he served as Principal of Practice in the University of Connecticut/UCAAP Program, mentoring aspiring principals and conducting workshops. Prior, he served in Hartford as a school principal and math facilitator. He has a BS from Western Connecticut State University, an MS in Elementary Education from Cambridge College, and pursued postgraduate work at Central Connecticut State University studying educational leadership.

**Gene Saavedra** is ESSA principal support specialist for New Mexico. He became a teacher in 1999 after a 20-year military career. In a few years, he moved from the classroom to assume the principalship at Pajarito Elementary in the Albuquerque Public Schools. Since 2004, he has provided turnaround leadership at four very-high-needs elementary and middle schools in Albuquerque, including opening a new K-8 community school. Mr. Saavedra has written and received multiple grants for a total of \$940,000 for family engagement, intervention, and community school initiatives in the schools he has served. He holds a New Mexico elementary education license, a special education license, TESOL and business endorsements, and licensure as a K-12 administrator. He is fluent in Spanish and an expert in bilingual testing and program implementation. He is a member of the Albuquerque Public School Principal Association, the Association of Latino Administrators and Superintendents, and the La Mesa Neighborhood Association. He has served the Albuquerque Public Schools on budget, legislative review, special education, and health advisory committees. Mr. Saavedra has brought his seasoned and unique perspective to bear on the collaborative efforts of a 7-year partnership between the University of New Mexico and the Albuquerque Public Schools to prepare aspiring school leaders. From 2011-2015, he served as a co-instructor with University of New Mexico faculty for the school finance and resource allocation course. In his present role as the ESSA principal support specialist, he provides direct assistance to principals in schools designated by the New Mexico Public Education Department as needing more rigorous intervention and comprehensive support and improvement. He also supports associate superintendents with principal and assistant principal professional development.

**Dr. Gregg Schoultz**, PhD University of Iowa, is the principal at West High School in Iowa City, Iowa, and also serves as an adjunct professor for the Department of Educational Policy and Leadership Studies at the University of Iowa, where he teaches Supervision and Evaluation as well as Contemporary Management Strategies for the K-12 Principal. Prior to the principalship at West High, Dr. Schoultz served as an assistant principal at the same school and as a principal at Northwest Junior High School in Iowa City. Before taking on these

leadership roles, Dr. Schoultz taught in Illinois, Guam, and Switzerland.

**Dr. Kenny Southwick** is currently both deputy superintendent and interim superintendent for the Shawnee Mission School District USD 512. Dr. Southwick spent 34 years serving students in three Missouri school districts. Maryville became home for Dr. Southwick after graduating from William Jewell College in 1976. After serving as social studies teacher, counselor, and football and baseball coach, he moved back to his home town of Excelsior Springs to teach and coach. In 1985, he moved to the central office and was named director of special education. After 9 years in Excelsior Springs, Dr. Southwick was hired by the Belton Missouri School District. He spent 22 years there, serving as director of special education, director of secondary curriculum, and 12 years as superintendent of schools. Always focusing on the strategic vision, much was accomplished during his tenure. Two major operating levies and four bond issues were passed, allowing the district's 10-year strategic vision to become reality. He is most proud of the culture that was developed and the belief that "we never give up on any student," a belief he brought with him to Shawnee Mission School District. Dr. Southwick retired from the Belton School District in 2010. In May 2014, Dr. Southwick returned to public education as deputy superintendent for the Shawnee Mission School District, and in 2017 he was appointed interim superintendent. Dr. Southwick has been a driving force supporting the USD512/Kansas State University LEAD Leadership Academy and the College of Education's many projects in the Shawnee Mission School District.

**Betty Sue Sparks** was selected by the Educational Administration faculty as the University of Tennessee's 2018 Excellence in Educational Leadership Award recipient. Ms. Spark was involved with the University of Tennessee at Knoxville Educational Administration programs in significant and numerous ways. She was a founder of the University of Tennessee Leadership Academy, a highly recognized, award-winning principal preparation program. As the human resources director for Knox County, she served as liaison between the district and the university and led the curriculum design for the program. Her leadership was significant in creating unique program elements including the Aspiring Leaders Seminar and the Capstone project. Ms. Sparks was also instrumental in writing and receiving the Leadership Academy funding grant and then working with funders to continue the program. Following program implementation, Ms. Sparks taught the Aspiring Leaders class and served as an extraordinary coach and mentor to each of the 90 graduates to date. Her consistent support and guidance has been essential to the preparation of future school leaders. The Leadership Academy principal preparation program is a success due to her leadership and work.

