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UCEA Review Point/Counterpoint Fall 2009

Mentoring Each Other, Mentoring Emerging Leaders

Mónica Byrne-Jiménez
Hofstra University

When we enter a new arena, we are aware of what we do not know. In these times of uncertainty we look for answers to our questions. As researchers, we observe and we learn from those around us. Sometimes that learning is purposeful and sometimes it is serendipitous. Sometimes it changes the surface of things and sometimes it is life altering. If we are fortunate, we find someone who, like these contributors, engages us in meaningful dialogue for a lifetime. In the spirit of that meaningful dialogue, Dr. Bredeson (University of Wisconsin) and Dr. Scribner (University of Missouri) let us “listen in” on their reflections of their 15-year relationship as mentor and mentee.

According to standard definitions, a *mentor* is someone who counsels and teaches, who knows things and can be trusted. Yet, this essay emphasizes the reciprocity embedded in the relationship between mentor and mentored. Common interests, common goals, and common experiences are the foundation of a relationship that goes beyond the one-way advising experiences that many think of as mentoring. Just as important, the underlying assumption that the mentee also can counsel, teach, and be trusted reframes the relationship from knower and not knower to those who *want* to know. This dynamic opens up limitless possibilities for exploration of self, other, life, leadership, and education.

In addition to these contributors' commitment to each other, mentoring is a commitment to “paying it forward,” as it were. Drs. Bredeson and Scribner both recognize that each mentoring experience is unique and that mentoring transcends our individual institutions. With each student they mentor, they strengthen leadership in the academy and leadership in schools and communities. This conversation between mentor and mentee provides us the opportunity to reflect on our institutions and practices as we prepare the next generation of scholars and leaders. We urge you to “listen.”

Reflections on Mentoring

Paul V. Bredeson
University of Wisconsin-Madison

Jay Paredes Scribner
University of Missouri

Paul: Mentoring Is More Than Advising

Much like Telemachus in Homer's *Odyssey*, there have been many people who have guided and enriched my journey. As I think about mentoring experiences, including my relationship with Jay over the past 15 years, I realize much of what I believe and do is anchored in my experiences as a graduate student at the University of Wisconsin. Rather than thinking about mentoring as a part of my duties as a professor, I believe it is more a way of being than it is another task. The fact is, I'm not really aware when I'm mentoring and when I'm not. So, what did I learn in my early graduate experiences?

My initial foray beyond my high school classroom led me to consider graduate work in educational administration. Initially, there were graduate advisors who provided information contained in various programs and written policies, as well as advice for moving forward. Less obvious to me at the time, but much more influential, was the informal socialization and its effect on me once I entered the graduate program. Though I didn't recognize them as mentors at the time, there were a number of key people during my doctoral stud-

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doctoral studies who provided direction, support, and encouragement. They were more than advisors. One professor observed my participation in a small seminar session and in passing commented, “You’re as happy as a hog in slop, aren’t you?” Remember, this is in Wisconsin and such an expression carries great meaning! Another faculty scholar learned that I was looking for a job after my first year in the program and asked, “Why are you in such a hurry? You have work here.” A third faculty member wrote on a paper, “Come talk to me about your paper on metaphors and school administration. I have some ideas before you publish the piece.” These informal messages from mentors acknowledged my presence in a large research institution, they made me think about myself in a different way, they recognized some of my nascent capacities as a researcher, and they challenged me to do more and do it better. While one could easily characterize these comments as fleeting, each of these individuals followed my career over time, cared about me and my family, and has been a source of continuing support and affirmation to this day. As a result of my direct experiences I have learned to appreciate the critical role mentoring plays in the life of a future scholar in higher education. As well, I learned along the way

Errata

In the Summer Review article, “A Conversation With Flora Ida Ortiz,” Mariela A. Rodríguez’s affiliation was incorrectly identified as Michigan State University. Dr. Rodríguez is with The University of Texas–San Antonio.

An ad in the Summer Review for the new *Handbook of Research on the Education of School Leaders* incorrectly listed the handbook as sponsored by “the UCEA, AERA Division A, National Council of Professors in Educational Administration, and Teaching in Educational Administration.” The handbook was solely sponsored by UCEA.

how I could repay the debt I owe to my mentors through mentoring students like Jay and many others over the past 28 years.

Jay: Being Advised Is the Passive Side of Being Mentored

It’s funny. As I think back over my life working with others, I have always approached these interactions as opportunities to learn what others know, so that I might learn more. I remember as a kid being amused by other kids who seemed to think they had figured it all out. “How could that be?” I often wondered. Not that I didn’t think I couldn’t outwit the older generation too, but surely I could learn something from them in the process. Whether as a teacher, community organizer, or a federal policy analyst, I actively sought out people (mentors) who knew more than I did and/or had different perspectives. I’ve always sought to understand not only how people *do* their work but how they *approach* it as well.

In other words, my take on mentoring is a little like my take on leadership. The *potential* for mentoring exists throughout and across organizations. It can occur spontaneously or through careful deliberation. But *being* mentored is as purposeful an act as mentoring. Whether it’s learning a new set of organizational and professional norms from a teacher-colleague while teaching in another culture, observing the negotiation skills of a fellow community organizer on Pittsburgh’s Northside in the face of fierce emotions and angry opposition, or watching my GAO supervisor hold her ground with the Commander of the U.S. Southern Command in Panama, I’ve tried to take something away from these experiences. In none of these cases did I have a formal mentor.

In fact, being mentored may be more purposeful than the act of mentoring. One vivid graduate school memory stands out in this regard. The collegial nature of my mentor-mentee relations with Paul stood out to other students. Paul and I worked hard together, we often ate lunch together, and sometimes we shared family time. On one occasion, hanging out with other graduate students and significant others, I was having the typical discussion about advisors with a student colleague. She asked, “So just what is my advisor supposed to do for me?” I found that question interesting. While I had no basis to judge this person’s relationship with her advisor, one thing struck me. Advising has only a little to do with mentoring. In my mind, advice is about information and “how to” knowledge—which courses to take and when, how to apply for grants and scholarships, and so on. The possible sources for these kinds of information are numerous. Mentoring, on the other hand, provides access to a different type and level of knowledge and understanding. My closest mentors at the University of Wisconsin–Madison were Paul, Al Phelps, and Carolyn Kelley. Through my interactions with them and observations of them I learned how each approached similar work in different ways to successful ends.

Paul: Mentoring Is About Relationships

As a professor I have been blessed to work with some of the most talented educators in the United States at three doctoral degree-granting institutions. Part of what makes my professional work so rewarding is the opportunity to build lifelong professional and personal relationships with my students and often their families. My relationship with Jay is a case in point. Early on in my career I read the work of Jay D. Scribner, Jay’s father, who had established himself as a leading scholar in the field of educational leadership. In

addition, I met Professor Alicia Paredes, Jay's mother, in Washington, DC while working with grant coordinators of bilingual training programs. So by the time Jay showed up at Wisconsin in 1994 as a first-year doctoral student, it was both easy and natural for the two of us to connect. Because I knew Jay's parents already, I felt a particularly strong personal obligation to make sure that Jay was both cared for and ultimately successful at Wisconsin. In addition to our shared interest in educational leadership, each of us spoke Spanish as a second language, and over time we developed a shared scholarly interest in professional development and its connection to leadership and school improvement. Jay became my graduate associate, and as such our interactions were frequent and deepened as we worked together in preparing and teaching classes, carrying out research, writing together, and delivering conference papers.

Scholars often describe mentoring as a series of phases in which the relationship between mentor and mentee progresses from early encounter, to close work together and the development of strong interpersonal bonds, to separation (doctoral students complete degrees and move forward with their careers), and ultimately to an enduring relationship characterized more by equality in the relationship. These phases clearly are reflected in the relationship Jay and I have had over the past 15 years, but to me it's been more than simply passing through phases of socialization and peer development. We have grown personally and professionally in one another's presence. Our relationship has been a reciprocal one in which we have learned and grown together drawing on each other's strengths and experiences over time. We have shared professional accomplishments as well as family celebrations, joys, and crises, knowing that each of us cares deeply about the other.

Jay: Timing and the Mentor–Mentee Relationship

I'd like to add a dimension to Paul's thoughts on relationships. I have always calibrated my mentoring standards to the high bar that Paul set for me while I was at University of Wisconsin–Madison. I can point to a few mentoring relationships with my doctoral students that I feel approached something close to what I experienced with Paul as my mentor (of course, you'd have to ask my students what they thought). But, in spite of my best intentions or wishes, I can also point to student–advisor/mentor relationships that did not meet the standards I set for myself.

All of these experiences reflect some of the truths about mentoring. It took me years to realize that I was measuring my mentoring relationships with my students based on a sample of one—my experience with Paul. I had trapped myself into thinking that there is only one kind of mentoring experience to have—the one I had. One dimension of this trap is timing. By *timing*, I'm referring to those temporal aspects of our lives that lie outside the graduate student experience yet can help shape it. First, I received my doctorate at a time when I could “afford” to study full time. My wife was more gainfully employed than I. I had an assistantship. And we didn't have kids yet. This created space and allowed for the energy it takes to focus and engage in socializing activities. Had I attended graduate school at another time, my mentor–mentee experience with Paul might have been different—not better or worse, just different. While I can't speak for Paul, with my 12 years as a professor as a lens, I think he was at a place where he could give as much as he did. He had a lot of experience as a professor and mentor, his kids were grown and out of the house, and profitable as it was he had

sold his farm. I have found in my own case that experience, changing obligations to family (raising children, coaching baseball, etc.), and the sheer necessity of getting promoted and receiving tenure shape the nature of the mentoring relationship in different ways. The confluence of two individuals' life experiences and life situations will influence the mentoring relationship in ways that make each relationship unique.

Paul: Mentoring and the Hidden Curriculum

As we discussed this essay, Jay reminded me that because mentoring is generally informal and not explicit, a hidden curriculum is often involved. I had to admit that is true. My hidden curriculum most often involves an unstated image or expectation for each of my doctoral students. As I work with students, I explore the real and imagined boundaries these candidates have for themselves and their careers. Students come to the university with personal and professional goals often with no thought of becoming a scholar in the field of educational leadership. Depending on life experiences, candidates arrive with varying levels of social capital in terms of what it means to be a scholar dedicated to work and life in the academy. Helping doctoral students consider scholarly work as a career is part of my obligation as a mentor. As I indicated earlier, mentoring is more than advising. I see my role as more than an agent helping students secure their credentials and degrees. Though perhaps not always explicit, mentoring affords multiple opportunities—a hidden curriculum—to help students encounter new ways of thinking, being, and becoming. Mentoring has the potential to help candidates have a transformative experience. While mentoring requires that we as professors honor candidates' career goals and plans, we are also free to suggest, directly and more often indirectly, that there are other career possibilities, including becoming future scholars of educational leadership. Helping doctoral students become professors and then watching them succeed in the field is one the great rewards of a mentor. At conferences I often hear conversations among my professional colleagues about academic lineage, tracing the direct lines of mentoring and sponsorship through various generations of scholars and institutions. Meeting my former doctoral students, now professors at leading institutions, and then being introduced to their doctoral students who recently have become professors is a great source of personal and professional satisfaction for me.

Jay: Avoiding the Dark Side of Mentoring

Paul's mention above of a transformative experience is key to avoiding the unintended pitfalls of mentoring. Rarely is mentoring discussed as a negative experience. But like the proverbial boiling frog, it's altogether possible that mentoring experiences actually work against the mentored person, whose ill effects are either recognized too late or not at all. My hunch is that negative mentoring experiences usually stem from overly directive mentors, mentors who don't seek to understand where the person is beginning their journey or what direction that journey might take. The dark side of mentoring rears its ugly head when the mentor begins with the end in mind.

On the other hand, a transformative mentoring experience allows the person to find his or her way, and the mentor guides but rarely directs. No doubt, effective mentoring plays a critical role in learning unwritten rules and norms of higher education. But much

of what lies ahead in the careers of our students is unclear to both the mentor and the mentee. The transformative experience allows students to see all the possibilities. There are different types of universities; a field of practice that spans P-20; and a variety of opportunities in the public, not-for-profit, and private sectors. The transformative mentor encourages responsible exploration of multiple avenues to find the best fit. The stakes are too high to do anything less. As a student, I found comfort and support in Paul's approach to my feelings of insecurity when considering which career path to take. He encouraged me to develop the skills necessary to become a successful scholar but also helped me think through larger questions and goals about career choice. In the end, his comfort with my discomfort helped me to make a confident career choice, but really it taught me a whole lot more.

* * * * *

Paul: Mentoring Is About the Work

The life of a scholar is essentially about one's work—its purpose, its trajectory, its significance, and its quality. Identifying and committing oneself to scholarly work over a lifetime is as challenging as it is exhilarating. I believe one of the best ways to help doctoral candidates understand life as a scholar and the centrality of one's work is to collaborate on work projects. Similar to my experiences with over 40 other Ph.D. candidates to whom I was the major advisor, Jay and I worked collaboratively over time. We prepared and cotaught graduate courses, conducted research studies, wrote conference proposals and papers, and conducted professional development sessions. All of this was in addition to Jay's commitment to his coursework and dissertation study and to my individual scholarly work. Developing a collaborative research agenda with doctoral students is a generative and demanding process for mentors and mentees. The realities of deadlines for research projects, proposals, and papers; the responsibility of preparing for two graduate classes; and sundry departmental tasks were all part of our collaborative work. From a mentoring perspective, collaborative work benefits mentor and mentee. Joint work supports the socialization process developing future scholars as well as helps scholars remain active contributors in the field of educational leadership.

Jay: Understanding What the Work Is

While I won't take the position that class work in graduate school is not important, it's only a small of a piece of a rich developmental experience. Clearly, delving into theory and empirical work is indispensable for the development of any scholar. But the work of faculty is multidimensional, and oddly enough some of these dimensions are easier to see than others. The experience I had with Paul allowed me to see the full spectrum of work in which faculty engage. Paul engaged me in teaching (development and design, as well as stints in the classroom), in research projects, and in service-oriented work. The opportunities Paul and the department at University of Wisconsin provided me to attend faculty meetings and serve on various committees gave me the chance to understand better the culture I was swimming in but couldn't necessarily see. In short, most of the labor lies in the work outside the graduate classroom. Paul helped me to see the full picture of work responsibilities and how to weave them together to create synergies among the various responsibilities. A mentoring maxim might be this: Mentors create opportunities; mentees seize them.

Paul: Mentoring Locates Scholarship Within the Wholeness of One's Life

Jay and I both have dedicated ourselves to developing lines of scholarship that each of us pursues with purpose and passion. As central as this life work is for each of us, we also recognize the importance of the other dimensions of our lives. These include at least the three Fs: fun, family, and friends.

