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Survey of EdD and PhD Educational Leadership Programs

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U.S. educational reform efforts increasingly emphasize the preparation of competent educational leaders. Numerous research studies have pointed to the influence of strong instructional leadership in the overall success of a school for its students (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Marzano, Waters, & McNulty, 2005). These findings have prompted both researchers and policymakers to examine best practices in university-based leadership programs (Jackson & Kelly, 2002; Orr, 2006; Southern Regional Education Board, 2005; Young, Crow, Murphy, & Ogawa, 2009) as part of a larger effort to link the effectiveness of these programs and the candidates they graduate with subsequent performance in school buildings. However, there are few data on the variety and range of preparation programs or the effectiveness of these programs (Baker, Orr, & Young, 2007).

The last national survey of doctoral educational leadership programs reported in the research literature was completed in 1991. Findings from this survey of department chairpersons revealed “slight to moderate change in departments of educational administration in response to the reform movement of the 1980s” (Murphy, 1991, p. 60). In the intervening years, numerous researchers have focused on studying various configurations of programmatic characteristics. For example, they have focused on the role of faculty (McCarthy & Kuh, 1997); the use of student cohorts (Barnett, Basom, Yerkes, & Norris, 2000; Barnett & Muse, 1993; Basom, Yerkes, Norris, & Barnett, 1996); the role of practitioners and university partnerships with districts (Barnett, Hall, Berg, & Camarena, 2010; Breault & Breault, 2010; Browne-Ferrigno, 2004; Browne-Ferrigno & Sanzo, 2011; Kochan & Twale, 1998); and assessment strategies, including the traditional research dissertation or other capstone projects (Orr & Barber, 2009). Orr and Pounder (2011) summarized this research, identifying eight “more well-substantiated” features of effective preparation program as follows:

Standards-based program content; program coherence; candidate selection; authentic, active-learning instructional processes; in-depth internship and clinical experiences; cohort-based structure; on-going and rigorous performance assessment; and a critical mass of faculty with a balance of theory and practical knowledge who engage actively in teaching, research, and university-school-professional association collaboration. (p. 35)

This article presents the findings of a 2011 national survey of university-based doctoral educational leadership preparation programs in the United States. (More in-depth presentations are currently in review with multiple journals.) The survey was conducted by members of the Taskforce on Evaluating Leadership Preparation Programs of the UCEA/Learning and Teaching Educational Leadership (LTELE) Special Interest Group.

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The primary purpose of the current survey was to gather descriptive data on the broadly cast set of variables that were reflected in the emerging research on effective leadership preparation programs. A second purpose of the survey was to determine whether substantial differences exist between EdD and PhD programs. The two degrees historically serve somewhat different purposes; the former is viewed as a professional degree and the latter as a research degree (Perry, 2011; Powell, 1980). Many view the EdD degree as a “low-end Ph.D.” or “Ph.D.-lite” (Shulman, Golde, Bueschel, & Garabedian, 2006, pp. 25, 27). Given the increasing public scrutiny of educational preparation programs, a third purpose is to document changes that have been made during the 5-year time period of 2006–2011 in leadership preparation programs and to determine whether these changes align with emerging research and best practice. Not surprisingly, many researchers have found only modest responses to efforts to strengthen and improve such programs (McCarthy, 1999b; Murphy, 1991; Phillips, 2013). More recently, however, numerous researchers have reported increased energy and commitment to reform efforts (Murphy, Young, Crow, & Ogawa, 2009; Young, 2008; Young, Petersen, & Short, 2002).

Survey Methodology

The sample included 258 doctoral educational leadership programs in 46 U.S. states and Puerto Rico. The sample was identified through searches of state higher education websites and other web links. Surveys were completed by 103 institutions, or 39.9% of the sample.

The development of the survey was informed by three literature strands: (a) the history of educational leadership programs (Bredson, 1996; McCarthy, 1999a, 1999b; Murphy, Moorman, & McCarthy, 2008), (b) research on the characteristics of effective leader-

Contributing to the *Review*

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ship preparation (Browne-Ferrigno & Sanzo, 2011; Darling-Hammond, LaPointe, Myerson, Orr, & Cohen, 2007; Orr & Pounder, 2011; Young et al., 2009), and (c) educational leadership policy recommendations and guidelines from professional associations and others (Griffiths, Stout, & Forsythe, 1988; Grogan & Andrews, 2002; Orr & Pounder, 2011; Perry & Imig, 2008; Southern Regional Education Board, 2005; Young & Petersen, 2002).

The survey gathered information about institution characteristics, types of degrees offered, student recruitment and selection, faculty characteristics, course content and credit requirements, course schedule and delivery formats, involvement of practitioners, career pathways including options for licensing and certification, and capstone and other assessments. Survey items reflected recent research findings about important characteristics of preparation programs. In addition, the survey gathered information on recent redesigns of doctoral programs and the context for these redesigns. One limitation of the survey was the lack of a specific definition of *program redesign*. Respondents were allowed to determine for themselves what counted as a redesign or not. Survey data were collected in early fall of 2011.

Findings

Higher Education Institution Characteristics

Significantly more EdD programs (69 out of 91) than PhD programs (10 out of 24) reported being redesigned in the previous 5 years ($\chi^2 = 13.21$, $df = 1$, $p < .001$). EdD programs that reported membership in UCEA or the Carnegie Project on the Educational Doctorate were more likely to engage in redesign efforts than those programs that were not.

Context for Redesign

Educational leadership program reported a broad range of external and internal pressures or demands that prompted redesign. The former included changes in state licensure or other requirements, active involvement in professional association reform efforts, increased competition from other institutions, external reviews, and marketplace competition. Internal pressures came

from university faculty- or administrator-driven periodic reviews, structural changes because of realignment in higher education programs or retirement of faculty, and students.