**Clarence Sutton, Jr.** is a dynamic, results-driven educator and administrator with a 24+ year record of professionalism and achievement. From 2008 to 2010 he was the principal of Southview Middle School in Tuscaloosa, Alabama. During his tenure at Southview, he opened a new school facility, implemented technology in every classroom, and was noted

for taking the school out of school improvement. Currently, he is the principal of Central High School in Tuscaloosa. At Central he has implemented a viable professional development plan school-wide with a focus on literacy and led the effort to improve the graduation rate from 41% to 86% in 5 years. Under his vision, Central High School has implemented the following programs: school-level divisions, JumpStart Program (a summer program for ninth graders), school academies, Central Scholars Dual Enrollment Program, blended learning, project-based learning, and community partnerships to sustain the Ready to Work Program. He has made strategic partnerships with local postsecondary institutions like Stillman College and Shelton State Community College, community partners, and business leaders. These partnerships have allowed Central to expand its academic, leadership, and athletic opportunities. Dr. Sutton has been featured by ProPublica and *The Atlantic* magazine in the documentary "Saving Central: One Principal's Fight in a Resegregating South." Under his tenure, Central High also has been featured on ESPN's feature segment, which led to a series on MNBC and in London and Japan. Dr. Sutton received his doctorate in Education Leadership, Law and Policy from Alabama State University. He is married to Mrs. Jameka Sutton, and they are the proud parents of six children.

**Dr. Monica Valadez** is community and attendance liaison for the San Marcos Consolidated Independent School District in San Marcos, Texas. Though she actively works in partnership with staff from the Educational Leadership program at Texas State University to recruit and develop cohorts of local teachers to pursue a master's and principal certification, her understanding of leadership has been developed and heightened to develop it in students and families as well. Dr. Valadez spent a year after graduation from the doctoral program working between Texas State University and the University of Texas at Austin, deciding whether to pursue higher education or return to P-12 public schools. She has framed her purpose in life as to be of service to those who are most isolated and made to feel that their contributions are of little significance to others. This was indeed her own experience as a student in public schools. She carried the weight of these experiences throughout her service as a bilingual teacher. These experiences fueled her fire to serve and now to work toward change.

**Dr. Tia Wanzo** is assistant superintendent in the McKeesport Area School District. She is a graduate of McKeesport as well. Tia received her BA in Elementary Education from Clarion University and a master's in Educational Leadership from Carlow University. She graduated with her EdD in Educational Leadership from Duquesne University in December 2014. Dr. Wanzo has spent her entire career in the McKeesport Area School District as a fifth-grade teacher, second-grade teacher, fourth-grade teacher, middle school assistant principal, ninth-grade principal, and now assistant superintendent of the district. As evidenced by her return to McKeesport after college to practice her profession, she is committed not only to her school, but also to her community. An example of this commitment is an early career initiative of an organized "teen summit" focusing on bullying, dating violence, gang violence, and HIV awareness. Dr. Wanzo has a lifelong interest in gifted

education and the underrepresentation in Advanced Placement classes of children of color and continues to advocate for continuous improvement in this area and many others.

**Dr. Christy Ziegler** is assistant superintendent for innovation and performance for the Shawnee Mission School District USD 512, a top-tier Kansas district. During her tenure with the district, she has held roles including director of STEM and assistant superintendent of curriculum and instruction. Dr. Ziegler is a proven educational leader, with demonstrated excellence in the development, implementation, and management of complex systemic projects. Dr. Ziegler was part of a district team implementing a large 1:1 initiative supporting over 30,000 devices for students and staff. Recently she supported one of the largest implementation projects of the Project Lead the Way Launch curriculum, a K-5 STEM program made possible by development of strategic business and community partnerships. Dr. Ziegler has 20 years of experience working in a leadership capacity in P-12 education, with responsibilities ranging from curriculum, instruction, and assessment to technology systems management and adult professional learning. She holds a BS in Molecular Biology, MS in Curriculum and Instruction, MS in Educational Leadership, and PhD in Special Education. Dr. Ziegler has over 10 years of experience in higher education teaching master's and doctoral courses in educational research, leadership ethics, curriculum and instruction, and technologies to enhance learning. She serves as Professor of Practice in the Department of Educational Leadership at Kansas State University where she codirects the USD512/Kansas State University LEAD Leadership Academy.