A former colleague of mine at Wisconsin used to say that unless one has at least three good belly laughs a day, it's not been a particularly good workday. Having spent nearly three decades in the field of educational leadership, my overall sense of the profession is that a number of us do not get enough daily belly laughs. At the risk of trivializing our work or its importance, I would argue that good humor and fun are not mutually exclusive to serious work and rigorous scholarship. As I reflect on our work days together, Jay and I maintained a healthy combination of fun and scholarship. As we got to know each other better, we laughed at each other's foibles and limitations, whether in class teaching, challenges in carrying out research, or in completing writing projects. My limitations were centered in two areas—new technologies and use of my computer to support classroom instruction and lost glasses. In this respect, Jay was clearly the mentor and I the mentee. Having witnessed me struggling to read between my printed notes and the PowerPoint presentations on the screen without my glasses, Jay regularly and quite good-naturedly reminded me before speeches and before class to be sure to have my glasses. In fact, I believe he had it on his mental checklist he maintained for me. Jay and I also routinized our fun and relaxation on late Friday afternoons at the student union on the lakeshore enjoying beer, popcorn, and animated conversations with other faculty and graduate students. We worked hard and played hard.

Having fun in and through our work together was also a way that each of us gained perspective on the wholeness of our respective lives. To be sure, each of us is plenty serious about the nature, quality, and impact of our scholarly work. As a mentor, what I did and how I balanced the competing demands in my own life had much more of an impact on Jay than repeated exhortations to find the often elusive balance. As Jay's mentor, I had neither a facile solution nor a magical algorithm for achieving life balance. Through the years, many of my senior colleagues had shared how they had sacrificed many aspects of family life to satisfy the demands of tenure and promotion. Making visible how I struggled and then set priorities; remained disciplined in my work; acknowledged the difference between dedication and destructive work patterns; and found time for family and home, friends, church, and community was the only guidepost I could lay out for Jay and for many others over the years. Achieving balance is highly individualized. For me, this meant finding a place where work and personal life maintain their integrity and their vitality while still having enough time to harvest my zucchini and tomatoes.

Jay: It's About *Seeking* Balance, not *Finding* Balance

Being a graduate student with an uncertain future—or for that matter, an assistant professor with an uncertain future—it's sometimes difficult to hear the wisdom in comments about finding balance. That is why I prefer to think in terms of *seeking* balance. As graduate students or faculty, actually finding balance becomes a Sisyphean exercise in frustration. Rather, what I learned from men-

tors such as Paul, Mark Smylie, Carolyn Kelley, Rodney Ogawa, and others is the art of seeking balance. By working with, watching, and asking questions of these mentors I internalized the decisions they made and patterns of their work lives. These patterns reflected the daily decisions and negotiations they made with themselves as they balanced those things most dear to them. On any given day, priorities among work, family, personal interests, community, or church fluctuated, but the decisions reflected in the patterns changed as balance was constantly sought. I observed Paul as he took a personal interest in documenting the history of one-room schoolhouses in the Midwest and incorporated that interest into his work on professional community and professional development. I found inspiration in watching Carolyn Kelley begin to raise her family. And I was

lucky enough to hear Mark Smylie when he urged graduate students at a graduate student seminar to start a hobby unrelated to work when they became professors. Together these types of comments reinforced for me that it is about *seeking* balance.

Ultimately, in this field we are all mentors and mentees simultaneously. The ever-evolving mentoring relationship that Paul and I have had points to some of the qualities and dimensions of a fruitful relationship. We're sure that there are qualities and dimensions that we didn't cover in this essay. But we're equally confident that the qualities we shared—mutual respect, mutual responsibility, effort, patience, and openness to self-discovery and learning—are all part of the calculus that goes into a successful mentoring relationship.

New Releases Sponsored by UCEA

Handbook of Research on the Education of School Leaders

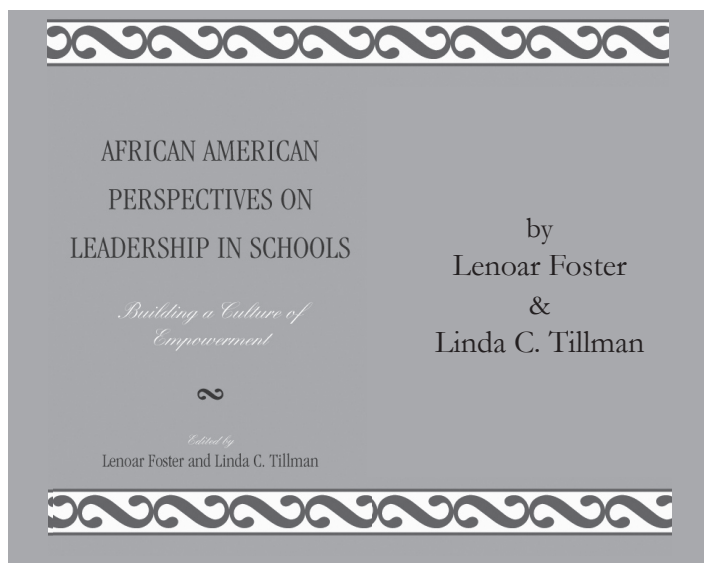
by
Michelle D. Young, Gary Crow,
Joseph Murphy, & Rodney Ogawa

This new handbook, sponsored by the UCEA, documents the existing knowledge base in the field of leadership preparation and identifies gaps and new directions for research. Effective leadership is believed to be critical to improving educational outcomes and student performance. Until recently, however, there has been little research to demonstrate the effectiveness of program models and features or even agreement on outcome measures on which to assess effectiveness.



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African American Perspectives on Leadership in Schools: Building a Culture of Empowerment



This just-released book is a collection of some of the best in-depth scholarly work on African American educational leadership. These scholars cover the history of African American school leadership, critical spirituality, African-centered pedagogy, womanist caring, urban school leadership, African American superintendents, leadership for troubled African American adolescents, critical factors for the underachievement of African American students, cultures of excellence, a critique of whole-school reform, and antiracist school leadership preparation—a broad and deep array of topics focused on building a culture of empowerment for African American children, their families, and their communities.



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From the Director: What About Distance Technology?

Michelle D. Young

Over the past decade, UCEA and its member faculty have worked diligently to develop a research-based understanding of the effective leadership preparation. As a result of these and complementary efforts, we now have a fairly robust understanding of the factors that make programs effective. We also have rich case examples of each of these factors, which serve as exemplars, and evaluation tools that can be used by programs seeking to improve their effectiveness. UCEA has invested quite a bit of time over the last few years highlighting and promoting these factors to educational leadership faculty, state leaders, policymakers, and other stakeholders in an effort to foster understanding and widespread adoption.

An issue that has started coming up more often in my conversations about effective preparation programs is distance technology or online programs. For years distance education was limited to correspondence courses, radio, and broadcast television. Within the past 10 years the development of new technologies has enabled new possibilities for interaction and information access. As a result, universities, colleges, and individual programs increasingly are experimenting with distance technology, creating web-enhanced or fully online programs.

In the context of quality preparation discussions, the issue of distance technology tends to be raised as a negative. I frequently hear comments like, "In the end, it won't matter how much better our programs are. All students care about these days is convenience and cost, which they can get from all these online programs." The implication of such statements is that online programs are not only cheaper and more convenient but also of lesser quality. Such blanket assumptions are unhelpful.

Granted, a number of online and distance technology-based programs are of questionable quality and cause me serious concern (e.g., the DVD-based programs purchased from Higher Education Holdings and offered through a variety of institutions across the nation that provide a master's degree in educational administration in 18 months for less than \$5,000). However, we cannot conflate all distance education with such negative cases. They are not all good or all bad. And, if done well, they are not terribly inexpensive, at least not for the institution.

I am neither a huge proponent of nor an opponent of expanding distance learning, but given the huge impact that technology has had on my life—how I communicate, how I get my news, how I make purchases, and how I get information—I am convinced that the Internet and other forms of technology provide amazing platforms for learning. We need only explore a few of the tools commonly used today, such as e-mail, listservs, broadcast video, interactive television, multiple-user object-oriented environments (MOOs), wiki-spaces, Google-docs, YouTube, streaming media, and videoconferencing tools like Skype, to see some of the possibilities.

In a recent *Chronicle of Higher Education* commentary titled, "The Excellent Inevitability of Online Courses," Brooks (2009) noted that online courses grew 19.7% between 2002 and 2007. Compare that percentage with the growth in the student population

during that time: 1.5%. The interest in online learning opportunities seems to be growing, and as a result, you may find yourself in the not so distant future in a consequential conversation with your dean, provost, or program chair focused on developing or expanding online offerings in your program area. It is better to be knowledgeable, to know what is available, and to have thought through the implications of distance technology for your program and courses than to lack such knowledge or to have given no thought to the issue at all.

Ample resources are available that review new technology, conferences, put on by organizations from Sloan-C to The University of Texas System, where cutting-edge developers and technology users describe the latest developments and their classroom applications, and a growing body of research on effectiveness of various methods and efforts. According to Johnson (2003), "Crucial to the success of a distance education enterprise were technological and support staff, policies and procedures, instructor and staff training, program identification procedures, marketing processes, and instructional design and development systems" (p. 104). For the Open University, one of the pioneers of distance education, successful distance education rests on four pillars (Johnson, 2003):

1. high quality, multimedia learning materials, developed by teams of academics and experts
2. personal support to each student from a living breathing human being who knows the student's name and aspirations
3. efficient logistics and administration
4. teaching that is rooted in research (p. 38)

Boettcher (1998) also emphasized that there is no simple answer to the question of cost in time and money to develop and deliver distance-learning programs. She noted that budgeting plans need to consider all phases of course delivery, including design, development (e.g., it takes an estimated 18 hours for a faculty member to create 1 hour of quality distance instruction), instructor training, and dissemination. In addition to planning and budgeting for infrastructure, marketing, recruiting, admissions, student advisement, assessment, library, and technical support resources, faculty must be trained in distance technologies. They also must be willing to make adjustments to their teaching style. One thing is clear: Quality distance programming cannot be done on a whim or on a shoestring.

Another important concern held by the faculty I have spoken with is that distance learning is inappropriate for the preparation of leaders because the work of a leader is people intensive. Someone recently said to me, "Leaders lead face-to-face. It makes little sense to prepare them in isolation." Although much progress has been made in the development of online communities, my review of tools has led me to the conclusion that they are not currently adequate for providing the substantive face-to-face learning essential to quality leadership preparation. Granted, not all teaching and

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learning require that students and faculty both be present, but the internship, for example, requires sustained interaction with others. A well-planned, high-quality hybrid model, then, could be an acceptable option for educational leadership preparation.

Unfortunately, there is not a lot of research (at least not that I have found) focused directly on the quality use of distance technology in preparation of educational leaders. Research has identified several teaching principles associated with improved learning outcomes in technology-enhanced and distance programs. According to this research (Ehrmann, 2000), good practice

1. encourages contacts between students and faculty,
2. develops reciprocity and cooperation among students,
3. uses active learning techniques,
4. gives prompt feedback,
5. emphasizes time and task,
6. communicates high expectations, and
7. respects diverse talents and ways of learning. (p. 38)

While these general principals are certainly helpful, it is time that we learned more about what works in this area for the preparation of educational leaders. UCEA is helping to provide some insight. For example, the newly released *Handbook of Research on the Education of School Leaders* (Young, Crow, Murphy, & Ogawa, 2009) contains a chapter on delivery (Grogan, Bredeson, Sherman, Preis, & Beaty, 2009) that contains a small section on distance technology.

Additionally, the director of the UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE), Scott McLeod, has agreed to have his center host an interview series focused on the use of distance technology in educational leadership programming. The purpose of the interview series is to share research, knowledge, and experience concerning the quality use of distance technology in the preparation of educational leaders.

If you do find yourself in a conversation about distance education or on a development team for online curriculum, do your homework. Institutions that do engage in distance education will need to consider both the research on effective leadership preparation and what is known about effective distance education. Leadership preparation programs are responsible for ensuring that graduate students gain the knowledge and skills needed to lead educational organizations that support student learning. Regardless of how a program is delivered, it must be of high quality.

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UCEA Research Utilization Briefs

UCEA has developed with the Wallace Foundation a publication series that shares pertinent information regarding leadership preparation with the individuals who are in positions (at the program, institutional, and state levels) to make use of the information and make positive change. The series provides short, high-impact explanations and examples of how the preparation-focused research can be used to improve leadership preparation programs. These publications are based on new, current, and forthcoming research products from the Wallace Foundation and its funded projects.

March 2009: Selecting Leadership for Tomorrow's Schools

June 2009: Assessing Leadership Effectiveness

Sept. 2009: Investing in Staff Resources for Learning Improvement

The views expressed in these policy briefs are those of the authors and do not necessarily reflect the views of UCEA or member institutions. These documents are available on the UCEA website:

www.ucea.org/research-utilization-briefs



The Brock International Prize in Education recognizes an individual who has made a specific innovation or contribution to the science and art of education, resulting in a significant impact on the practice or understanding of the field of education. It must be a specific innovation or contribution that has the potential to provide long-term benefit to all humanity through change and improvement in education at any level, including new teaching techniques, the discovery of learning processes, the organization of a school or school system, the radical modification of government involvement in education, or other innovations. The prize is not intended to recognize an exemplary career or meritorious teaching, administration, or service with a primarily local impact. The prize itself is awarded each year and consists of \$40,000, a certificate, and a bust of Sequoyah.

9th Annual Brock Laureate Symposium
Oklahoma State University, Stillwater
March 25, 2010

An EC Minute

Alan Shoho, UCEA President-Elect



From July 26–29, 2009, the Executive Committee (EC) met at the AT&T Center Hotel on The University of Texas at Austin campus to conduct the business of UCEA and continue its strategic planning. President Jim Koschoreck led the meeting throughout the three days. After approving the February 2009 EC meeting minutes and reviewing the agenda, the first order of business was a debriefing of the annual report of Executive

Director Michelle Young. During an executive session, the EC deliberated and then accepted the recommendations of the evaluation committee, comprised of Past President Steve Jacobson, President Jim Koschoreck, and President-Elect Alan Shoho.

Dr. Young walked the EC through UCEA's budget. For each of UCEA's strategic program areas, Dr. Young explained the costs associated with staff and those with materials. UCEA is in a fiscally sound position at the current time.

Two UCEA publications will be on display at the convention this year: the *Handbook of Research on Leadership Education* and *African American Perspectives on Leadership in School*. Additionally, UCEA is planning three new series: (a) a thematic reader series, (b) a textbook series, and (c) a casebook series. *EAQ* will be relocating to Texas A&M this summer under the editorship of Linda Skrla. Two special issues are in preparation: one involving the Jackson Scholars and another being guest edited by Terry Orr. All new submissions can be made to Texas A&M electronically at the Sage website starting Monday, August 3. Finally, an RFP is out to host the editorial functions of the *Journal of Cases in Educational Leadership*.