Both degree programs were fairly evenly split in attributing program redesigns to external or internal pressures. One PhD and six EdD programs reported both external and internal pressures. Further analyses revealed that the external demands reported by 11 of the 26 EdD programs focused on aligning to regulatory demands (e.g., changes in state regulations, alignment to Interstate School Leaders Licensure Consortium standards). Six others attributed program redesigns to their involvement in UCEA or Carnegie Project on the Educational Doctorate reform efforts, four to external reviews, and three to efforts to retain or gain market share in their geographic region. PhD programs reporting external pressures were evenly split between regulatory demands and participation in UCEA. Internal pressures that influenced both EdD and PhD program redesigns were most frequently driven by periodic faculty reviews or structural changes made by the institution (e.g., addition of a higher education component, retirement of faculty).

Comparisons of Redesigned Versus Nonredesigned Programs

The survey examined whether leadership programs that had been redesigned differed from those that had not been modified based on six variables: course requirements, type of certification, role of practitioner, cohort-based organization, internship requirement, and capstone requirement. These areas were selected because they reflect areas of concern in both the research and practitioner literature.

Course requirements. Analyses of course requirements are challenging because of the diversity in how courses are titled, the distribution and diversity of course content, and the level of difficulty. In order to simplify the task, the taskforce divided course content into seven areas: (a) foundations (e.g., educational psychology; history, philosophy, and sociology of education), (b) professional (e.g., finance, law, leadership, supervision), (c) research methods (e.g., research design, quantitative and qualitative methods), (d) discipline specific (e.g., literacy, mathematics), (e) internship or other field placement, (f) dissertation or other capstone project (including related seminars and courses), and (g) other. Respondents estimated the percentage of coursework assigned to each area.

Significant differences were found between redesigned versus nonredesigned programs for both degrees, $\chi^2 = 40.153$, $df = 6$, $p = .000$; $\chi^2 = 18.759$, $df = 6$, $p = .005$. Redesigned EdD programs required students to spend less time in professional programs than nonredesigned programs; the decrease in time was spread across other categories with only discipline-specific courses increasing by about 2 percentage points. No significant changes were found in the percentage of research coursework or internship. These results are somewhat troubling given the calls for increased curriculum and pedagogy expertise and decreased research emphasis.

The findings for PhD programs are somewhat more tenuous because of the relatively small sample sizes for both redesigned and nonredesigned programs. Analyses revealed that redesigned programs differed from nonredesigned programs in the percentage of professional coursework; mean percentages grew from roughly 25% to 36%. Research coursework also grew almost 6.5 percentage points as well. These increases were accounted for in decreases in the discipline-specific coursework (4%) or not included in the six areas (i.e., other, 16.5%). These findings suggest PhD programs are

making redesigns to deepen their graduates' knowledge on specific content as well as research skills. The decrease in content outside the six categories may reflect PhD programs' efforts to tighten up program requirements and decrease the number of electives.

Type of certification or license. EdD and PhD programs offer a variety of certifications and licenses for their graduates depending on state regulations and other requirements. These requirements fluctuate over time. In 2002, over half of the 50 states had licensure requirements for school and system leaders, though Young et al. (2002) acknowledged that some states were relaxing their requirements. Survey data suggest that EdD programs, in general, provide more opportunities for graduates to obtain certifications than PhD programs, $\chi^2 = 4.67$, $df = 1$, $p < .05$. Only slight differences existed between redesigned versus not redesigned EdD programs in granting certifications; however, the decrease in programs granting school-level certification was matched by the increase in district-level certifications. This may be a result of the number of graduate programs offering MEds in educational leadership.

Cohort-based design. Previous studies of doctoral leadership programs have called for the use of student cohorts in redesigning leadership programs (Barnett et al., 2000; Barnett & Muse, 1993; Basom et al., 1996). Students can be organized into full (or partial) cohorts, meaning that the program is intentionally set up for all students to take all (or most) of their classes together, or defacto cohorts, meaning that the program is not intentionally set up as a cohort, but scheduling and other factors result in most students taking most of their classes together. Students in these programs are thought to benefit from the increased opportunities for camaraderie, peer support, and networking. Cohort-based programs can be more expensive to operate, especially if cohort sizes are relatively small (10 or less) and attrition occurs.

Our data (see Table 1) suggest that cohorts are much more popular in EdD programs than in PhD programs. When "full cohort" and "defacto cohort" were combined, there was a significant difference in the use of cohorts between redesigned and nonredesigned EdD programs, $\chi^2 = 8.33$, $df = 3$, $p < .05$; no significant difference was found for PhD programs. EdD programs in this sample are moving to cohorts, consistent with emerging research and best practices cited above. Only a few programs do not use make any use of this organizational practice. Cohort-based programs may be more efficient to operate in that predetermined numbers of courses are offered each semester and enrollments are guaranteed as long as attrition remains minimal.

Role of partnerships and practitioners. Another area for possible redesign of programs is the role of practitioners. One criticism of existing programs is the weak link between the training arm and the employment agents (Guthrie & Sanders, 2001; Carver, as cited in Murphy, 1991). In response to this criticism, doctoral programs establish formal and informal partnerships with school districts or state departments of education. The latter include district or state personnel serving as adjunct or co-instructors, guest speakers, supervisors of internships or other field placements, advisory board members, and assessors of students for admission as well as program completion. Our survey data revealed no significant differences in the use of partnership between redesigned versus nonredesigned programs for either degree program. The majority have not yet taken steps to create such partnership. These findings do not align with numerous calls for redesign.