## Grad Student Column & Blog: Submissions Welcome

Two elements of the UCEA website are focused on issues and information relevant to the graduate students of UCEA. The **Graduate Student Column** typically features scholarship written by graduate students at UCEA member institutions. Column entries explore a variety of topics and allow the authors to present developing research and to the UCEA graduate student community. The **Graduate Student Blog** is a more discussion-oriented format encouraging conversation between graduate students via posts and comments. Topics addressed in the blog include discussion and links to educational leadership and educational policy news relevant to graduate students, as well as updates and information about ways graduate students can be more involved in UCEA. Graduate students are invited to send in contributions for both the Graduate Student Column and the Graduate Student Blog. To find out more, please e-mail [ucea@virginia.edu](mailto:ucea@virginia.edu).

[www.ucea.org/graduate-student-blog/](http://www.ucea.org/graduate-student-blog/)

# UCEA Hidden Figures: Call for Nominations

The Planning Committee for the 2018 UCEA Convention invites you to nominate a Hidden Figure in the UCEA Community to be honored at the Convention in November in Houston, TX.

## What Is the Hidden Figures Panel?

This is an opportunity to honor five scholars who are the quiet giants in the field on whose shoulders we stand. It is a time for us to show them that what they have sowed is fruitful and is carried on in today's generation.

## Who Are Hidden Figures?

- They are the behind-the-scenes scholars whom you may not see but whose work you cannot ignore.
- They are foundational scholars and trailblazers who have broken barriers and opened doors so that today's generation can stand tall with dignity and integrity.
- They are our council of elders who provide wisdom, guiding strength, and love and serve with joy, enthusiasm, and excellence expecting nothing in return.
- We see their influence and legacy embraced in today's rising scholars, and we know that today's generation is able to unleash their gifts because of their sacrifice.
- They are dynamic individuals who have made significant contributions to the field and will continue to advance educational leadership and policy.
- Their research embraces key aspects of UCEA's mission to promote rigorous research, improve professional development of educational leaders, and influence educational policy.
- These individuals are intellectual pioneers opening the doors for new and innovative research and scholarship.
- They have made significant impact beyond their own institutions, providing service in a variety of offices, committees, special projects, etc.

## Nomination Criteria

- Tenured Faculty member with 10-15+ years of service
- Distinguished teaching and leadership achievements
- Strong mentorship service and an exceptional mentor to emerging faculty or new professionals

## Additional Information

This five-person panel will take place during a 60- to 90-minute session during the 2018 UCEA Convention in Houston, TX, November 14-18. The date and time have yet to be determined.

**The deadline to nominate Hidden Figures is **June 3, 2018**.**

**Go here to nominate a Hidden Figure:**

**<https://www.surveymonkey.com/r/QLQPJKS>**

2018 UCEA Convention Planning Committee:

Terah Venzant Chambers  
Lolita Tabron  
Andrene Castro  
Terrance Green  
Bradley Carpenter



# The 32nd Annual UCEA Convention

Our Mission Critical: Revolutionizing the Future Through  
Equitable Educational Leadership, Research, and Practice



Nov. 14-18, 2018

Marriott Marquis Houston, Houston, TX

The 32nd annual UCEA Convention will be held November 14-18, 2018 at the Marriott Marquis Houston in Houston, TX. The purpose of the 2018 UCEA Convention is to engage participants in discussions about research, policy, practice, and preparation in the field of education with a specific focus on educational leadership. Members of the 2018 Convention Program Committee are Terah Venzant Chambers (Michigan State University), Bradley Carpenter (University of Houston), Terrance L. Green (University of Texas at Austin), and Lolita A. Tabron (University of Denver). Also, for the first time, the Program Committee will include a graduate student, Andrene Castro (University of Texas at Austin). The 32nd Annual UCEA Convention theme, “Our Mission Critical: Revolutionizing the Future Through Equitable Educational Leadership, Research, and Practice,” invited submissions that (a) challenge dominant narratives that subvert equitable leadership and education; (b) revolutionize the preparation of school and district leaders to enact equitable leadership, research, and practice; (c) imagine equitable alliances with students, families, and communities where there is shared expertise, decision-making, and ownership for sustainable change; and foster coalition with policymakers and elected officials to create the future we need. See [www.ucea.org](http://www.ucea.org)