This year, convention sponsorships are down and are having an adverse impact. The convention team is approaching a wider array of potential sponsors than in the past in order to secure funding to support audiovisual/technology along with food and beverage for the conference. Given the economic recession across the country, garnering sponsorships is particularly challenging this year.

A variety of activities is planned for graduate students at UCEA, and new resources are being developed on the UCEA website. The Jackson Scholars Program has two sponsors this year: Claremont Graduate School and University of San Diego. UCEA is trying to garner support to provide each of the 21 new Jackson Scholars with a ticket to the convention banquet on Friday evening featuring David Berliner as the keynote speaker. Additionally, UCEA is exploring the development of a travel scholarship program for graduate students who present papers at the conference. There was discussion about whether institutions should match the scholarship fund provided and the criteria used to select the recipients. Finally, Executive Director Young identified three issues requiring attention: (a) identify a new Associate Director for Graduate Student Development, preferably someone who is a tenured Associate Professor; (b) redevelop the advisory board for the Jackson Scholars Program; and (c) evaluate how effective UCEA efforts are for graduate students.

The next order of business pertained to membership applications from Bowling Green State University and Old Dominion University. The EC voted unanimously to conduct a site visit with

some areas of clarification for Bowling Green State University to address. Similarly, the EC voted unanimously to authorize a site visit to Old Dominion University.

In addition, UCEA anticipates receiving membership applications from Texas Tech University, University of San Diego, and University of Pennsylvania. Boston College and George Washington University have indicated they want to pursue provisional membership, and the University of San Francisco is considering affiliate membership. Other universities that have expressed interest in membership are Drexel University, Notre Dame, Stephen F. Austin University, University of Colorado at Denver, University of Ohio, Minnesota State University, North Carolina A&T State University, and Howard University. The last item pertaining to membership issues was the request by Sam Houston State University to participate in a membership evaluation review.

After reviewing the membership issues, Dr. Julian Vasquez-Heilig, Associate Director for Program Centers, gave a report outlining existing, new, and pending program centers. There are two new program centers. The first is a joint center on the superintendency involving North Carolina State University, University of Dayton, Cal Poly San Luis Obispo, and Florida Atlantic University. The second new program center focuses on Educational Leadership and Social Justice and is located at Duquesne University. The Willower Center for the Study of Leadership and Ethics at Penn State is in the process of determining whether it will be sunsetting or continuing with a new leader. One pending program center has been proposed by Hofstra University to focus on the Study of Leadership and Policy in Changing Suburban Schools. As in past years, there was a mini-grant competition among the program centers, and the Program Centers Advisory Board recommended two proposals for funding to the EC. Dr. Vasquez-Heilig shared his thoughts on some strategic plans for the program centers including dissertation award, live blog feeds among the program center heads and the associate director, and the possibility of a summer graduate student fellowship.

Dr. Bruce Barnett debriefed the EC on international issues. He reported that UCEA has developed a memorandum of understanding on partnerships with the British Educational Leadership, Management, and Administration Society (BELMAS), Commonwealth Council for Educational Administration and Management (CCEAM), and New Zealand Educational Administration and Leadership Society (NZEALS). UCEA will be doing a session during the convention with BELMAS and, in turn, a session at the BELMAS convention. Associate Director Barnett is updating the UCEA website to display international conferences involving educational leadership and administration. He is currently developing an advisory board consisting initially of the three UCEA international members but later to include more international scholars. He will be using the results from the Fall 2008 online survey to Plenary Session representatives to guide international initiatives as well as sessions at UCEA and other conferences.

Following the international report, Dr. Shoho recognized Events Manager Christopher Ruggeri as an invaluable resource and support person for the program planning committee. His work behind the scenes is what makes the convention run smoothly. Unfortunately, his work often goes unnoticed or unrecognized, so if you get a chance, please express your appreciation to Christopher Ruggeri for a job well done.

Dr. Shoho subsequently shared with the EC some of the con-

ference highlights:

1. The conference will start on Thursday with an awards luncheon and ceremony. All substantive paper and symposia sessions will end on Saturday evening, with editorial board meetings and workshops on Sunday morning.
2. The keynote speakers will be Thursday p.m., Dr. Kevin Kumashiro as the Texas A&M Social Justice Lecturer; Friday a.m., Dr. Jim Koschoreck for the Presidential Address; and Saturday a.m., Dr. Jim Popham as the Penn State Mitsifer Lecturer.
3. The banquet will be on Friday evening featuring Dr. David Berliner as the Brock Prize keynote speaker.
4. There will be a Leadership Summit on Saturday evening with members of the California educational community to discuss the adverse economic conditions and the impact on education.
5. On Thursday morning, a pre-session involving school visits to the Long Beach Unified School District (a recent Broad Prize winner for urban school district achievement) will be undertaken by conference attendees who sign up.
6. A 30-minute lunch break on Friday and Saturday will allow attendees to get something to eat while networking with their colleagues.
7. The chair/discussant roles are being combined to streamline sessions and encourage more interaction between presenters and the audience. Also, most sessions will have three or four papers maximum to allow more time per presentation.
8. There were fewer proposal submissions and a higher rejection rate this year.
9. The workshops planned for Sunday include (a) a session on the use of ETIPs, an online problem-based learning resource; (b) a session on university–district relationships; and (c) a session on evaluating leadership preparation programs.

The beginning of the second day started with a contextual scan of the field by Executive Director Michelle Young. Dr. Young briefed the EC on five areas: (a) general education context, (b) school and district leadership, (c) higher education context, (d) educational leadership preparation, and (e) implications for UCEA and UCEA members. The key issues shared by Dr. Young revolved around economic issues affecting leadership preparation programs, resource and research utilization for program improvement, policy issues regarding leadership practice and preparation, and the increasing number of alternative programs. One wonders what it will take for university leadership preparation programs to shift paradigms, or whether we will end up like the lobster that fails to realize too late that the water is boiling hot.

For the remainder of the second day, the EC engaged in strategic planning activities. The EC was divided into six pairs, with President Jim Koschoreck and Executive Director Michelle Young facilitating the process. Each group was given an area to assess how UCEA addresses it in terms of research, activities, and products or publications. Throughout our debriefing of each area, it became clear that UCEA is engaged in numerous activities supporting the strategic areas. Where UCEA is falling short is in the areas of coordinated research efforts and, to a lesser degree, publications. The

product of the July strategic planning will be used to plan activities for the Plenum at the November meeting.

This is the second opportunity I've had to report the deliberations of the EC. The EC Minute series was initiated by Steve Jacobson as a means of providing greater transparency between the EC and the membership. In the above, I have tried to provide an overview of the July EC meeting in Austin. Every time the EC meets, I relish the opportunity to listen to my EC colleagues and their perspectives. My EC colleagues may wonder what I am thinking, because I am admittedly one of the more reserved members of the EC. Some members of the EC are more vocal and others less so. The EC is like any other diverse body of people, encompassing multiple perspectives and styles. During my time on the EC, most of our discussions are quite candid, although there are some issues that are more difficult to grapple with. One of these issues is the discussion of race and social justice. Similar discussions about gender, sexual orientation, and disabilities are equally sticky. The question always remains: equity and/or social justice for whom? And what does social justice mean? As recent events surrounding Harvard Professor Henry Louis Gates and the Cambridge Police Department illustrate, discussions of race are never easy, and they can be taken out of context depending on the perspective one takes. In addition, I'm reminded that there are always two sides to a story, and unless you were there, your knowledge is always based on secondhand information. I always ponder when engaged in discussions about race, why it is so difficult to talk about? I suspect a large portion of this discomfort is due to the perceived feeling of emotional and social safety, i.e., people don't feel safe to say things for fear of being attacked or misinterpreted. What might we do about this? I offer two thoughts. First, we must practice empathy by listening before prejudging others. Second, we must engage people in a respectful manner. Unless we can commit to listening and respecting one another, difficult issues of race and social justice are unlikely to be discussed, much less resolved.



www.ucea.org

Check out the UCEA Interview Series

The UCEA Interview Series is a new online resource focused on recent research relevant to leadership practice and preparation. Visit <http://www.blogtalkradio.com/UCEA> and check out the current offerings, including interviews with Karen Seashore, Ken Leithwood, Terry Orr, Mike Knapp, David Mayrowitz, and Scott McLeod. Listen to interviews live, listen online, or download them to your mp3 player.

Innovative Programs:

An Interview With Jay D. Scribner, Professor Emeritus, The University of Texas–Austin

Liz Hollingworth
University of Iowa



The UCEA Jay D. Scribner Mentoring Award honors educational leadership faculty who have made a substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important role mentors play in supporting and advising both students and junior faculty. This award is named after Dr. Jay D. Scribner, whose prolific career spans over four decades and who has mentored

a host of doctoral students into the profession while advising and supporting countless junior professors throughout this same time. Of particular note is Professor Scribner's unique ability to reach across racial, class, and gender differences in his mentorship—nurturing scholars from underrepresented backgrounds into a profession largely homogeneous in composition. To better understand Jay Scribner's unique perspective on mentorship, I found Dr. J, as he is known affectionately by his students, in between golf games at his family summer home in Maine to ask him for his perspective on mentoring and for words of wisdom for the UCEA community.

LH: Tell me about your own mentoring experience as a graduate student.

Dr. J: My experience was varied. I had one major professor, Tom James, for research projects. I was also being mentored by two or three other people; there was a special person in political science at Stanford who worked with me. One of the things that came through to me early on is the importance of mentors. I had been a principal in Maine, and I had no idea what Stanford was going to be all about. There is a great deal to learn about all the skills you need to survive the dissertation, term papers, and everything else. I recall a paper for one of my courses in counselor education and policy or social psychology. I did a little informal study of the initiation rites of students coming into a university, and how the students who had been there a while had gotten through a few humps and were saying things about this professor or that professor. Some of us were worried about what we were getting into from one course to the next. After we got into the first year, we found it was not as bad as we thought it would be. Because it was a culture shock for me in the beginning, it made me concerned thereafter about new people.

Our advisor would make sure that we got to the American Educational Research Association (AERA) meeting. Then right after that, the American Association of School Administrators (AASA). A lot more professors were involved with AASA back then. There were panels, doing papers, and so forth. UCEA has taken over that function for professors more than AASA today, because UCEA didn't start a conference until the 1980s. The AASA became less

and less powerful and the teacher organizations got more power.

My advisor, Tom James, would be at conferences and I would run into him at breakfast, and he'd ask what I'd been up to. I told him that I went to really good sessions. He said, "You are here to meet people. If you go to a session, pick out one person to meet and introduce yourself to."

LH: What formal structures are in place at The University of Texas at Austin to mentor students in the program?

Dr. J: I go in twice a week. I've been either on phased retirement or retirement for the past five years. We've brought in a lot of great new professors. There wasn't a real formal structure for mentoring, even though there were structures that lent themselves to that. Everyone has an assigned advisor when you come in, unless you are coming in on someone's research project and specifically recruited. Your advisor is not necessarily your sponsor for your dissertation. You may connect with someone, and that may be someone else. I have no problems with that if you do. That's how it all began.

Students themselves take the initiative, especially in Texas. They organize in their own way, plan programs with faculty for orientation, and find people who can help them do what needs to get done to get ahead in life. So it works both ways, I think.

Also, we used to have a seminar connected to a project, have the students write their papers around different themes, and then these would become papers for UCEA or AERA. And everyone is

Biographical Sketch of Dr. Jay D. Scribner

B.S., University of Maine at Farmington, 1958
M.Ed., University of Maine at Orono, 1961
Ed.D., Stanford University, 1965

Professor Scribner's research focuses on educational politics and policy at two levels. First, micro-level studies involve inquiry into (a) the effects of organizational politics (conflict, power, policy) on change within schools and (b) community participation, parental involvement, and student success. Second, macro-level studies involve inquiry into (a) effects on institutional collaboration among school districts, universities, and communities; and (b) effects on political culture on state and local educational policy. Professor Scribner has conducted studies within large urban areas, such as Los Angeles and Philadelphia, and in smaller communities throughout Texas, particularly in the Borderland schools. His research has been supported by major federal, state, and foundation grants and has involved graduate students and other faculty. In addition to the research grants, Dr. Scribner has been successful in receiving funding support for major training grants for preservice and in-service educators. While dean of the College of Education at Temple University, he participated in the acquisition of \$1.9 million and \$23 million grants for multilingual research and training and for training of military personnel to teach recruits in the basic skills. He also developed an international program with Abraka Teachers College in Nigeria, where faculty provided an on-site master's program for African teachers and administrators. He recently codirected the Border School Research and Development Initiative and a national study on migrant education policy funded by the Texas Education Agency.

expected to do that.

LH: How do the students get funded to attend national conferences?

Dr. J: Two ways—we have money ourselves—grants to help. Part of the whole grant system was to share your findings and research with the field at large. Most of the department and the dean's office put aside some money where students could send a proposal into a faculty committee that would allot funds to students who had papers that had been accepted. It's amazing how resourceful students can be. I've seen them get in a van and practically sleep in it and do whatever they can to get there.

LH: What advice do you have for other UCEA institutions for setting up the kind of rich experiences that exist at The University of Texas at Austin?

Dr. J: The first step is to sit down and talk about it. Total faculty commitment or at least strong faculty commitment is needed to do it. We all have different values. Some are not interested in the research arena, they are more interested in practice, so they are going to provide those kinds of experiences for their students. It's good to have people talk about that. What can we do to enhance the future of our students here in terms of their careers? There is stuff that can be done across and within programs. I don't know how it is at Iowa, but at Texas, we have some distinct programs in educational administration, yet we have a department as a whole. Things have to be done at both the department and program levels to promote active student involvement in the profession.

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Top-Notch Teachers Are Found to Affect Their Peers

Teachers raise their games when the quality of their colleagues improves, according to a new study offering some of the first evidence to document a spillover effect in teaching. Authors Jackson and Bruegmann (2009) based their findings on an analysis of 11 years of data on North Carolina schoolchildren. The study is due to be published in October in the *American Economics Journal*.

Jackson, C. K., & Bruegman, E. (2009). *Teaching students and teaching each other: The importance of peer learning for teachers* (NBER Working Paper No. 15202). Retrieved from <http://www.nber.org/papers/w15202.pdf>

New UCEA Program Center Grand Opening

Katherine Cumings Mansfield
The University of Texas at Austin

Dean Olga Welch and Professor Jim Henderson, along with other Duquesne University College of Education faculty and staff, announce the grand opening of the new UCEA Center for Educational Leadership for Social Justice. The ribbon-cutting ceremony celebrating the newly renovated space that will house the innovative center took place Friday, September 11, 2009.