Table 1
Program Redesign Status by Use of Cohort Design

Cohort status	EdD programs				PhD programs			
	Redesigned		Nonredesigned		Redesigned		Nonredesigned	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Full	41	69.5	9	52.9	2	28.6	4	30.8
Partial	5	8.5	3	17.6	2	28.6	1	7.7
De facto	12	20.3	2	11.8	1	14.3	2	15.4
Noncohort	1	1.7	3	17.6	2	28.6	6	46.2
Total	59	100.0	17	100.0	7	100.0	13	100.0

No major differences also were found in the roles that practitioners played. Redesigned EdD programs reported practitioners were more often supervising field work than did nonredesigned programs. In contrast, redesigned programs reported less involvement in advisory boards and assessment of students for either program admission or completion. These latter trends are again not what might be expected based on recent calls for redesign (Murphy & Forsythe, 1999; Murphy et al., 2009; Young et al., 2002).

Unlike many of the other comparisons, more changes were seen in the PhD leadership programs, particularly in having practitioners serve as the sole instructor or team teaching with another faculty member. Even though PhD programs are not seen as training graduates for practitioner positions, clearly many have found value added by practitioners in their coursework.

Internship requirements. Internships often provide valuable opportunities for students to gain firsthand, on-the-ground work experience prior to their first jobs. Some critics of existing programs suggest that field experiences should play a stronger role in the preparation of educational leaders (Browne-Ferrigno, 2004). However, unlike many other fields of graduate study, the majority of doctoral students in education already have been employed in education as teachers, counselors, supervisors, and administrators (Orr, 2011; Orr & Orphanos, 2011), and so the internship potentially provides opportunities to practice new skills. Not unexpectedly, almost two thirds of EdD programs require internships, whereas about half of PhD programs do. This may be an artifact of the greater ties between EdD programs and state licensing requirements that have been in effect for many years and usually require internships. No significant differences were found between

redesigned and nonredesigned programs related to the internship requirement.

Dissertation or capstone project. Changes in program requirements related to dissertation or other capstone project have likely received the most attention in both the research and practitioner literature (Archbald, 2008; Shulman et al., 2006; Wergin, 2011). Advocates for changing the EdD requirement to a nonresearch project cite the lack of alignment between the research skills necessary to complete a dissertation versus the future career pathways for most EdD candidates. PhD programs more often prepare their graduates for traditional academic positions, and so the pressure here exists to increase the rigor of dissertation.

Regardless of redesigned status, the vast majority of EdD and PhD programs require students to complete traditional dissertations (see Table 2). This finding is surprising given the substantial number of EdD programs that have been redesigned in the past 5 years. No significant differences in dissertation or capstone project requirements were found between redesigned and nonredesigned EdD programs. More simply, redesigned EdD programs do not look substantially different than nonredesigned EdD programs; most still require a research-based dissertation as the final capstone project. All of the PhD educational leadership programs continued to require a traditional dissertation.

Conclusions and Implications

The survey findings revealed that many more EdD programs have been redesigned than PhD programs. Although not strongly reflected in the survey findings, coordinators of many EdD programs anecdotally report increased pressure from profit-making higher

Table 2
Program Redesign Status by Dissertation or Capstone Project Requirement

Dissertation or capstone project	EdD programs				PhD programs			
	Redesigned		Nonredesigned		Redesigned		Nonredesigned	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Traditional research dissertation	41	69.5	16	94.1	8	100.0	13	100.0
Modified dissertation	21	35.6	2	11.8	0	0.0	0	0.0
Culminating individual project	5	8.5	0	0.0	0	0.0	0	0.0
Culminating group project	7	11.9	0	0.0	0	0.0	0	0.0
Other	3	5.1	0	0.0	0	0.0	0	0.0
Total	59	100.0	17	100.0	8	100.0	13	100.0

education programs. EdD programs, in particular, are often seen as attracting large numbers of students and generating substantial revenue for universities (McCarthy, 1999a; Shakeshaft, 1999). Although the for-profit enrollments are difficult to reliably track, anecdotal reports suggest that these for-profits are gaining in market share. Such competition pushes brick-and-mortar programs to revamp their EdD programs to keep pace with the for-profit programs. Few for-profits offer PhD programs, and as a result, these programs have not felt the same pressure.

Our survey findings revealed that doctoral leadership programs remain relatively the same. Most striking was the almost universal requirement that students in the professional EdD degree continue to complete a traditional research dissertation. Almost 70% of the redesigned programs retained this requirement; only one fifth adopted capstone projects that either individual students or groups of students are expected to complete. The increased use of cohorts was the only one major changing trend in comparisons of redesigned and nonredesigned programs. EdD programs in this sample are clearly moving to cohort-based designs. No substantial changes were seen for any of the other variables. As noted by Young et al. (2002), “The rhetoric of change outstrips [the] reality” (p. 143).

Implications of Survey Findings

The longstanding resistance of education to change is no less applicable to higher education than to K-12 education. The survey findings reveal that in spite of the increasing attacks on higher education and the laments of higher education officials and faculty to these attacks, EdD and PhD educational leadership programs remain much the same.

Nevertheless, it is important to attempt to understand why even when doctoral leadership programs have been redesigned, many have not substantially changed (Murphy, 1999; VanMeter, 1999). McCarthy (1999a) cautioned that substantial changes would require more than faculty advocacy. This point of view suggests that doctoral leadership programs are unlikely to change without the exertion of external pressure (Murphy, 1999). Although many recently redesigned programs acknowledged such pressure, the executed redesigns do not look substantially different. Young et al. (2002) suggested that in order for substantive reform to occur, key stakeholders must work together to plan and implement required changes. In order to move forward, however, there has to be agreement on the vision, expectations, and career pathways for doctoral education degrees (EdD, PhD, or both). In addition, more research is needed that reliably measures the impact of different programmatic design alternatives (Shakeshaft, 1999). Without much more substantial data to inform improvements, it is difficult to advocate for one alternative over another.