Important dates:

- June 1: Convention registration opens
- June 3: Reviews due 11:59 pm EST
- June 29: Notification of proposal acceptance/rejection
- September 2: Early Bird Registration ends 11:59 pm EST
- October 7: Regular Registration ends 11:59 pm EST
- November 1: Late Registration ends 11:59 pm EST
- November 2: On-Site Registration begins
- November 14-15: Graduate Student Summit and Plenum
- November 15-18: Annual Convention





## The 32nd Annual UCEA Convention Houston, TX, Nov. 14-18, 2018

### REGISTRATION

<http://www.ucea.org/conference/registration>

Registrant	Advance (ends Sept. 2, 11:59 pm EST)	Regular (ends Oct. 7, 11:59 pm EST)	Late (ends Nov. 1, 11:59 pm EST)	On site
UCEA Member Faculty	\$ 230	\$ 270	\$ 310	\$ 350
Non-UCEA Faculty	\$ 280	\$ 310	\$ 340	\$ 380
UCEA Member Graduate Student	\$ 75	\$ 95	\$ 130	\$ 140
Non-UCEA Graduate Student	\$ 95	\$ 120	\$ 150	\$ 160
Practitioner	\$ 250	\$ 300	\$ 320	\$ 350
Exhibitor	\$ 60	\$ 60	\$ 60	\$ 60
BELMAS	\$ 230	\$ 270	\$ 310	\$ 350
Graduate Student Summit*		\$ 35	\$ 35	\$ 35

*\*In addition to applicable Graduate Student registration rate listed above*

If you are a community member, K-12 student, or other designation, please contact UCEA Headquarters regarding registration details.

Graduate Student Summit (Nov. 14 and 15) will be an additional \$35 after cost of registration.

If you are a BELMAS member, please email UCEA at [uceaconvention@gmail.com](mailto:uceaconvention@gmail.com) for your discount code.

We encourage all potential attendees to register early to avoid rate increases AND ensure that your name badge is ready at registration. New for 2018, Registrant Type will be added to name badge, so be sure to select the correct Registrant Type during registration. For all attendees who register on site (starting November 2, 2018), we cannot guarantee that your name badge will be ready upon arrival due to processing; however, UCEA will get it to you promptly.

It is the policy of UCEA that all persons in attendance at the 2018 UCEA Annual Convention, including participants who plan to attend one or more sessions, are required to register. Registration is not transferable.

#### International Scholars

In keeping with UCEA's longstanding tradition of an international focus and collaboration with aligned organizations worldwide, we welcome international attendees to the 2018 Annual UCEA Convention. If you require a letter of invitation to travel to the UCEA Convention, please e-mail your request by October 15, 2018, to [uceaconvention@gmail.com](mailto:uceaconvention@gmail.com)

# 2018 UCEA Convention

Nov. 15-18, 2018

Marriott Marquis Houston

1777 Walker Street · Houston, Texas 77010 USA

713-654-1777



Room rates: Single/Double \$169

<http://www.ucea.org/conference/hotel-reservations>

We encourage you to make your reservation early, as space is tight. All reservations must be made by **October 22, 2018** in order to receive rates listed above. For the UCEA room rates, please use the online passkey to make your reservations online, or call (713) 654-1777.

Houston's boldest new hotel brings you into the center of downtown Houston's bustling energy. Here you can explore new possibilities in an urban oasis that catalyzes larger-than-life memories every day of the year.

- One-of-a-kind Texas-shaped lazy river
- Rooftop infinity pool and whirlpool
- 24-hour fitness center
- Full-service spa

Need a roommate? UCEA provides separate forums for Convention and Graduate Student Summit attendees to submit room share requests to the larger UCEA faculty and graduate student communities. It is important that you read the terms of use/disclaimer before proceeding to a Room Share Forum. Please note that by using these forums, you are agreeing to the terms of use/disclaimer. Also, make sure the dates you listed for arrival and departure are present and accurate. The room sharing forum list is currently organized by gender, then arrival and departure dates to make scanning for a potential roommate easier.