The primary focus of the UCEA Center for Educational Leadership and Social Justice (UCEA-CELSJ), as its name suggests, is to investigate the relationship between educational leadership and social justice. Dr. Welch stated that the new UCEA-CELSJ reflects the elements of Duquesne's Spiritan principles and enables the School of Education to manifest that identity while engaging colleagues from across UCEA institutions. Dr. Henderson, director of the UCEA-CELSJ, expressed his excitement about the future and his desire to get started on a variety of efforts designed to link practitioners, researchers, and policymakers from diverse academic, community, and government institutions.

According to Dr. Henderson, goals include coordinating the extant and relevant research and development agendas of faculty and those that have emerged from Duquesne's participation in the Carnegie Project on the Education Doctorate, the Pittsburgh Emerging Leadership Academy (a funded partnership with the Pittsburgh Public Schools to prepare Urban Principals), and the Duquesne Educational Leadership Symposium. UCEA-CELSJ objectives include designing, testing, and disseminating instructional materials and learning environments for use in the teaching and preparation of future educational leader-practitioners. Additionally, UCEA-CELSJ aspires to design and conduct equity audits for use in UCEA-CELSJ partner schools, universities, and organizations.

For additional information, please contact Dr. Jim Henderson at 412.396.4880.

Europe Develops University-Ranking System

The European Union is working with the Cherpa-Net-work consortium to carry out a feasibility study concerning the design and testing of a new multidimensional university-ranking system for Europe, which likely will have implications for the world's higher education community. International rankings of universities have become increasingly common, making this development logical. Moreover, European institutions complain that current ranking systems, such as the annual report produced by Shanghai Jiao Tong University, are unfair, focusing too much on the hard sciences. The system is expected to be ready for field testing with a sample of 150 higher education and research institutions by 2011.

A Conversation With Bruce S. Cooper

Annjanet Woodburn
Pace University



Dr. Bruce S. Cooper is a Professor of Educational Leadership and Policy at the Fordham University Graduate School of Education, with over 25 years of experience in the field. He is the past president of the Politics of Education Association and has an interest in education politics, policy, finance, and leadership. He has authored and co-authored numerous books

and articles during his career and is currently working on numerous projects. He was awarded the Jay D. Scribner Mentoring Award in 2008.

Ms. Woodburn is currently Assistant Dean at the Pace University School of Education. She has worked in higher education environments for over 20 years. She is currently enrolled in a doctoral program in Educational Leadership at Fordham University. She is also a Barbara Jackson Scholar.

AW: You received the Jay D. Scribner Mentoring Award at the UCEA Convention 2008. One of the criteria for selection is that the recipient is one who has “made a substantive contribution to the field by mentoring the next generation of students into roles as university research professors.” Please discuss how you work with students through the mentoring process.

BC: I make myself available to students, so when they get an idea, or find an interesting problem, I tell them to call and meet with them, since ideas come and go, and grabbing the idea when it’s fresh and hot is critical. A good dissertation or study rests on finding a good topic that’s important, fresh, and of interest to the student. I keep my eyes open for students who are research oriented and might want to enter the professorate. The problem is that many of the doctoral students in our program are already school principals, earning \$125,000 a year, and the junior professorate (assistant professorship) may pay much less, around \$60,000. Why would a student pay and work for 3–4 years on a degree to take a 50% pay cut in their first job—and face the uncertainty of being an untenured professor when virtually all our students have tenure in the public schools, as teachers and then administrators?

The exception may be an older school administrator who’s considering retirement, and who might be willing to use their doctorate to start a “new” career in higher education. One of my most successful students is now a tenured associate professor and actively publishing (with me, too), collecting her pension from the public system, and working in a private Catholic university. So the degree helped her move from lower to higher education successfully, and my mentoring helped her get the degree and then get the job, and she is now publishing at a nearby college. I even helped her to get a postdoctoral fellowship from the U.S. Department of Education

and the National Science Foundation for \$140,000 for 3 years to continue her research that she started as doctoral student. And she’s published a number of articles from her 5-year study of math leadership.

Another doctoral student of mine, Marcia Harr Bailey, received a Fulbright grant to study “servant leadership” as a program and value in Laos, relating this program to Buddhist values, and is spending her third year in Laos gather data for her study and for her dissertation. The hope is that Marcia will decide to enter the academy as a professor when she completes her dissertation.

AW: How do you cultivate the mentoring relationship with graduate students? How do you build a professional, respectful, and trusting bond?

BC: I teach students in my Research 1 course to *analyze, criticize, and redesign* research, just as I was taught by Edwin Bridges as my first professor in my doctoral program at the University of Chicago years ago. The redesigning is the creative key step, and I begin to build a creative, engaged relationship with those students who are interested in this method. This relationship grows and deepens in the courses, in Dissertation Seminar and in the Residency Program, where students get to try new ideas and think about how a problem in education might lead to a “research problem” for their study. The bonding is key: Students must trust the mentor, and the mentor has to respect and respond to the student. This process isn’t rational and timed; rather, students need to contact mentors when the student has an idea, and the professor must respond quickly, while the idea is hot. Or, if the professor is working on some research and a student shows interest, the idea could start with the faculty member.

AW: Who were some of your mentors? How did your mentoring experiences shape the way you mentor students?

BC: I had two main mentors. Ed Bridges at University of Chicago who believed in me, helped me, and even took an idea that I had—to see why school principals were forming their own unions in the 1970s alongside teacher unions and how principals’ unions were and are different from other unions. When I presented this idea to Ed, he immediately encouraged me to get a small grant to visit six cities in which principal unions were popping up, and we published the first article on the topic in the journal *Education & Urban Society*, examining the similarities and differences between teacher and principal unionization, and how principals unions were legal in some states, while the Taft-Harley Amendment (1956) to the national labor relations law had disallowed middle management from joining or forming unions in the private sector.

And my dissertation mentor, Donald Erickson, had great faith in me and helped me get a grant to work for a President’s Commission on School Finance, studying the new “free and freedom schools,” which led to my dissertation, first and second books, and articles on alternative private education, an interest that I’ve sustained as I’ve kept up with the evolution of U.S. private schools for 37 years.

AW: What are some specific ways in which you mentor doctoral students who are pursuing roles in academia? Why is it important to socialize them into the field?

BC: Some of the ways in which I mentor doctoral students are

to help then refine their research topic and work with them to finish their program. I encourage them to publish their dissertation and at times help them in developing additional articles that can be published in special issues of journals and other outlets. Ironically, it is difficult to advise students to leave K–12 education for the academy, since the risks and cost in higher education professorate are so high. But once they decide to move, I offer chances to work together and to publish together. I also extend a chance to be the senior editor or author, which places a new faculty member in a better position to get rehired and tenure. I rarely write alone now, and many of my co-editors and co-authors are new faculty whom I work to mentor. The new faculty often has ideas and energy. They just need frameworks, outlets for their work, and support in their writing.

AW: Another criterion of the Jay D. Scribner Mentoring Award is for the recipient to be someone who recognizes “the important role(s) mentors play in supporting and advising junior faculty.” Please discuss ways in which you have served as a mentor for tenure-track faculty.

BC: Once the new faculty have taken their job in the academy, and published a few articles off their dissertation, I urge them to move on to their next topic, since they can get stale writing on their old topic after publishing off their work already. I also find it fun and useful to edit books and articles, and to include young junior faculty in the process. Yearbooks, and special issues of journals are excellent outlets, too. Lance Fusarelli, when he came to Fordham, brought his skills and his ideas, and we were able to publish together, to both our benefits, and to help him get a good job at NC State, tenure and promotion. And once the junior faculty finds his or her area and builds a network, we are able to write and publish together in edited books and special issues of journals.

Junior faculty need to understand the three parts of being a successful professor: (a) the teaching is first and foremost, since feedback from good teaching is instantaneous; (b) good service to the university and department or school is important in building a relationship with other faculty; and (c) the steady development of research and publications, which take the most effort since a refereed journal article may take months to write, more time to revise, and another 6 months or more to get the article into print. I also encourage faculty to think about the *five outlets for publishing*: (a) the book, which might grow right out of the dissertation; (b) a chapter in a book, which may occur if I’m publishing an edited book and topic is of interest to the junior faculty member; (c) a refereed journal article, which may grow right out of the dissertation or other work; (d) a more popular journal article in an outlet such as *The School Administrator* or *Educational Leadership*; and (e) an editorial that may not carry much weight in a tenure or promotion review but is a small investment and gets the new faculty member’s name out. And

a good idea in research could lead to all these outlets.

AW: What advice would you give to faculty members who want to be effective mentors for their students?

BC: Mentors need to introduce the research process to their students in their first doctoral course and follow through the doctoral program. An idea for a dissertation may emerge from any course, topically or methodologically, and may be explored in a course/term paper, a comprehensive exam, a research course, a residency paper, or wherever. The advisor needs to keep meeting and working with the student to develop the ideas and methods. It’s important to take the 3 steps in framing new research:

1. *Develop the topic*, based on what’s known and the literature. An example: two students were talking and realized that both the *assistant principal* and the *assistant superintendent* were key roles that were not well studied and researched; if we are to nurture and build the next generation of leaders for our schools and districts, then we must support and understand the roles of assistant superintendent and principal. Two students, working with me, surveyed a sample of these leaders and found out that older assistants are unlikely to seek the top slot, so leadership must be cultivated early and hard. The mentor is key.
2. The second step, *design the study*, is determining who or what’s being studied and what are the variables in the study. Mentors are key in the design process.
3. And the third step is then to decide whether to interview people, read documents, or do surveys, or draw on sets of existing data on schools, children, teachers, programs.

Mentoring students requires all three steps: the what, the why and the how.

AW: What advice would you give to faculty members who want to be effective mentors for their junior faculty colleagues?

BC: Start by getting to know a new faculty member and asking her or him about his or her interests, past research, and future ideas. Based on this conversation, the faculty member can offer to help, to read stuff, and to suggest outlets for their publications. Turning a dissertation into a book can take two roads. The senior faculty person can suggest ideas for reshaping a dissertation to look and read more like a book. Or, the new faculty might be advised to write a “book proposal” with a clear statement of purpose; an annotated table of contents, with title, number, and summary for each chapter; and a market strategy for the book, which as a proposal can be sent to a number of publishers. And offering to co-author and co-edit may be critical for supporting new faculty.

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Development of Situated Decision-Making Skills With the Educational Theory Into Practice Software (ETIPS) Leadership Cases

Sara Dexter & Pamela D. Tucker*
University of Virginia

Need for Integration of Theory and Practice

Critiques of educational leadership preparation programs have been made on a regular basis, dating back to the emergence of the field in the early 20th century (Kowalski, 2004; Murphy, 2006). Although Levine's (2005) study, *Educating School Leaders*, has received the greatest attention in recent years, many other authors from differing perspectives (Broad Foundation & Thomas B. Fordham Institute, 2003; Grogan & Andrews, 2003; Leithwood, Jantzi, Coffin, & Wilson 1996; Murphy, 2006; UCEA, 1987; Young, Petersen, & Short, 2002) have drawn similar conclusions. Simply put, the fundamental challenges for most programs are coherence and relevance (Teitel, 2006). These themes play out in terms of curriculum, pedagogy, field experiences, and partnerships with school districts. As summarized by a national panel on Reinventing the Principalship convened by the Institute of Educational Leadership, the primary criticism made of current principal-preparation programs in the United States is that they are "too theoretical and totally unrelated to the daily demands on contemporary principals" (Hale & Moorman, 2003, p. 5). There are notable harbingers of change and program redesign (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007; Orr, 2006), but some would argue that the necessary changes are slow in coming (Fry, O'Neill, & Bottoms, 2006; Wallace Foundation, 2008) and are far from universal. Alternative, district-developed programs, such as the New York City Leadership Academy and others in Chicago, Boston, and St. Louis, are emerging to meet the growing need for more candidates who are capable of becoming change agents with the knowledge and skills to assume leadership positions in demanding educational environments. If we are to better serve the needs of the nation's schools for effective leaders, traditional programs need to restructure their programs to address the identified weaknesses.

The types of changes or improvements that need to be made are becoming clear. More than 10 years ago, Leithwood et al. (1996) found that the perceived leadership effectiveness of principals was related to the characteristics of the program from which they had graduated. The programs whose graduates were perceived as more effective had a strong theoretical base, provided authentic leadership experiences, stimulated the development of situated cognition, and

fostered real-life problem-solving skills. Likewise, Portin, Scheider, DeArmond, and Gundlach (2003) argued that administrators in training would benefit from additional and better opportunities to learn to diagnose and interpret problems and to make decisions in concert with others about leading a school—attending especially to today's accountability press. To offer greater opportunities for the application of theory and research in a safe and supportive learning environment, programs increasingly are using case- and problem-based teaching methods "because they offer situated learning and the means to try out multiple perspectives" (Orr, 2006, p. 495) on how to both frame and solve authentic problems of practice. Cases and problem-based learning offer realistic simulations of schools and leadership that can be examined, discussed, and reflected upon without the pressure or consequences of action in a real school. The Educational Theory Into Practice Software (ETIPS) leadership cases described in this article offer one type of case experience that has been found to support several significant positive affective and cognitive outcomes for students, including more sophisticated decision making (Tucker & Dexter, 2009a, 2009b).

General Rationale for Cases

Cases and case instructional methods long have been used in such fields as business and law, and this highly effective method of instruction increasingly has been used in the field of education (Merseth, 1991; Sykes & Bird, 1992). Traditional text-based cases (i.e., those read in a linear fashion that emphasize the multiplicity of perspectives inherent in an event and are often told in chronological fashion) have been used most often in the preparation of teachers, and extensive literature has advocated their use with preservice professionals (McAninch, 1993; Merseth, 1991, 1996; Shulman, 1992; Sykes & Bird, 1992). Case method proponents argue that a case's problematic situation requires analytical skills and fosters deep understanding of specific concepts by bridging theory and practice (Diamantes & Ovington, 2003; Griffith & Taraban, 2002; McAninch, 1993; Zuelke & Willerman, 1995). Effective case methods also draw upon multiple perspectives through group discussion, thereby extending the problem-framing skills of participants (Lundeberg, 1999).