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Grad Student Column & Blog: Submissions Welcome

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

www.ucea.org/graduate-student-column/

www.ucea.org/graduate-student-blog/



CALL FOR NOMINATIONS:

2014 Exemplary Educational Leadership Preparation Award

Deadline: June 27, 2014

THE AWARD

Quality leadership preparation is essential to quality leadership practice. Research reveals an important relationship between preparation and leaders' career outcomes, practices and school improvement efforts. Exemplary university-based educational leadership preparation programs have authentic, powerful and field-embedded learning experiences that connect research and theory with practice. To celebrate exemplary programs and encourage their development, UCEA has established an Award for Exemplary Educational Leadership Preparation. This award complements UCEA's core mission to advance the preparation and practice of educational leaders for the benefit of all children and schools.

Leadership educators are invited to nominate their programs for recognition at the 2014 UCEA Convention. The program or programs (up to three) determined most worthy of recognition will receive a significant cash award. In addition, the award winning program(s) will be recognized at a session during the 2014 UCEA Convention, on the UCEA website, and through a case-study publication.

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

AWARD CRITERIA

Contributions will be judged on the extent to which the program (a) reflects current research on the features, content, and experiences associated with effective leadership preparation and (b) has demonstrated evidence of program effectiveness. *The Handbook of Research on the Education of School Leaders* (Young, Crow, Murphy, & Ogawa, 2009) addressed both of these criteria in depth. For the full set of award criteria please visit <http://ucea.org/exemplary-leadership-preparati/>

THE PROCEDURE

To nominate your program, please navigate to <http://ucea.org/exemplary-leadership-preparati/> and follow the instructions below:

Step 1: Read through the award criteria and instructions

Step 2: Submit a statement of intent to apply (through the link) by **May 23, 2014**. Upon receipt of a program's intent to submit an Award Application, the program contact will be invited to an Award Dropbox Folder where program application materials should be deposited.

Step 3: Prepare Parts I-V of the Award Application as described at the above url.

Step 4: Save each part of the Award Application as an individual PDF file in the designated Award Dropbox Folder. Please note each file should be named according to the corresponding part of the Award Application (e.g., Part.I.PDF, Part.II.PDF, etc.)

All materials must be submitted by June 27, 2014. Please email ucea@virginia.edu or call (434) 243-1041 with questions



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From the Director:

Do Standards Matter in Educational Leadership Preparation? If So, How?

Michelle D. Young
UCEA Executive Director



We need educational leaders who can effectively lead 21st-century schools. Research has demonstrated that school leaders are crucial to improving instruction and increasing student learning. Drawing on this research and coupled with increasing demands in education, stakeholders have ushered in a reconceptualization of the work of both school and district leaders.

Principals and superintendents are expected to be effective leaders of instruction, human capital, organizations, and communities as well as to inspire others and make wise, ethical, and evidence-based decisions. It has been argued that clear and consistent standards are needed to ensure that leaders and other educational stakeholders have a common understanding of effective leadership (Young et al., 2013).

Because educational leaders are increasingly seen as critical to school improvement, their development has become a central feature of efforts focused on improving our nation's schools (Briggs, Cheney, Davis, & Moll, 2012; Council of Chief State School Officers [CCSSO], 2012; Murphy, 2002; New Leaders, 2012; Orr, King, & LaPointe, 2010; Young, Petersen, & Short, 2001).

Preparation and entry into the profession compose the first phase of a continuum of development for teachers and principals and are the foundation on which a teacher or principal builds his or her career. The quality of preparation often determines the success a teacher has in the classroom or a principal has in leading a school, especially in the first few years in their respective roles. (CCSSO, 2012, p. 3)

Traditionally, most school and district leaders were prepared through university-based leadership preparation programs. However, the landscape of educational leadership preparation has shifted dramatically over the last 10 years (Baker, Orr, & Young, 2007). Not only have the number and type of university programs expanded significantly, but the number and type of non-university-based programs and providers also have grown (Murphy, Moorman, & McCarthy, 2008). The growth in programs, increased diversity of providers, critiques of preparation programs, and changes in leadership expectations have raised significant questions within the field about how to ensure that leadership preparation programs develop school- and district-ready leaders.

Over the years, reformers have relied foremost on national accreditation and state licensure and program approval processes to foster program quality. However, in recent years, the number and variety of change strategies have expanded, including

- setting leadership standards to identify expected knowledge and skills;
- setting program standards to underscore best practices in

leadership preparation;

- providing state, federal, and foundation grant funding for program design and delivery;
- requiring state, regional, and national accreditation;
- requiring state licensure exams or assessments;
- requiring state-wide redesign of program design, delivery, and content; and
- approving alternative pathways to licensure and certification (Young et al., 2013).

Seeking to influence leadership preparation and practice, growing numbers of organizations have released reports on educator preparation. The majority of these reports rely foremost on state licensure and program approval processes as key levers for fostering program improvement. Although reformers have asserted that such regulatory policies and requirements either can or do exert significant influence on educational leadership preparation programs (Briggs et al., 2013; CCSSO, 2012; Kelley & Peterson, 2002; Murphy, 2002, 2005; New Leaders, 2012, 2013; Orr, King, et al., 2010), this claim is not well supported by empirical research (Hackmann, 2013; Pavlakis & Kelley, 2013). Indeed, surprisingly little empirical research has been dedicated to this issue.