For more information on the hotel and Houston, please see  
<http://www.ucea.org/conference/location>

# 2018 Calendar

## May

31 Deadline, Jackson Scholars & Mentors nominations [www.ucea.org/graduate-student-development-home/jackson-scholars-program](http://www.ucea.org/graduate-student-development-home/jackson-scholars-program)

## June

1 Deadline, UCEA awards nominations [www.ucea.org](http://www.ucea.org), [ucea@virginia.edu](mailto:ucea@virginia.edu)  
1 2018 Convention early bird registration opens [www.ucea.org/conference/registration](http://www.ucea.org/conference/registration)  
3 Deadline, UCEA Hidden Figures award <https://www.surveymonkey.com/r/QLQPJKS>  
29 Notification of proposal acceptance/rejection

## July

2 Deadline, EELP Award application materials [mar5q@virginia.edu](mailto:mar5q@virginia.edu)  
[www.ucea.org/opportunities/exemplary-university-based-educational-leadership-preparation](http://www.ucea.org/opportunities/exemplary-university-based-educational-leadership-preparation)  
6-8 BELMAS conference, Windsor, England <https://www.belmasannualconference.org.uk>  
TBA UCEA Film Festival submissions due

## August

1 Deadline for submissions, Fall *UCEA Review*  
15 Letters of Intent due to host JCEL [mo20@txstate.edu](mailto:mo20@txstate.edu)

## September

3 UCEA Convention regular registration begins [www.ucea.org/conference/registration](http://www.ucea.org/conference/registration)  
4-7 ECER annual conference, Bolzano, Italy [www.eera-ecer.de/ecer-2018-bolzano/](http://www.eera-ecer.de/ecer-2018-bolzano/)

## October

1 Proposals to host JCEL due [mo20@txstate.edu](mailto:mo20@txstate.edu)  
8 UCEA Convention late registration begins [www.ucea.org/conference/registration](http://www.ucea.org/conference/registration)  
22 Hotel reservations due, Marriott Maquis Houston [www.ucea.org/conference/hotel-reservations](http://www.ucea.org/conference/hotel-reservations)  
TBA First round of interviews, UCEA Executive Director

## November

2 On-site UCEA Convention registration begins  
14-15 UCEA Graduate Student Summit, Houston, TX  
14-18 UCEA Convention, Houston, TX [www.ucea.org/conference](http://www.ucea.org/conference)  
TBA UCEA International Summit, Houston, TX

## December

1 Deadline for submissions, Winter *UCEA Review*  
TBA Finalist selection, UCEA Executive Director





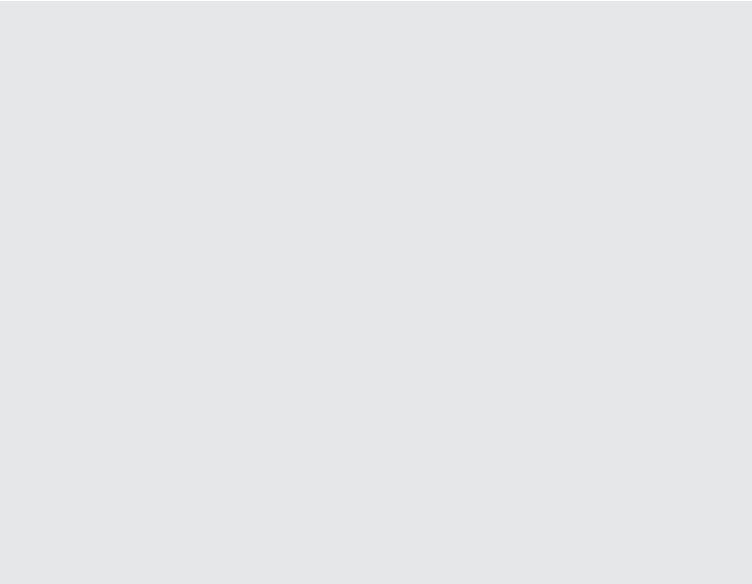
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### Contributing to the UCEA Review

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

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