The first cases for educational administration were written in 1955 (Hoy & Tarter, 1995), but there is minimal research on case methods of instruction, despite their growing use in preparation programs (Murphy, 2006). They are reported to be widely used in preparation programs, as indicated by the formation of UCEA's *Journal of Cases in Educational Leadership* and a number of textbooks of cases and notes about their use (e.g., Honan & Rule, 2002; Kowalski, 2001; Snowden & Gordon, 2002). Despite the lack of research on case methods in the field of educational administration, research has confirmed the centrality of problem solving in the work of school leaders and has established that these skills can be developed in individuals (Copland, 2003; Leithwood & Steinbach, 1995). In a review of the research foundation for educational leadership, Smylie, Bennett, Konkol, and Fendt (2005) remarked on the paucity of empirical research regarding the knowledge, skills, and dispositions of school leaders in general. However, Smylie et al. noted one area of promise is the positive relationship found between "principals' problem-framing and problem-solving skills and their orientation toward instructional leadership and ability to solve problems" (p. 143). The skills required for solving problems of practice can be

Note. The authors will be making multiple presentations on this topic at the UCEA Convention, including a paper in a symposium, "Measuring Principals' Decision-Making Knowledge and Skills through Cases"; a paper, "Improving Leadership Preparation Programs' Theory to Practice Linkages"; a presentation to the Plenum pre-convention; and a professional development workshop at the close of the convention.

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taught and do lead to improved performance.

Thus, the available research suggests that administrators in training would benefit from additional and better opportunities to organize and make sense of the declarative knowledge, or content knowledge, developed through preparation programs by structured application of the knowledge in simulated decision-making exercises. Cases represent one instructional tool that can be used as an integral component of coursework to do this, as well as to develop procedural and contextual knowledge. They also can be used to supplement and extend field-based experiences, which are viewed as critical in developing a context-sensitive understanding of leadership issues (Dexter, Riedel & Scharber, 2008; Fry et al., 2006).

Differences Between Traditional and ETIPS Cases

ETIPS cases differ from the typical paper-based cases in ways that make them a distinct learning experience. Traditional cases, such as those found in case books or the *Journal of Cases for Educational Leadership*, share many of the advantages of ETIPS cases in terms of developing analytic skills, capitalizing on the time to reflect on leadership challenges, exchanging ideas and perspectives with peers, and understanding the complexities of schools. Traditional cases, however, are limited by the medium in which they are presented. By necessity, there is a rigid linearity to the presentation of the story line and data. The author of the case determines what facts and information are given about a specific event or series of events that have taken place. Each ETIPS case begins with an introduction that sets the stage for learning. For example, students are given a leadership challenge such as, “better align school resources and goals,” within the context of an elaborately articulated school context, presented as the pages of a hypothetical yet realistic public Web site and intranet. The task of the student is then to explore the available information about the school to frame its underlying issues, weigh alternatives courses of action, and then pick one and formulate action steps that will address the challenge. The exercise is learner centered, eliciting learners’ background knowledge and points of view in the search for and use of information, and prospective, asking them to look ahead of what to do instead of retrospectively considering a situation. In addition, the software provides nine distinct schools to chose from in which to situate each case topic, which allows these practice exercises to vary in the contextual dimensions of grade level; rural, urban, or suburban locations; and performance levels.

In ETIPS cases the cognitive scaffolding of the decision-making process is embedded in the architecture of the software. As in traditional cases, the instructor’s role is critical to developing decision-making skill. Through the user interface, students are explicitly introduced to each of the four steps of the ETIPS decision-making

model, which are then broken down into substeps made explicit by the responses asked of student. Students can take notes alongside the Web pages and can view and print all their notes from one page. Faculty members can provide students with feedback on their individual performance against the ETIPS detailed rubric via the grade book and comments features. See Table 1 for a comparison of case features.

The Essential Knowledge and Skills Emphasized in the ETIPS Cases

ETIPS was designed to allow faculty members to provide their students with a case-based, online learning environment offering multiple opportunities to practice applying theory in their decision making within virtual yet realistic school settings and to receive feedback on their critical thinking. Specifically, the case exercises elicit students’ procedural, declarative, and contextual knowledge as well as foster students’ awareness of the schema they bring to decision making and their reflection upon it.

Decision-making and problem-solving models are closely related in the literature, intertwined in practice, and involving a very similar set of steps as delineated by researchers (Beyer, 1987; Hoy & Tarter, 1995; Leithwood & Steinbach, 1995; Marzano & Pickering, 1997). Examples of both models were consulted and adapted to identify the key procedural knowledge to emphasize in the cases. We chose to use the terminology of decision making, as opposed to problem solving, in order to cast the work of school leadership in a more positive, proactive light. We define decision making as the “specific process that an individual or group engages in to solve a problem” (Davis & Davis, 2003, p. 37). Hoy and Tarter, in their seminal work on decision making, identified six basic models of decision making. The model reflected in the ETIPS application is “satisficing,” which is a good fit when incomplete information about a problem is available but discernible satisfactory outcomes are possible, given the opportunities and constraints of a situation. Hoy and Tarter asserted, “Decision making is the sine qua non of administration—the process by which organizational problems are addressed, solved and implemented” (p. 7), implying it is a fundamental skill to develop in leadership preparation programs. The ETIPS case-based learning environment was designed to provide opportunities to practice decision making.

ETIPS cases use a four-step decision making model that emphasizes the procedural knowledge of (a) identifying a leadership issue; (b) identifying principles to guide the decision making; (c) considering alternatives with associated opportunities and constraints; and (d) selecting the best alternative for the context and creating a plan that includes setting direction, developing people, and making the organization work. Table 2 provides a more detailed description

Table 1. *Comparison of Traditional Cases and ETIPS Cases*

Traditional	ETIPS
Linear presentation of content	Learner-determined exploration of content
Retrospective analysis of events	Prospective planning associated with a decision
Single context with limited information	Multiple contexts (nine distinct schools) with numerous data points
Development of decision making is scaffolded by instructor	Development of decision making is scaffolded by the ETIPS environment
Instructor feedback given on the case as a whole	Instructor feedback given on each step of the decision-making process

of each step and substeps. Students are scaffold in completing these steps as they work through the ETIPS cases through how the decision-making framework is embedded into the user interface.

The ETIPS cases were designed to allow a wide range of declarative knowledge to be applied during the work of a case. For example, students are not learning new declarative knowledge about school budgeting within the ETIPS case on resources and mission alignment, where the case decision focuses on aligning resources and school goals. They also are not reading new information about school and community relations within the case on school and family engagement, where the case decision focuses on how to improve family engagement with the school. Rather, the professor of the educational administration course they are taking is expected to provide the necessary background in the relevant theoretical area and develop initial understandings of it. Then, the ETIPS case provides the opportunity for students to apply that knowledge while identifying the primary issues that need to be addressed, making their decision, and developing an action plan to carry it out. Professors then can judge whether or not students provided the depth and specificity of declarative information they expected to see in their responses.

The ETIPS cases were also designed to develop the contextual understanding of knowing when and how to apply declarative and procedural knowledge. The ETIPS platform adds value to case methods of instruction through its multiple school contexts, thereby showing preservice administration students how different contexts influence how theory is applied in practice. By taking school context into account when making decisions, the learners can gain a sense of the complexity of a school environment, an essential skill to make the transition from classroom teachers to school principals.

Finally, the ETIPS cases were designed to stimulate personal reflection through their reliance on real data or realistic events in all their complexity; learners see several possible courses of action but must develop just one and explain their decision. Students interacting with the same case often will produce very different decisions

and justifications, which allow faculty members, through discussion and feedback, to draw out individual learners' assumptions and interpretations for further examination. In effect, the cases serve as a window into the experiences and ideas of the educators as their responses mirror their varied beliefs, attitudes, and experiences. ETIPS cases have been proven to be effective in helping learners to recognize more detail and complexity in the organization and culture of schools as they prepare to take on new roles within them (Dexter et al., 2008).

The Topics and Make-Up of an ETIPS Case

There are 10 case topics that are clustered within the categories of organizational, instructional, and relational leadership. Within organizational leadership, for example, are case topics that focus on school excellence and future direction, resources and mission alignment, self-study for school improvement, and human resource staffing and development. The cases are aligned with Interstate School Leaders Licensure Consortium (ISLLC) standards (Council of Chief State School Officers, 1996), so that students are provided with multiple opportunities to display their competency in Standards 1-4. See Table 3 for a listing of case topics and their alignment with the ISLLC standards.

An instructor creates a case assignment by selecting one of the 10 topics and one of the nine schools. Each school conveys its distinct personality through a set of Web site and intranet menu items (see Tables 4 and 5), which serves as the text of the case. These 90 possible combinations means any topic can be contextualized in multiple school settings of varying level, location, or performance levels. An instructor might choose to include two cases of the same topic, emphasizing the impact of school context. An assignment could include different case topics set in the same school. ETIPS allows a simple on-demand process of making assignments immediately available to students.

Table 2. *Decision-Making Model for ETIPS Leadership Cases*

Step	Details
1. Identify the issue that needs to be addressed.	Consider many possible explanations of what is happening (including inherent assumptions within each) Deduce fundamental underlying nature of problem Seek an appropriate amount and nature of data in order to make the decision Identify the desired goals that define the scope and scale of necessary decision Deduce additional data needed Identify team of people who should become involved
2. Identify the guiding principles (declarative + dispositions) you will apply to the decision making.	Identify appropriate guiding professional (declarative) knowledge Identify appropriate guidance to be derived from school goals and mission Identify dispositions that influence thinking
3. Identify alternatives with associated opportunities and constraints (i.e., context) and analyze their merits using the guiding principles.	Consider alternatives that address problem/issue Allow for new and creative ideas Identify opportunities and constraints for each alternative Analyze alternatives using guiding principles and stakeholders' perspectives
4. Select "best" alternative (for context) and state next steps of action.	Select alternative most consistent with guiding principles Create a plan of action
5. Evaluate effectiveness and determine principles or criteria to add, drop, or reprioritize.	

Table 3. *Leadership Case Topics and Alignment with ISLLC Standards*

Topics	ISLLC standards
Organizational leadership <ul style="list-style-type: none"> School excellence & future direction Resources & mission alignment Self-study for school improvement HR staffing & development 	Standard 1: Vision of learning Standard 3: Management of learning
Instructional leadership <ul style="list-style-type: none"> Student subgroup achievement Instructional innovation Positive school culture Professional development planning 	Standard 2: Culture of teaching & learning
Relational leadership <ul style="list-style-type: none"> Cultural sensitivity & responsiveness School & family engagement 	Standard 4: Relationships with broader community

Table 4. *School Web Site (Public) Menu Items of Information Available Within Each School*

About the School	Students	Staff	Curriculum & Assessment	Technology Infrastructure	School & Community Connections	Professional Development
Mission Statement	Demographics	Demographics	Standards	School-Wide Facilities	Family Involvement	PD Plan
School Improvement Plan	Performance	Mentoring	Instructional Sequence	Classroom- Based Facilities	Business Involvement	Resources
Facilities	Schedule	Leadership	Computer Curriculum	Community Facilities	Higher Education Involvement	Leadership Learning
	Student Leadership	Faculty Schedule	Classroom Pedagogy & Assessment	Technology Support Staff	Community Resources	Community PD Process Goals
		Faculty Meetings		Policies & Rules		
		Faculty Contract		Technology Committee		
				Technology Survey Results		
				Technology Plan & Budget		

Table 5. *Intranet (Administrative) Menu Items of Information Available Within Each School*

Student Data	Staff Data	Policies	Financial Records
Discipline	Supervision & Evaluation	Instruction	Budget
Attendance	Teacher Improvement Goals	Personnel	
Grades & Achievement	Staff Assignments		
	Leadership Team Profile		

Importance of Case Methods of Instruction

Shulman (2005) explained that a signature pedagogy is the characteristic way of connecting thought and action in a profession in order to develop its new members' professional knowledge. A signature pedagogy teaches habits of mind through routine analysis and habits of the heart by engaging students' reactions and requiring active response, participation, and interaction and by building identity, character, disposition, and values. Advocates of case methods of instruction as a signature pedagogy in educational leadership believe that the routine use of this approach in the preparation of school leaders would provide administrators with the authentic learning opportunities needed to develop the essential ways of knowing, doing, and being required in an effective school leader (Firestone & Riehl, 2005).

According to the literature (Lacey & Merseth, 1993; McAninch, 1993; Spiro, Vispoel, Schmitz, Samarapungavan, & Boerger, 1987; Tally, Shulman, Redmond, & Perry, 2002), three core steps are involved in the ideal implementation of case methods: (a) analysis of

ill-defined dilemmas; (b) action planning or decision making that applies knowledge to a unique situation or context; and (c) evaluation of the decision-making actions and reflection on how theoretical frameworks apply within the specific context. Effective case methods draw upon multiple perspectives through interaction and group discussion (Merseth, 1991, 1994; Spiro et al., 1987; Tally et al., 2002). The literature also indicates that evaluation and reflection involving analysis and feedback are important aspects of case methods of instruction (Bransford, Brown, & Cocking, 2000; McAninch, 1993; Merseth & Lacey, 1993).

This literature serves as a foundation for the case methods of instruction we recommend be used with ETIPS cases. In general, we suggest professors directly teach the decision-making process and then support it through oral or written feedback to student work. Part of the process is to increase the breadth and depth of ideas about the fundamental issue at the heart of the case, possible options, and action plans. Fostering the development of logical coherence in action plans as well as multiple perspectives on the nature of a problem or possible options is an intellectually rigorous and chal-

lenging activity for faculty members. Building a professional community of users of cases across a program of preparation not only would allow professors to support one another in case methods of instruction, but also would contribute to students' experiencing this approach as a signature pedagogy of the program.

Specifically, before the case use begins, we recommend that faculty discuss with students the purpose of the case and its relation to the course, national standards, and their preparation as school leaders. While students are completing the cases, faculty should allow time to discuss both the aspects of each step in the decision-making process and the students' actual responses for each step, given the specific school context selected. After students submit their decision and action plan regarding the challenge presented in the case introduction, we recommend that faculty review basic aspects of decision making; students' case decisions and ideas about who should have been involved in the decision-making process; the required declarative knowledge needed for the decision; and what information was most relevant in the decision (see Table 6).

While a few steps of the recommended case methods of instruction are specific to the ETIPS online environment and functions, most are in keeping with the recommended three core steps of case-based instruction in the literature: (a) focus on analysis of the problem, (b) follow a decision-making process but attend to context, and (c) consider the decision in terms of theoretical frameworks and probable outcomes within the specific context. The case design within the ETIPS application also encourages these same steps, reinforcing the instructor's in-class case methods of instruction.

Methodology

Over the last 2 years we have supported a test-bed of 19 faculty members from 11 of the 16 institutions of higher education in Virginia that offer educational administration programs. All but 2 of the participating universities are publicly funded. These

programs vary across a number of dimensions including location (urban, suburban, and rural), size and nature, achievement levels of the students in districts where most of the administrator candidates will work, and utilization of technology. These variations maximized our opportunity to learn about implementation with different stakeholders.