In the summer of 2013, The Wallace Foundation asked the University Council for Educational Administration (UCEA) to explore what educational leadership preparation standards were in use, how they were used, and whether they mattered. Specifically, UCEA was asked to explore these questions:

1. How do the various program standards compare and contrast in their content and approaches, and how are they leveraged to improve the quality of education leader preparation programs?
2. To what degree can standards, and how they are used, have the potential to improve program quality?
3. Are there alternative approaches to strengthening education leader preparation programs?

A report summarizing the key findings of this work is now available on the UCEA website (www.ucea.org). The report provides a review and comparison of commonly used educational leadership preparation, policy, and practice standards, including the Interstate School Leadership Licensure (ISLLC) standards, the Educational Leadership Constituent Council (ELCC) standards (which are the most widely used educational leadership preparation standards and are tied to ISLLC), the UCEA membership standards, and the Quality Measures (QM) standards. It examines the validity of current standards vis-à-vis the research literature on educational leadership practice and preparation. The report also culls key findings from literature syntheses of common preparation-program improvement policy and professional levers, including accreditation, program review, and licensure. Finally, the report shares data from a survey

of educational leadership faculty concerning the standards and the processes used to leverage them and ELCC program reviews.

The report reveals the significant role that standards have played in shaping the preparation of educational leaders and the various means through which standards are operating. Key findings are summarized below.

Question 1: How do standards impact preparation?

Standards are considered a foundation for thinking about leadership development and practice and “can inform all components of an aligned and cohesive system—preparation, licensing, induction, and professional development” (CCSSO, 2008, p.4). This report closely considers four prominent, nationally used sets of standards that impact educational leadership preparation: the ISLLC standards, the ELCC standards, the UCEA standards, and the QM standards. In Section 1 of the report, we describe each set in detail, describe how they are each used, and then compare and contrast each set of standards.

To briefly summarize, the four sets of standards and expectations differ with regard to (a) their focus on either program content or program features and (b) the approaches used to communicate and guide program development. With regard to content, Appendix C of the report reveals that for every ISLLC standard and function, there is one or more ELCC standard or element that aligns with it. Regarding program features, the ELCC standards and expectations focus on candidate outcomes and are designed to guide programs in documenting candidates’ knowledge and skills. The UCEA standards and expectations focus on documentation and reporting on programs, both the processes of leadership preparation and development and program organization and institutional relationships, as well as candidate performance. The QM standards are designed to help districts and their partner organizations create, support, assess, and improve key features in leadership preparation and development programs.

Appendix D of the report provides a cross-walk of the standards and illustrates that none of the three sets of leadership preparation standards, when used alone, provides comprehensive guidance for programs. The ELCC standards, for example, lack a focus on program features, whereas the UCEA standards lack a focus on the content of programs. The standards provide complementary guidance for the preparation of educational leaders. Similarly, the processes offered for program review and, in the case of UCEA and QM, program improvement complement each other as well. The mutually reinforcing effects of the standards are possible because the ISLLC standards form a clear and well-delineated framework upon which other sets of standards can be developed. The ISLLC standards create a coherence and focus that becomes a springboard for elaboration by other entities, such as UCEA and QM, for their constituents.

Question 2: To what degree do standards, and how they are used, have the potential to improve program quality?

Our inquiry into the question “To what degree do standards have an impact?” revealed that standards have been influential in educational leadership preparation in terms of content and features of leadership preparation programs as well as the licensure of

program graduates. Forty-six states have adopted or adapted the ISLLC standards. Approximately 1,100 programs in 254 institutions participate in the ELCC program-accreditation review process, and many others use the ELCC standards to guide the content of their programs due to state, institutional, or professional guidelines. Ninety-three U.S. institutions are formally aligned with UCEA program standards, and at least six district-provider partnerships are using the QM standards, though both the UCEA and QM standards likely have broader usage.

Our inquiry into the question of “Do the processes used to leverage standards have the potential to improve program quality?” revealed several things. First, a wide variety of strategies is used to leverage standards-based program change. Second, not all strategies are equally influential or beneficial. Of these processes, the most widely used are state licensure and program requirements and state and national accreditation processes.

Typically, these quality enhancement strategies are enacted in a piecemeal fashion and not as a coordinated policy initiative. Some states have strengthened their licensure requirements, others have changed their program approval processes, and still others have signed agreements to fold national accreditation into the program approval process. External funding offers opportunities to innovate and pilot new models of preparation. All of these efforts nudge preparation programs toward greater accountability, but at the same time, other pieces of legislation increase alternative licensure options, which are not subject to similar safeguards. State policies tend to be a patchwork of policies that are not aligned and sometimes conflict with their respective goals (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007). Few states have taken a more comprehensive approach to supporting systemic change.

There is a significant difference between merely *adopting* a set of standards and *using* or putting them to work. Standards have the potential to set expectations, guide improvements, and influence practice. However, if the processes designed to achieve these goals are not well conceived and effective, the impact of standards will fall short. Furthermore, unless attention is paid to both technical and adaptive aspects of program reform initiative, superficial changes will be the norm (Murphy et al., 2008). Addressing these aspects requires that state departments of education, institutions of higher education, districts engaged in leader preparation, and other preparation providers must have adequate capacity and resources to design, implement, and sustain reform efforts.

Question 3: Are there alternative approaches to strengthening education leader preparation programs?

The report discusses several alternative approaches to standards-based program improvement. These include

- state program redesign initiatives,
- self-study processes, and
- critical friends reviews.

State redesign. Since the introduction of the ISLLC standards in 1996, some states have adopted program review and redesign initiatives that involve alignment to state or national leadership standards and the adoption of specific program features, such as expanded field experience requirements (Baker et al., 2007). In some states, low-quality programs that were unable to meet these new requirements were eliminated. What research has been con-

ducted on the results of such processes on program change has indicated that state policies and strategies intended to promote redesign of principal preparation programs have produced episodic change in a few institutions but have fallen short of expectations (Murphy et al., 2008; Spence, 2006). Furthermore, research concerning the impact of such processes on program graduates is inconclusive (McCarthy & Forsyth, 2009).

More research is needed on such processes to gain a more robust understanding of the processes used and their impact on programs and candidates. Two issues, in particular, may impact the effectiveness of such processes. First, it is questionable whether state departments of education have the capacity to shoulder the responsibility of translating and implementing policy as well as supporting preparation program redesign, particularly in times of financial cutbacks (Young, 2013). Murphy et al. (2008) cautioned that without adequate attention to the technical (e.g., staffing) and adaptive (e.g., core values and beliefs) aspects of reform, and a careful focus on actionable theory that guides all reform efforts, change will be superficial. The second issue concerns the process itself. A one-size-fits-all redesign process, which does not take into account different institutional types, missions, and capacities, is unlikely to yield desired results (Young, 2013).

Self-study models. The UCEA and QM processes both involve a self-study component through which programs are gathering program information and candidate data to determine the degree to which (a) programs reflect the UCEA or QM criteria and (b) the impact of the program's content and experiences on the candidate's growth, career outcomes, and leadership performance. UCEA and QM offer tools (e.g., rubrics) to facilitate program self-assessments and to build consensus around the features and attributes of high-quality programs. The tools reflect the current research and lessons learned about principal preparation program quality.


The new suite of preparation evaluation instruments available through UCEA enables faculty to dig more deeply into the questions of how preparation programs impact the knowledge and

practice of graduates. The Initiative for Systemic Program Improvement through Research in Educational Leadership (INSPIRE) survey suite includes a program features survey, a candidate survey, a practicing principal survey, and a teacher survey. Together the surveys provide data that help programs assess the quality and impact of various program features and content areas. When used in conjunction with the *Developing Evaluation Evidence* program evaluation planner (Orr, Young, & Rorrer, 2010), program faculty are guided through evaluation design, data collection, analysis, and improvement cycles. Given that most programs are guided by their own theory of action or program theory, which connect choices in program content, delivery, and design to expected outcomes, the surveys and planner support a variety of program designs and their unique features.

Critical friends reviews. Critical friends reviews reflect the processes used by UCEA, QM, and the process described by Murphy et al. (2008). They generally involve program self-assessments; external review of program documents, data, and artifacts; feedback to program faculty including recommendations; and, in some cases, technical assistance. The QM handbook asserts, "These tools and processes, when used together, will provide improved guidance to program self-assessment team efforts to more accurately determine the quality of their principal preparation programs" (Education Development Center, 2009, p. 2). These processes resemble in some ways the accreditation review processes used by the National Council for Accreditation of Teacher Education and the Teacher Education Accreditation Council, in that they are standards and evidence based, but they take the review one step further by providing programs with actionable feedback and advice.

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Leveraging What Works in Preparing Educational Leaders

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EAQ's William J. Davis

Award Winners:

Anysia Peni Mayer, Morgaen L. Donaldson, Kimberly LeChasseur, Anjalé D. Welton, & Casey D. Cobb

Congratulations to recipients of the 2014 William J. Davis Award! The William J. Davis Award is given annually to the authors of the most outstanding article published in *Educational Administration Quarterly* (EAQ) during the preceding volume year. The Davis Award was established in 1979 with contributions in honor of the late William J. Davis, former Associate Director of UCEA and Assistant Professor at the University of Wisconsin–Madison. This year, the award was presented during the AERA Division A Business Meeting by UCEA President Mark Gooden.

Mayer, A. P., Donaldson, M. L., LeChasser, K., Welton, A. D., & Cobb, C. D. (2013). Negotiating site-based management and expanded teacher decision making: A case study of six urban schools. *Educational Administration Quarterly*, 49, 695-731. doi:10.1177/0013161X13492793

Anysia Peni Mayer¹, Morgaen L. Donaldson¹, Kimberly LeChasseur¹, Anjalé D. Welton², and Casey D. Cobb¹ presented findings from a study of six schools in the Together Initiative (TI), which facilitates increased school autonomy from districts and expands teacher decision-making authority. This study aimed to understand how TI's theory of action changed structures, cultures, and agency as the concepts of site-based management and expanded teacher decision making were interpreted and implemented by district and school leaders and teachers. The authors collected data over the first 2 years of the initiative using a concurrent mixed-methods design. They coded field notes from more than 200 hours of observations and transcripts of 231 semistructured interviews with stakeholders using the constant-comparative method. They then triangulated findings from qualitative data with annual teacher survey findings.

The data revealed that the implementation of TI varied across the six schools and depended greatly on school staffs' existing relationships with the district, the principal's support for decision-making structures, and the extent to which school cultures reflected trust so that teachers were able to enact greater agency. Only two schools experienced moderate increases in site-based management and expanded teacher decision making; those that did not were missing at least one of these structural or cultural supports.

At a time when charter schools are touted as an effective reform model, this article informs policy and practice on the original charter concept—autonomous, innovative district schools. Findings from this study suggest that creating contexts where site-based management can flourish is far more complicated than changing structures or establishing supportive school cultures.

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Innovative Programs:

Building Communities of Leaders for all Children: Loyola Marymount University's Department of Educational Leadership and Administration

Hans W. Klar

Clemson University

The feature of this Innovative Programs column is Loyola Marymount University's Department of Educational Leadership and Administration (EDLA). In addition to recently being recognized as a full member of UCEA, EDLA faculty and staff are preparing to celebrate their doctoral program's 10th year of building communities of educational leaders with an orientation toward addressing issues of social justice in their schools and communities. Grounded in the Jesuit and Marymount traditions of education, service, and justice, EDLA faculty and staff have a broad commitment to preparing scholars and practitioners who respect, educate, advocate for, and lead constituencies in Catholic, charter, and traditional public schools across Southern California.