For 40 different implementations we collected detailed information from professors about their case methods of instruction. For their 275 participating students we collected pre- and postsurvey information asking about their decision-making self-efficacy, other outcomes, and their experiences with the cases. A subset of these students' first and last of three cases was scored with a detailed rubric designed to elicit students' decision-making expertise. These data were analyzed to determine changes in student outcomes as well as the impact of case methods of instruction upon these changes.

Overview of Research Findings

The 1st year of findings showed the cases develop and scaffold the cognitive processes needed by future leaders to diagnose and interpret problems and to make decisions about leading a school. Findings indicated a positive correlation between students' views of the contributions of the case experience and gains in both decision-making self-efficacy and confidence. Students reported that cases were authentic and fostered learning of the decision-making process (Tucker & Dexter, 2009a, 2009b).

The subset of scored case performances showed the use of cases developed students' decision-making skills. Notably, these findings, to be reported in papers under development, showed statistically significant improvement in the preservice administrators' ability to frame problems between the pre- and postintervention case (Scott, Tucker, & Dexter, 2009) and in student gains in self-efficacy, confidence, and certainty about the decision-making process (Tucker & Dexter, 2009a, 2009b).

Table 6. *Recommended Case Methods of Instruction*

Time	Instructional details
Before work on the case	<p>Discuss or model a quality answer (detail, length, content) and relate it to the scoring criteria</p> <p>Explain and elaborate upon the ETIPS decision-making model and the case's topic and key question</p> <p>Relate the case's core topic/question to your course's topics and to national standards</p> <p>Discuss the learning benefits of using cases</p> <p>Demonstrate to students how to use and navigate inside ETIPS.</p>
During student work on the case	<p>Discuss aspects of case information and decision-making steps before students submit answers</p>
After the case is completed	<p>Discuss case decisions or decision-making steps</p> <p>Discuss players in case and who should be involved in the decision-making process</p> <p>Discuss required declarative knowledge needed for decision</p> <p>Discuss influence of different school sites' context</p> <p>Use ETIPS DataMaps or SnapShot to support class discussion</p> <p>Use scoring criteria on rubric to generate scores for students and open-ended remarks to provide guidance and feedback</p> <p>Make necessary educational interventions (lecture, discussion, etc.) because of what the data showed</p>

Through a cognitive task analysis with expert in-service principals, we found response evidence supporting the validity of the cases as an assessment of decision-making skill and knowledge. They indicated that their experience in completing a case was an accurate simulation of their on-the-job decision making (Dexter & Tucker, 2009).

Our field testing with test-bed faculty members revealed that case-based methods of instruction are a demanding pedagogy. In particular, these data suggest that discussion and feedback strategies are both key but are not always utilized. However, rising to the challenge of effective case methods of instruction is important because positive student experiences with cases mainly stem from their instructor's pedagogy—particularly what they do during and after students' work on the cases (Dexter, Tucker, & Stuit, 2009). A cross-case analysis, to be reported in papers under development, of cases studies of professors' implementation of online cases over multiple semesters illustrated instructional change and growth and suggested that professional development and practice are key supports faculty members need as they adopt case methods of instruction (Dexter, 2009).

Future Research and Implications

These findings show that not only can decision-making skill be taught, but the resulting student learning also can be measured. Altogether, these findings have implications for promoting case methods of instruction as a signature pedagogy aimed at developing students' overall decision-making self-efficacy and skills and for the assessment of these outcomes within leadership preparatory programs. Although individual professors may adopt cases as an instructional tool, more powerful levers like program assessment and national standards are needed to trump time constraints and other conditions limiting the utilization of the implementation steps that result in optimal student learning from cases. Implications for design of case-based learning environments are to build discussion and feedback into the online student experience and to promote these strategies through faculty professional development on case methods of instruction.

Further research is needed to determine (a) comparable skill development across all steps in the decision-making process for individual students, (b) the cumulative effects of case use across multiple courses within a preparation program, (c) viability of using case-based measures of decision-making skill as a component of program evaluation, (d) the predictive validity of these cases for leaders' performance in a variety of school settings, and (e) utility of ETIPS cases for the professional development of in-service school leaders.

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Educational Leadership Jobs Will Not Be Outsourced

According to a research firm, Computer Economics, more than half of all U.S. software-application development work was contracted out last year, along with 40% of website and e-commerce work. However, Yahoo career coach Susan Berenstein of San Francisco and Paym Bergson of Toronto asserted that at least 10 jobs will not be outsourced; educational leadership is one of them. According to Bernstein the jobs on the list, which includes positions from physician assistant to facilities manager, share one key factor: "You literally have to touch or see people. Managing anything related to personal services or health care—that can't be outsourced." For more information visit <http://hotjobs.yahoo.com/jobseeker/tools/ept/printallept.html?post=939&eptTemplate=careerarticles>

Using Publications From *EAQ*, *JCEL*, or *JRLE* in Your Courses?

If you are a UCEA faculty member and you plan to use articles from one of UCEA's journals or any of the Sage Education journals in your courses, your students can download a pdf of each article for free through the UCEA members-only section of the website. Contact your Plenum Session Representative or UCEA headquarters for the members-only login information, then:

1. Go to www.ucea.org
2. On the left-hand side, click on "Members Only."
3. Type in the username and the password.
4. Then, the student can select the journal or publisher collection to access individual article pdfs.

It's that easy!

Interview Series: NCATE President James Cibulka

Laura McNeal
Michigan State University



Student achievement outcomes have become a prominent feature in the landscape of school reform and within the larger world of educational policy and leadership. The realization that low student achievement outcomes persist, despite a half century of efforts to improve educational outcomes, has prompted lawmakers, educators, policymakers, and school administrators to re-evaluate the current education system and develop more effective educational reform.

As the newly inducted president of the National Council for the Accreditation of Teacher Education (NCATE), a national organization that ensures quality in teacher education, Dr. James Cibulka has taken on a national leadership role in working to transform educator preparation and simultaneously improve the quality of education in P-12 schools. For years, the NCATE has played an integral role in promoting a standard of excellence in teacher preparation. I spoke with Dr. James Cibulka to find out more about the role of NCATE in improving the quality of education in P-12 schools and his vision for the future. Dr. Cibulka identified several key areas in which he will dedicate his time during his tenure, including but not limited to the following: (a) serving the needs of a diverse student population, (b) creating synergy between teacher and leadership preparation programs, (c) focusing on the linkage between educator preparation and continuous professional development, and (d) attending to the role of faculty in teacher and leadership preparation programs.

Serving the Needs of a Diverse Student Populous

NCATE's current initiatives are intended to help preparation programs strengthen and increase their focus on addressing the needs of urban schools and particularly low-performing P-12 schools. Under the leadership of Dr. Cibulka, NCATE has developed a Redesign of Accreditation Plan to help align theory and practice and to bring coursework and the P-12 classroom closer together. More specifically, this redesign plan is intended to help accredited institutions prepare all teachers and leaders with the appropriate educational training to serve the needs of a diverse student population. Although NCATE has a diversity standard, recent data collected through the Metlife survey indicated that many new teachers and leaders are not prepared to meet the needs of a diverse student populous. To this end, Dr. Cibulka is working diligently to generate widespread reform by strengthening expectations for accredited institutions. Under the Redesign Accreditation Plan, institutions seeking NCATE accreditation are required either (a) to demonstrate that they are focused on reaching a "target," as opposed to an "acceptable level" of performance, on at least one accreditation standard or (b) to engage in a Transformation Initiative focused on

critical needs in education today and use a research and development component to increase and disseminate the knowledge base. Dr. Cibulka also recommends that preparation programs consider requiring teacher and leadership candidates to complete a one-year clinical experience or residency program in school settings that have diverse student populations with an opportunity to connect theory to practice within that schooling environment. NCATE's commitment to high-quality education for diverse learning is further evidenced by Dr. Cibulka's announcement of an expert national task force on clinical preparation, partnerships, and P-12 student learning to be launched in Fall 2009.

Creating Synergy Between P-12 Schools and Leadership and Teacher Preparation Programs

Another goal of NCATE's Redesign Plan is to encourage NCATE, UCEA, and teacher and leadership preparatory programs to work together on creating more rigorous requirements to ensure that newly minted school leaders and teachers are able to meet the needs of P-12 schools. Dr. Cibulka emphasized the importance of creating synergy between our teacher and leadership preparation programs in order to achieve holistic school reform. According to Dr. Cibulka, we cannot reverse the overall performance of the American P-12 school system without leadership development being at the forefront of our reform efforts. Focusing primarily on the reform of teacher preparation without acknowledging the equally significant role of leadership preparation is an ineffective approach because it only addresses half of the challenges faced by P-12 schools. This notion is supported by the extensive body of research in the field, which documents the importance of school leaders in reversing low-performing schools and in engaging and supporting the work of outstanding teachers. Dr. Cibulka asserted that the current dichotomous relationship between leadership and teacher preparation programs is grounded in gender inequality. He noted that in the past, leadership preparation programs took steps to separate themselves from teacher preparation programs, which were seen as largely a feminine enterprise. This dynamic, he believes, fostered a very lamentable legacy that we have not yet overcome.

Linkage Between Preservice Preparation and Continuous Professional Development

NCATE supports developing initiatives that create greater continuity between preservice programs and professional development support for new teachers. According to Dr. Cibulka, one of the central issues influencing both teacher quality and retention is the lack of postgraduate support provided to newly minted teachers during their critical first years in the field. In most instances, our preparation programs essentially lose touch with teacher candidates once they graduate from the program. Dr. Cibulka suggests that teacher and leadership preparation programs make it standard practice to track how long their teacher candidates remain in the field of teaching and what challenges they face within the profession. This information then should be utilized as an evaluation tool to help teacher and leadership preparation programs continuously assess whether their programs are preparing candidates to thrive in the current schooling environment.

This type of postgraduate support and research may strengthen the quality of teaching in P-12 schools and help improve teacher

recruitment and retention in high-need schools. As states develop data-tracking systems, this information should be more accessible in coming years. Dr. Cibulka also expressed NCATE's commitment to bringing high-quality, alternative, non-university-based providers into the accrediting system. He believes that there should be one set of rigorous standards that are applicable to all preparation programs, and everyone should be held accountable for their performance.

The Role of Faculty in Teacher and Leadership Preparation Programs

Dr. Cibulka stressed the crucial role of faculty members in teacher and leadership preparation programs in ensuring that every child receives a quality education. He emphasized the importance of faculty staying abreast of on-the-ground experiences with diverse populations of learners and the importance of faculty continuing to work in P-12 schools in various capacities to ensure relevance with current schooling practices. Second, he suggested that faculty research focus on the diversity of P-12 student achievement and integrating knowledge on successful practices to reduce the achievement gap into existing teacher and leadership preparation programs. Essentially, Dr. Cibulka is encouraging educational researchers to increase their efforts to identify best practices by studying what works. Additionally, based on the current educational milieu, Dr. Cibulka stressed that educators must be more data driven in our efforts to promote substantive reform in P-12 schools. High-quality alternative providers are very data driven and use that as a feedback loop to improve their programs. Based on recent changes within the policy community, and Dr. Cibulka's interactions with a variety of state officials and policymakers, it appears that longitudinal data systems are going to be the drivers of the future in terms of looking at the results of P-12 student achievement and the teachers and school leaders that make it happen.

Looking Forward

It is imperative that teacher and leadership preparation programs make a fundamental shift in philosophy with a greater focus on problem-based learning and designing their coursework around clinical experience. This paradigm shift requires a change in the structure of programs to ensure that leadership preparation courses align with the knowledge and skills that people in the schools bring, which has striking implications for faculty who teach these courses.

Dr. Cibulka suggested that it is likely that policy levers will continue to be used as a tool to propel meaningful education reform. He asserted that the traditional autonomy that university programs have been granted to shape their programs and evaluate their effectiveness is quickly becoming an archaic practice. There is a sense of urgency within the policy community regarding the need for robust change due to the dissatisfaction with the current performance level of our education system. This notion is evident in the area of leadership preparation; a number of states already require curriculum redesigns in leadership preparation programs throughout the country. Thus, states are aggressively driving curriculum reform in leadership preparation programs. Dr. Cibulka expressed that NCATE is committed to working very closely with states to initiate the fundamental reforms and the transformations necessary to bring forth substantive change in P-12 schools. He envisions

NCATE's accreditation process serving as a catalyst for improvement in schools of education as it functions to secure accountability. This will involve shifting the culture of accreditation and moving toward a more collegial review process. Second, he would like accreditation to encourage schools of education to move toward excellence rather than being satisfied with adequacy. NCATE is focusing its entire accrediting system on continuous improvement, as opposed to institutional complacency with meeting the acceptable performance level. As NCATE president, Dr. Cibulka also intends to strengthen NCATE's clinical standards and work with other accrediting bodies such as the Teacher Education Accreditation Council to move toward a unified accreditation system, in which institutions would have a choice of process but still be required to meet one set of common, rigorous standards.

Increased governmental involvement in P-12 school systems suggests that policymakers are not satisfied with the current P-12 schooling system. This is evident by the emergence of new legislation focusing on longitudinal systems that tie student performance to teacher performance and to where the teacher was prepared. Dr. Cibulka encourages educators to welcome these efforts because it will validate those schools of education that have been doing an outstanding job and will provide critical feedback to those providers not meeting the standard.

Dr. Cibulka's dedication and commitment to helping forge collaborative partnerships among various stakeholders in education is best described in the following quote:

I look forward to working closely with UCEA and my colleagues in leadership preparation. This area remains dear to my heart both professionally and personally. I think this is a great opportunity for us to work together. Not merely to make marginal improvements, but to really transform our preparation programs.