Institute for School Leadership and Administration

EDLA offers six different programs under the umbrella of the Institute for School Leadership and Administration. Pre- and in-service credentials for school leaders in California are provided through the California Preliminary Administrative Services Credential (Tier I) and the California Professional Administrative Services Credential (Tier II). However, EDLA faculty have decided that the Tier II credential is best offered through the school districts or county offices of education, so they are phasing out this program. EDLA also offers two Master of Arts degrees, one in school administration and one in Catholic school administration. Two certification programs are offered for students interested in charter or Catholic school leadership.

EdD in Educational Leadership for Social Justice

The EdD in Educational Leadership for Social Justice is offered in cohorts of 18 students representing Catholic, charter, and traditional public schools. The EdD is designed to be completed in 3 years and includes coursework and a field-based dissertation focused on transforming educational organizations.

The annual admissions process for the EdD occurs in two phases. First, faculty review the traditional application materials submitted by students, such as letters of application, transcripts, references and GRE scores. Second, groups of five to six students are asked to read and discuss a case study of a school that is struggling to overcome a number of challenges related to significant changes in student demographics and leadership, which have led to a toxic culture and poor school–community relations. Faculty observe the discussions, noting how the candidates articulate their

thoughts, listen, and interact with other candidates. Finally, the faculty select candidates from relatively equivalent numbers of candidates from Catholic, charter, and traditional public schools to form the cohort.

In addition to receiving the type of support typically found in cohorts, EdD students benefit from the support available at a doctoral student center. At the center, students regularly gather for assistance with assignments and APA formatting, preparation for dissertation proposals and defenses, and programmatic advice. EDLA faculty report that students often “camp out” at the center over the weekend and find a great sense of community among their fellow students there.

In addition to the doctoral center, students are able to access the Center for Equity for English Learners, the Center for Catholic Education, the Center for Math and Science Teaching and the Loyola Marymount University Family of Schools. Each of these initiatives provides students opportunities to become involved with and learn from research conducted in areas critical to schools in the surrounding area as well as the larger policy issues facing the region and nation.

Innovative Features of EDLA Programs

The EDLA programs link theory to practice with a focus on diversity and social justice that is threaded throughout the curriculum. This focus is grounded in the mission of the School of Education and is well suited to the various school and community contexts in Los Angeles. In particular, the programs are focused on preparing leaders to meet the needs of English learners and the challenges often faced by large urban school systems, including addressing the large disparities in socioeconomic status found in schools and their respective communities.

Throughout EDLA, students from Catholic, charter, and traditional public schools take courses together. In the master's programs some of the courses are taken together. In the doctoral program all but one of the courses are taken together, with the differentiated course focusing specifically on a student's respective system. In the credential programs, all of the courses are taken together. This interaction allows the participants to learn from members of other educational systems. EDLA faculty report that this arrangement helps school leaders realize that they actually have a lot more in common with their colleagues in other systems than they had realized. This has resulted in reducing barriers between the systems as misconceptions are replaced with understanding and collaboration.

The various options provided by parochial, private, charter, and traditional public schools are currently being explored and embraced as school reform initiatives to address the many challenges faced by schools and communities in the greater Los Angeles area. EDLA faculty believe the features of the program



described above—a strong focus on social justice and intentionally combining students from Catholic, charter, and traditional public school systems—create a space for conversations related to school reform, choice, and the need for society to meet the needs of all students. As one faculty member said, “We really, truly believe that one of the ways to create a more just world is through education. ... This is our mission. Our life’s work is to ensure that all kids have a chance to learn and grow and are given an equitable opportunity.”

EDLA Alumni

EDLA has fostered an active alumni network through organized alumni events and informally maintaining contact with cohort members. Alumni have assumed significant leadership positions within the Los Angeles Unified School District, the Archdiocese of Los Angeles, and various charter-school management organizations. Some alumni have also joined EDLA as adjunct faculty and as supervisors or mentors for current students. In anticipation of celebrating the EdD program’s

10th anniversary, the department has created an alumni council to assist with organizing special events such as symposia and lectures. EDLA faculty believe that the strong connections students develop with colleagues from other school systems continues after they leave the program and enhances the opportunities of children and families within and among Catholic, charter, and traditional public schools.

For more information about the Institute for School Leadership and Administration, contact Emilio Pack, EdD, at emilio.pack@lmu.edu or visit <http://soe.lmu.edu/admissions/programs/schooladministration/>

For more information regarding the EDLA’s EdD in Educational Leadership for Social Justice, please contact Ernie Rose, PhD, at erose@lmu.edu or visit <http://soe.lmu.edu/admissions/programs/edd/>

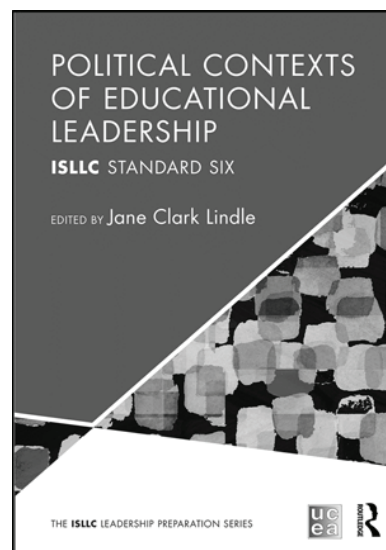
Author note. I would like to thank EDLA faculty Drs. Beth Stoddard, Ernie Rose, and Emilio Pack for their assistance in developing this column.