2009 Education Law Association 55th Annual Conference October 21-24, 2009

**The Brown Hotel
Louisville, Kentucky**

The 2009 Education Law Association Annual Conference provides a forum to discuss current education law issues with experts from around the world. The conference format stimulates dialogue among attorneys, professors, and practitioners and also provides for specific role groups to meet and share ideas and resources. This year's conference theme is Education Law in a Time of Change: Federal, State, and Local Policy. For more information and to register, visit www.educationlaw.org/conferences.php.

www.educationlaw.org/conferences.php

UCEA Holds a Leadership Summit at Annual Convention

The annual UCEA Convention will include a leadership summit, featuring nationally recognized P–12 and higher education leaders, including the following:

- Paula Cordeiro, Dean, School of Leadership and Education Sciences, University of San Diego
- Marquita Grenot-Scheyer, Dean, College of Education, California State University, Long Beach
- William M. Habermehl, Orange County Superintendent of Schools
- Darline P. Robles, Los Angeles County Superintendent of Schools
- Jane Russo, Superintendent, Santa Ana Unified School District
- Christopher Steinhauser, Superintendent, Long Beach Unified School District
- Karen Symms Gallagher, Dean, Rossier School of Education, University of Southern California

In the August 30 issue of *University World News*, Head (2009) reported that the fiscal crisis in California, the world's eighth largest economy, may jeopardize the integrity—and future—of higher education in the state. The same holds true for public education in the state of California. The UCEA Education Leadership Summit provides an exceptional opportunity to participate in a discussion of the most challenging issues confronted by distinguished educational leaders in California's P–12 and higher education institutions. Nationally recognized superintendents from Los Angeles and Orange County departments of education, Long Beach and Santa Ana unified school districts, and the deans of education at California State University–Long Beach, the University of San Diego, and the University of Southern California will share perspectives on the challenges they are facing and what they are doing to create alliances across institutions to sustain strong public schools and higher education institutions in extraordinarily difficult times.

Events escalated at the beginning of the state's new fiscal year, July 1, 2009, when the optimistic budget package signed by Governor Schwarzenegger in February proved to be untenable. Without anticipated income and tax revenues, California's \$24 billion budget deficit now requires draconian measures. The state has voted to cut \$16 billion from its higher education programs alone and beg, borrow, or steal the remaining \$8 billion from municipal and state coffers. Senior Vice-President of the American Council on Education Terry Hartle (as cited in Head, 2009) stated this is unprecedented: "In the 30 years I've been watching higher education policy, I've never seen a state implement budget cuts of this size and scope." It is debatable whether the state's P–12 and higher education systems will be able to bounce back from the cuts. As John Aubrey Douglass of the Center for Studies in Higher Education at University of California–Berkeley asserted, "It takes a long time to build these institutions, but they can be ripped apart very quickly and then it's really hard for them to recover" (as cited in Head, 2009).

Join the discourse with these prominent educational leaders as they reflect on their leadership and learning strategies and share

their visions of the keys to meeting the challenges that most of our states, districts, and universities are currently facing.

The **UCEA Education Leadership Summit** will be held on **Saturday, November 21, 2009**, 6:30-9:00 p.m. in the Anaheim Marriott Grand Ballroom, Salon E.

Head, S. K. (2009, August 30). US: California's higher education apocalypse. *University World News*.

UCEA Convention Nov. 19-22
For information, see pp. 28-31

www.ucea.org

New Resource for Preparation Programs: The Principal Story

The Principal Story, a production of Nomadic Pictures with funding from the Wallace Foundation, portrays the challenges principals face in turning around low-performing public schools and raising student achievement. This film and the accompanying resources included on the DVD are useful resources for faculty to promote professional learning among aspiring principals.

The Principal Story portrays an intimate one-year journey through the eyes of two dynamic principals. In the film, Tresa Dunbar is a second-year principal at Chicago's Nash Elementary, where 98% of students come from low-income families; in Springfield, Illinois, Kerry Purcell has led Harvard Park Elementary, with similar demographics, for six years. *The Principal Story* takes the viewer along for an emotional ride that reveals two portraits of effective educational leadership. The film reveals the struggles these leaders face as they keep their focus on improving teaching and learning amid the competing demands of managing their staffs and engaging their students and communities.

As a result of UCEA's partnership with the Wallace Foundation, UCEA provided member institutions with copies of this compelling new resource. Additionally, in early October, UCEA will feature several pod-cast interviews focused on *The Principal Story* and a screening of the film at the UCEA Convention. The screening will take place on **Sunday, November 22** at 10:00 am during a UCEA Convention workshop session. Following the screening, Professors Gretchen Generette (Duquesne University) and Ann O'Doherty (University of Texas at Austin) will facilitate a workshop on using the film in principalship preparation programs. The workshop will provide an excellent opportunity to learn how to use the documentary, the film clips, and the *Field Guide* in your own setting to support principals, aspiring principals, and others.

For information on interviews with the principals featured in the film, visit the UCEA website at <http://www.ucea.org/interview-series/> or sign up to follow UCEA on Twitter at <https://twitter.com>. For more information on the November workshop, visit the UCEA Convention Program on the UCEA website: <http://www.ucea.org/annual-meeting-and-exhibits/>

Does Teach For America Work?

Josh Rogen

Teach For America (TFA) is an innovative program designed to close the achievement gap in American high schools by recruiting high achievers from selective universities and placing them in low-income school districts for two-year teaching stints. Proponents of TFA argue that TFA educators perform better than their peers. Stanford professor Linda Darling-Hammond, a former adviser to Barack Obama, urges people to look more closely at the data. In a study of over 270,000 students and 15,000 teachers, TFA educators were found to consistently perform worse in comparison to their certified counterparts when other qualifications were normalized. Likewise, non-TFA, non-certified teachers achieved poorer results on their students' math and reading tests than certified teachers. These findings appear to affirm the value of teacher certification programs, which TFA lacks.

Unfortunately, the criticisms of TFA run deeper than simple student achievement. A study conducted by the National Bureau of Economic Research showed that amateur teachers make their biggest leap in ability after their second year of teaching. Accordingly, teacher retention beyond two years should be a high priority, a philosophy that is not reflected by the voluntary two-year commitment candidates make to TFA. Indeed, Harvard researchers showed that 10% of TFA acceptees cannot even make it to their second year, and nearly all of them leave education after that.

Note: The above is excerpted from "Does Teach For America Work? A Critical Examination of the Popular Post-Grad Program," by J. Rogen, September 2, 2009, retrieved from *Orbis*: <http://media.www.vanderbiltorbis.com/media/storage/paper983/news/2009/09/02/Opinion/Does-Teach.For.America.Work-3761962.shtml>

Leave a Leadership Legacy Through UCEA's Partners for the Future

Dedicated supporters of the UCEA who include UCEA in their wills or estate plans are UCEA Partners for the Future. These special donors have decided to extend their support beyond their lifetimes and leave a legacy of tolerance and justice. Writing a will and including a bequest to UCEA allows you to choose where your estate will go and, in most cases, helps you to reduce taxes on your estate. Your bequest or planned gift—regardless of size—is a meaningful way to honor UCEA's work and assure its future. If you are interested in receiving information about wills, charitable gift annuities or other planned giving opportunities available at UCEA—with no obligation—please contact UCEA's director of finance at 512-475-8592. If you already have included UCEA in your will or estate plans, please contact us so we can update you as a UCEA Partner for the Future.

IES Research Grant Competition

The Institute of Education Sciences (IES) is gearing up for its research grant competitions for Fiscal Year 2010. Within IES, the National Center for Education Research anticipates conducting one research competition (84.305A Education Research) that encompasses two topic areas that may be of interest to UCEA members:

Education Leadership:

http://ies.ed.gov/funding/ncer_rfas/edleadership.asp?page=all

Education Policy, Finance, and Systems:

http://ies.ed.gov/funding/ncer_rfas/edpolicy.asp?page=all

Program announcements are available at the above links. The FY 2010 Request for Applications may not have been released by the publication date of this newsletter. However, information on the anticipated application deadlines is located at <http://ies.ed.gov/funding/futureComp.asp>.

If you are interested in applying to an upcoming IES research competition, please check <http://ies.ed.gov/funding/> regularly for new Request for Applications or sign up for the IES Newsflash (<http://ies.ed.gov/newsflash/>) for e-mail notification of the release of the new RFAs.

For information on the Education Leadership research topic contact

Katina R. Stapleton, Education Research Analyst
Institute of Education Sciences
555 New Jersey Avenue, NW
Washington, DC 20208
202-219-2154, Katina.Stapleton@ed.gov

For information on the Education Policy, Finance, and Systems research topic contact

Karen Ross, Associate Research Scientist
Institute of Education Sciences
555 New Jersey Avenue, NW
Washington, DC 20208
202-219-2043, Karen.Ross@ed.gov

IES also invites applications for research projects that will contribute to its new research program on the Evaluation of State and Local Education Programs and Policies (84.305E). For more information contact Dr. Allen Ruby at (202) 219-1591 or Allen.Ruby@ed.gov For information on training opportunities, see <http://ies.ed.gov/whatsnew/conferences>.

50 Years of UCEA Review

The first issue of *UCEA Review* was in 1959. Jack Culbertson proposed the newsletter to improve communication among members; report ideas and actions of UCEA to "stimulate other ideas"; and increase understanding of the new organization's practice, policy, and potential.



Happy 50th
Anniversary!

Call for proposals to host the *Journal of Cases in Educational Leadership*



Guidelines for Submitting Proposals

When submitting a proposal to host *JCEL*, please address the key questions identified below. The UCEA Executive Committee must have a clear understanding of the resources available within your institution to support the editorial offices of *JCEL*.

Proposals for this editorship must include the following materials:

- A letter of interest
- A current curriculum vitae of each editorial team member
- A prospective editorial strategy
- A statement from an administrator of the applicant's institution or organization describing support for the appointment

Please submit the above materials before November 15, 2009, to be eligible for consideration.

Key Questions

- What is your vision for *JCEL* and how will you fulfill it?
- Who are the proposed editor and the associate editors? What is your proposed editorial strategy?
- What qualities make your institution a strong candidate to host *JCEL*?
- What type(s) of institutional support will be provided?

Contributions Requested of Host Institution

- Editor who will manage the flow and review of manuscripts, edit all copy (Sage does copy editing), and oversee the management and well-being of the publication
- Support of editing function by providing necessary equipment and materials (e.g., computer, printer, fax, photocopying, postage, and other pertinent materials)
- Support to send the Editor to the annual meetings of the *JCEL* Editorial Board, traditionally held at the UCEA convention.

Estimated Annual Costs for Hosting *JCEL*

- Release time for Editor
- Support personnel to fulfill Managing Editor responsibilities (approximately 20 hours per week)
- Travel support to *JCEL* Editorial Board meeting at the UCEA annual convention
- Limited expenses associated with copying and other supplies.



The *Journal of Cases in Educational Leadership* publishes, in electronic format, peer-reviewed cases appropriate for use in programs that prepare educational leaders. Building on a long tradition, the University Council for Education Administration sponsors this journal in an ongoing effort to improve administrative preparation. The journal's editorial staff seeks a wide range of cases that embody relevant and timely presentations of issues germane to the preparation of educational leaders

Journal of Research on Leadership Education

The *Journal of Research on Leadership Education (JRLE)* is a electronic peer-reviewed journal that focuses on articles from multiple epistemological perspectives. *JRLE* serves as an international venue for discourse on the teaching and learning of leadership across the many disciplines informing educational leadership.



JRLE is edited by Edith A. Rusch, University of Nevada, Las Vegas, and sponsored by the UCEA.

Journal of Research on Leadership Education
c/o Dr. Edith A. Rusch, Editor
University of Nevada, Las Vegas
jrle@unlv.edu
<http://www.ucea.org/JRLE/about.html>

Job Search Resources for Educational Leadership Students and Faculty

www.EdLeadershipJobs.org

Subscribe to the 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

- UCEA: <http://www.ucea.org/html/jobs.html>
- HigherEdJobs: <http://www.higheredjobs.com/faculty/search.cfm?JobCat=64>
- The Chronicle: <http://chronicle.com/jobs/100/300/3000/>

UCEA Job Search Handbook: www.ucea.org/uceajob-search/jobsearch

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.

*A service of UCEA (<http://www.ucea.org>)
and UCEA CASTLE (<http://www.schooltechleadership.org>)*

UCEA Employment Resource Center

UCEA Job Search Handbook

The *UCEA Job Search Handbook*, located on the UCEA website (www.ucea.org), is an online resource for aspiring educational leadership faculty members and the institutions that prepare them. The handbook was created by Scott McLeod (Iowa State University), Ken Brinson (North Carolina State University), Don Hackmann (University of Illinois–Urbana Champaign), Bonnie Fusarelli (North Carolina State University), and Lisa Collins (Lehigh University) based upon a set of materials they have developed about the job search process for educational administration academic positions.

The handbook includes a variety of tips, techniques, and other useful resources and is intended to enhance the quality of the job search process for educational leadership faculty candidates. Topics covered in the *Job Search Handbook* include preplanning, preparing an application, the interview, postinterview tactics, negotiations, and sample materials. These materials have been presented during the annual UCEA Graduate Student Symposium for the last few years and have received tremendous praise.

UCEA Job Posting Service

UCEA provides, free of charge on its website, links to job position announcements. To submit a posting for the website, please e-mail the URL for the position announcement (website address at your university where the position description has been posted) to Christopher Ruggeri (ucea@austin.utexas.edu). A link will be provided to the job announcement from the UCEA job posting page: www.ucea.org.

UCEA Members-Only Site

Membership in UCEA is a significant marker of program quality, but the benefits of membership extend beyond being apart of a scholarly community. UCEA member faculty have long enjoyed discounted prices on hard copies of the *Educational Administration Quarterly (EAQ)*. Each year faculty and graduate students are provided with special forms for ordering *EAQ* at a steep discount off individual subscription rates. Additionally, for the last 8 years, UCEA members have enjoyed free access to the *Journal of Cases in Educational Leadership (JCEL)* and the *UCEA Review*. UCEA member faculty continue to enjoy these benefits, though they have been enhanced. *JCEL* has been included, along with *EAQ*, in the Sage online education collection. UCEA member faculty can access the entire bundle though the UCEA Members-Only site. The bundle includes all of Sage's education journals and allows cross-journal searches.

Unfortunately, UCEA can only offer this access to UCEA member faculty. Individuals who are not UCEA member faculty will no longer have free access to *JCEL*, unless they or their institutions subscribe to the journal/bundle through Sage. Please visit www.ucea.org! UCEA Plenary Session Representatives were provided information on accessing the Members-Only Site.

The Session Chair/ Discussant's Role

The duties of the Session Chair/Discussant include the following,

1. **You should receive copies of the papers to be presented in your session in advance of the session.** Please read these papers carefully and come prepared to comment on the papers, individually and as a whole. These comments should include, but need not be limited to, constructive criticism about the research questions addressed, the theoretical foundations established, the methodologies employed, the analyses and results presented, and the implications derived. You also may want to indicate where you believe the papers make contributions to the broader stream of literature or how the papers open up new perspectives. Feel free to send your comments to the authors prior to the conference.
2. **Show up to the session 5-10 minutes before the session begins.** Identify the paper presenters in advance and introduce yourself. Remind each presenter of the time limits that apply and describe the method you will use to alert them of time limits during the actual presentation.
3. **At the start of the session, introduce yourself to the audience, announce the session/title, and offer a brief overview indicating how the papers are related.**
4. **Next, introduce the speakers with brief comments regarding the affiliation and/or background of each presenter.**
5. **Prior to each presentation, announce the paper's title, authors' names, and their affiliations.** Identify the individual who will be speaking if someone other than the first author.
6. **During the presentations, enforce time limits strictly so that no author (or audience member) monopolizes someone else's time.** Times vary depending on the number of presentations in a given session.
7. **As discussant you have been allocated 10 minutes, total.** Please try to keep your remarks limited to this amount of time so that ample time is left for audience participation.
8. **Importantly, the bulk of your time as discussant should be spent stimulating audience interest in the subject and the papers.** Whenever possible, we encourage you to assume the role of devil's advocate, provoking discussion among the session's presenters and between the presenters and the audience. We encourage you to use as a measure of your effectiveness the extent to which you engaged others in an open discussion and/or stimulated audience interest in the subject. Thus, rather than using your allotted time to conduct a one-way presentation about the papers, we encourage you to use the bulk of your time to highlight controversial issues that will stimulate a dialogue among those in attendance. As this description suggests, preparation in advance and attentiveness during the session are two keys to serving successfully as a discussant. Please help us make the program sessions as meaningful by fulfilling this role

effectively.

9. **Once presentations are complete (paper presentations and your discussant presentation), the remainder of the time can be used for informal discussion with the audience and session participants.** It is your job to field questions from the audience.
10. **Try to conduct the session as informally as possible (e.g., use first names when addressing participants and members of the audience) to encourage as much audience participation as possible.**

Teachers' Colleges Left Out on "Race to the Top"

While alternative-route programs get a good share of attention in the teacher-quality section of the proposal, Race to the Top, traditional education school routes are practically absent!
http://blogs.edweek.org/edweek/teacherbeat/2009/08/teachers_colleges_feel_left_ou.html

Revised Program for UCEA Convention 2009

Bob L. Johnson, Jr.
University of Utah

Mariela A. Rodriguez
The University of Texas—San Antonio

There are a few innovative ideas that the UCEA Convention 2009 Planning Committee has prepared to make the upcoming annual meeting fulfilling and exciting. First, we've changed the format so that we can all come together for an awards luncheon on Thursday as the official opening of the convention. This event will serve as an opportunity to recognize all of our award winners. This will be followed by the first set of break-out sessions. Then, the General Session will take place Thursday at 5:30 p.m. with a keynote address, followed by the Past President's Reception.

Sessions will continue Friday and will be followed by the second keynote address. Beginning on Friday, there will be a 30-minute lunch period, during which convention participants can network with colleagues and reflect on sessions and keynote addresses. Friday evening will culminate with our annual banquet.

An innovative idea that will distinguish this annual meeting is the development of a Leadership Summit for Saturday evening. The Leadership Summit will focus on panelists including scholars, policy-makers, and administrators. Several education officials from California will be invited to participate. The panelists will discuss timely issues impacting education in California and across the country. Audience participation is highly encouraged so that all participants can engage in this salient conversation. It is our hope that this will be the first of many leadership summits that will integrate theory with practice. We look forward to seeing you in Anaheim!

LEADING FOR LEARNING:

Reflecting On Innovative Practices and Partnerships

UCEA Convention 2009
Anaheim Marriott, Anaheim, California
November 19-22, 2009

	Regular (through Oct. 26)	Late (through Nov. 21)
UCEA University Faculty	\$145	\$160
Non-UCEA Faculty	\$165	\$185
Practicing Administrator*	\$165	\$185
UCEA Graduate Student	\$ 55	\$ 65
Non-UCEA Graduate Student	\$ 65	\$ 75

*One-Day Fee for Administrators: \$80

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<http://www.regonline.org/ucea2009>

• EVENTS INCLUDE •

- Keynote Speakers Barbara L. Jackson, James Koschoreck, Kevin Kumashiro, and W. James Popham
- Annual Plenum Session, Wednesday, November 18, 1:00 - 6:00 p.m., and Thursday, November 19, 7:00 - 11:30 a.m.
 - UCEA Awards Luncheon, Thursday, November 19, 12:30 - 2:00 p.m.
- Opening Convention Reception in honor of UCEA Past Presidents, Thursday, November 19, 7:15 - 9:15 p.m.
- UCEA Annual Banquet with Keynote Speaker David Berliner, Friday, November 20, 6:30 - 10:00 p.m.

For More Information, Visit www.ucea.org

UCEA Convention 2009

Featured Speakers

Dr. David Berliner, Regents' Professor of Education at Arizona State University, will deliver the Brock Prize Lecture. Dr. Berliner is a member of the National Academy of Education, a Fellow of the Center for Advanced Study in the Behavioral Sciences, and a past president of both the AERA and the Division of Educational Psychology of the American Psychological Association (APA). David Berliner is co-author (with B. J. Biddle) of the bestseller *The Manufactured Crisis*; co-author (with Ursula Casanova) of *Putting Research to Work*; co-author (with Sharon Nichols) of *Collateral Damage*; and co-author (with N. L. Gage) of the textbook *Educational Psychology*, now in its 6th edition.



Dr. James Koschoreck, UCEA President and Associate Professor at the University of Cincinnati, will deliver the Presidential Address, entitled, "Scholar Activism: The Politicization of a Profession or the Professionalization of Politics?" Dr. Koschoreck's research focuses on gay/lesbian issues in educational leadership. As a scholar and activist engaged in promoting issues of social justice, he challenges the taken-for-granted social normalizations in the public schools. He co-authored with Patrick Slattery *Meeting All Students' Needs: Transforming the Unjust Normativity of Heterosexism*. Currently he is co-editing a book titled *Sexuality Matters: Paradigms and Policies for Educational Leaders*.



Dr. W. James Popham, Professor Emeritus, UCLA Graduate School of Education and Information Studies, will deliver the Pennsylvania State Mitstifer Lecture. Most of Dr. Popham's teaching career took place at UCLA where, for nearly 30 years, he taught courses in instructional methods for prospective teachers as well as courses in evaluation and measurement for graduate students. Dr. Popham is a past president of AERA and the founding editor of *Educational Evaluation and Policy Analysis*, a quarterly journal published by AERA. His most recent books are *Unlearned Lessons; Instruction That Measures Up; Transformative Assessment; Mastering Assessment; Classroom Assessment: What Teachers Need to Know (5th Ed.); Assessment for Educational Leaders; America's "Failing" Schools; Test Better, Teach Better; and The Truth About Testing*.



Dr. Kevin Kumashiro, Professor and chair of Educational Policy Studies and the interim co-director of the Institute for Research on Race and Public Policy at the University of Illinois at Chicago, will deliver the Texas A&M Social Justice Lecture. A former K-12 teacher, he is the founding director of the Center for Anti-Oppressive Education and has served as a consultant for schools, universities, and state and federal agencies. Dr. Kumashiro has authored or edited several books, including *Troubling Education*, which received the 2003 Gustavus Myers Outstanding Book Award; *Restored Selves: Autobiographies of Queer Asian/Pacific American Activists*; *Against Common Sense: Teaching and Learning Toward Social Justice*; and most recently, *The Seduction of Common Sense: How the Right Has Framed the Debate on America's Schools*.



Dr. Barbara L. Jackson, Professor and Former Chair of the Division of Educational Leadership, Administration and Policy at the Graduate School of Education, Fordham University, the Jesuit University of New York City, will deliver the keynote address. She has served as dean of the School of Education at Morgan State University in Baltimore and associate dean of the School of Education at Atlanta University. In both of these historically Black institutions, she worked to establish new doctoral programs in educational administration. Dr. Jackson's many publications include "Leadership Turnover and Business Mobilization: Changing Political Ecology of Urban School Systems" with J. Cibulka, "Black Women Role Models: Where Can We Find them?" and *Balancing Act: The Political Role of the Urban School Superintendent*. She has a chapter in *Sacred Dreams: Women and the Superintendency*, "Getting Inside History—Against All Odds: African American Women School Superintendents." Her most recent article with C. Kelley is "Exceptional and Innovative Programs in Educational Leadership."



UCEA Convention 2009

Anaheim, California

ANAHEIM/ORANGE COUNTY: www.anaheimoc.org

Centrally located in Orange County, Anaheim is an excellent starting point for all your OC adventures. The city of Anaheim is home of the Honda Center, Angels Stadium, and The Anaheim Resort™ District. Encompassing Disneyland, Disney's California Adventure, Downtown Disney District, and the Anaheim Convention Center, The Anaheim Resort District offers an abundance of hotels, dining, shopping, and theme park fun, all linked by a modern visitor transportation system. Visit anaheimoc.org for more destination information.



ANAHEIM MARRIOTT: www.marriottanaheimhotel.com

Artful. Intimate. Unconventional. The Anaheim Marriott Hotel is located in the heart of the exciting Anaheim Resort district, sizzling with attractions and entertainment. Elegance begins with the soothing elliptical shapes of the hotel lobby, a perfect location for entertaining and networking. The hotel is walking distance to an outdoor promenade with restaurants, theaters, and shopping in a tropical setting. Within the neighborhood are Disneyland attractions, the Honda Center, Angels Stadium, and the Anaheim Garden Walk, Orange County's newest hot spot for fashion, food, and fun.

The hotel recently completed a comprehensive room renovation that has taken the hotel to a whole new level. Each of the 1,030 guest rooms, suites, corridors, and concierge lounge has gone through an artful transformation. Complementing the new lobby and meeting space, spacious guest rooms were enhanced with new carpet, fixtures, furniture, bedding, and a variety of unconventional touches throughout. The guest rooms are designed to meet the needs of the dedicated business traveler or provide the comforts of home during a family vacation. Each guest room features the ultra-luxurious Marriott bed and new Marriott Revive bedding; spacious, ergonomically designed workstations; and in-room entertainment. Most rooms have balconies. Outside their rooms, guests can take advantage of one of the on-site restaurants, a heated outdoor pool, fitness center, and knowledgeable Concierge staff.

Dining options at the Anaheim Marriott are varied. *Starbucks Marketplace*: Coffee, teas, specialty drinks, sandwiches and pastries. *Café del Sol*: An inspired mix of California cuisine, contemporary American with added touches of favorite comfort foods aimed to make your dining experience delightful (open for breakfast, lunch, and dinner). *JW's Steakhouse*: Beautifully simple with touches of modern elegance along with a polished professional staff who know the menu and wine. The menu is artful with choices of filet, dry-aged New York, Kobe-style American Wagyu beef rubbed in spices and peppers, a beef eater's dream. The menu is sure to please a variety of palates (open for lunch and dinner). *Degrees Wine and Patio Bar*: A perfect spot to unwind after a long day of meetings and experience California's finest wines, libations, food, and snacks either outside under the California sun or indoors in a relaxing atmosphere.



ANAHEIM GARDENWALK: www.anaheimgardenwalk.com

The nearby Anaheim GardenWalk is an oasis of outdoor shopping, dining and entertainment. Discover an abundance of retail stores, restaurants, an upscale bowling lounge, and state-of-the-art movie theaters in a truly unique environment of scenic waterfalls and luxuriously manicured gardens. Restaurant favorites Bubba Gump Shrimp Co., California Pizza Kitchen, Cheesecake Factory, Roy's, McCormick & Schmick's Grille, and P.F. Chang's line the front of The Shops at Anaheim GardenWalk. Shops now open include Ann Taylor Loft, Chico's, Whitehouse/Blackmarket, Fresh Produce, G stage, Harley-Davidson of Anaheim, Hollister, Lux Aveda Salon/Spa, Runway 5, Tommy Bahama, O'Neill, and The Body Shop. Great entertainment can also be found at CinemaFusion (IMAX), a 14-plex theatre and 300 Anaheim, an upscale bowling lounge, as well Bar Louie and Heat Ultra Lounge. The Fire & Ice restaurant will make its debut in Summer 2009.

For additional information about Anaheim, please visit the websites above or www.ucea.org/hoteltravel

UCEA Convention 2009

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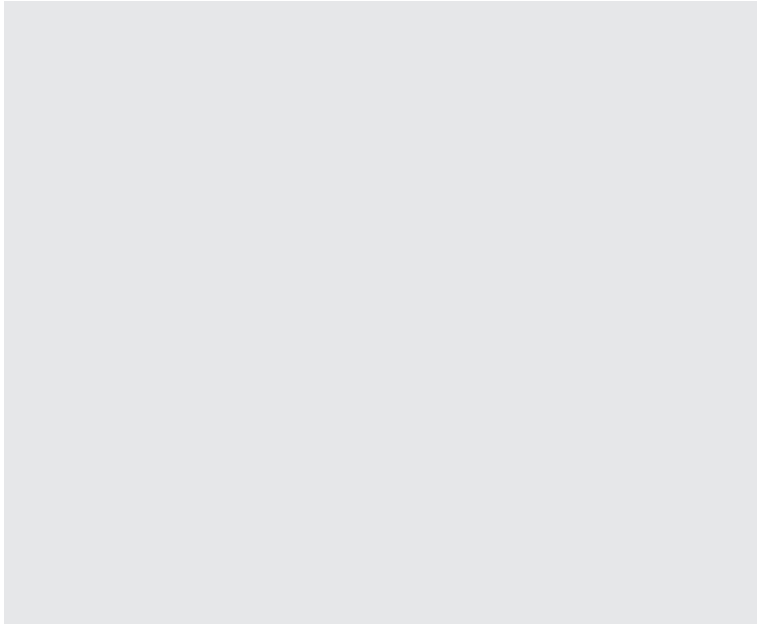
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UCEA Review

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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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2009–2010 Calendar

- | | |
|----------------|--|
| October 2009 | UCEA Leadership & Ethics Conference, Penn State, Oct. 1-3
Wallace Foundation National Leadership Conference, Washington, DC, Oct. 14-16
Barbara Jackson's retirement ceremony, Fordham University, NYC, Oct. 23 |
| November 2009 | UCEA Executive Meeting, Anaheim, CA, Nov. 16-18
UCEA Plenary Session, Anaheim, CA, Nov. 18-19
UCEA Convention, Anaheim, CA, Nov. 19–22
Informational meeting on hosting UCEA, Anaheim, CA, Nov. 20
2010 David L Clark Nominations due, UCEA HQ |
| December 2009 | NPBEA meeting, Dec. 8
UCEA HQ hosting letters of intent due Dec. 15
UCEA HQ offices closed for winter break, Dec. 18-Jan. 4 |
| February 2010 | Proposals for hosting UCEA HQ due Feb. 1
AASA National Conference, Phoenix, AZ, Feb. 11-13
UCEA Convention 2010 Planning Meeting |
| March 2010 | UCEA Executive Committee meeting, Mar. 5 |
| April–May 2010 | AERA annual meeting, Denver, CO, April 30-May 4
Jackson Scholars Workshop, Denver, CO
David L. Clark Seminar, Denver, CO |