Political Contexts of Educational Leadership

ISLLC Standard Six

Edited by Jane Lindle

Co-published with UCEA, this exciting new textbook is the first to tackle the ISLLC Standard #6—the political context of education. This unique volume helps aspiring school leaders understand the dynamics of educational policy in multiple arenas at the local, state, and federal levels. Leaders are responsible for promoting the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural contexts in which education and learning reside. By presenting problem-posing cases, theoretical grounding, relevant research, and implications for practice, this book provides aspiring leaders with the background, learning experiences, and analytical tools to successfully promote student success in their contexts.



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We encourage you to help promote the conference by sharing this flyer with all interested colleagues and students. More detailed information about the program, featured presenters, and registration is available on the Conference website: <http://cslee19.nipissingu.ca/>.

The Call for Papers will be posted on the Conference website in early January 2014. The deadline for proposals will be May 15, 2014. Please submit your proposal or any questions you may have about the conference to the Conference Planning Team at: valuesandleadership@nipissingu.ca.

The Conference theme will be explored through a variety of lenses including:

- The power of emerging media and technology
- The development of participatory cultures
- The juxtaposition of local and global perspectives
- The centrality of relationships and communities
- The pressures from political interests

Featured Speakers:

- Dr. Paul Begley, Nipissing University (retired)
- Dr. Charles Burford, Australian Catholic University
- Dr. Steven Jay Gross, Temple University
- Dr. Kathy Hibbert, Western University
- Dr. Pauline Leonard, Louisiana Tech University
- Dr. Anthony Normore, California State University
- Dr. Jackie Stefkovich, Pennsylvania State University

NIPISSING
U N I V E R S I T Y

Point/Counterpoint: Going the Distance, but How Far? Online and Blended Delivery in Educational Leadership Preparation Programs

W. Kyle Ingle

Bowling Green State University

Arguably, the development of online learning technologies and delivery models has been one of the greatest challenges (and opportunities) facing K-12 education (e.g., Collins & Halverson, 2009) and higher education (e.g., Katz, 1999). Educational leadership programs have certainly been subject to these challenges (e.g., LaFrance & Beck, 2014; McLeod, 2011). For example, LaFrance and Beck (2014) examined the state of educational leadership internships with K-12 virtual schools in the United States, finding that very few educational leadership programs are providing preparation specific to K-12 virtual schools.

As program coordinator of a master's degree program in educational administration and supervision, the theme of this edition of *UCEA Review* (Distance Learning and Technology) is one to which I could easily relate. Only just a few years ago, our program faculty at Bowling Green State University debated the move from face-to-face cohorts to a fully online or blended delivery model for our master's and specialist's degree programs as well as our district-level certificate program. Our discussions were long, thoughtful, and thankfully not divisive. Weighing on us was the importance in our own minds and in extant research of the interpersonal skills requisite in school and district leaders for empowering teachers to learn, grow, and pursue the vision and mission of the school and district (Louis, Leithwood, Wahlstrom, & Anderson, 2010). We also questioned whether we would have the same insight into our principal and superintendent candidates' potential as leaders with little or no face-to-face contact. Are discussion boards an adequate substitute for face-to-face discussions? When we receive a call from a local superintendent announcing an open leadership position and inquiring about candidates, will we have the same level of comfort recommending our graduate with so little face-to-face contact?

Looking beyond the adequacy and effectiveness of one instructional delivery approach over another, there is also the instructional and technical capacity of faculty members. Researchers have identified the differences in technical knowledge between university faculty and students as an important issue in education (Manafy & Gautschi, 2011; Prensky, 2012; Rogers, 2001; Rossing, 2012). Bowling Green State University's educational administration and supervision faculty have been very aware of the need to improve online instructional skills, applying for and receiving professional development on how to improve interactivity beyond discussion boards. As a participant, I can attest to the potential that instructional technology has, but improving our own technological skills takes time and energy. Be this as it may, we as educational leadership faculty document the ever-changing policy and practice environment and espouse the importance of leading through change. If we expect our students to be lifelong learners and facilitate the professional development of their own staff members as principals, should we not practice what we preach? Are we not subject to those same leadership theories and best practices?

Thus far, I have mentioned some of the challenges associated with shifts in instructional delivery from face-to-face to online or blended learning, but there are also potential benefits. One of my colleagues commented on the greater depth of discussions in his online discussion boards: "You cannot be a wallflower in an online environment." There is also the potential for improving our ability to meet the needs of our students who are often part-time practicing teachers or principals who are pursuing the principalship or superintendency, respectively. Educational leadership students often have to balance hectic work lives and family lives with their own professional development. Online and blended learning may increase student and faculty flexibility while decreasing the opportunity costs associated with travel time for face-to-face meetings. There is also the potential for greater efficiencies in the form of decreased facilities and adjunct costs.

Certainly challenges still remain. For example, institutions of higher learning continue to wrestle with just what the optimal class size for online and blended learning classes is (Taft, Perkowski, & Martin, 2011). UCEA recognizes the promises and potential pitfalls of distance and blended delivery models. UCEA's Center for the Advanced Study of Technology Leadership in Education (CASTLE)—housed at the University of Kentucky—serves as the nation's only center dedicated to ensuring that school administrators and the preparation programs that they graduate from are technologically savvy.

In this Point-Counterpoint, our contributing scholars discuss the potential benefits and drawbacks of online versus blended models. Both of our contributing authors are noted experts in the fields of education law and technology.

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Ready or Not, Here Comes Online Learning in Education Leadership

Justin Bathon

The University of Kentucky

When people ask me about online learning, I usually start with my sister's story. My sister is a nurse in the Navy. She completed a traditional nursing program through officer training at the University of Missouri and was shortly thereafter assigned to a tour in southern Afghanistan. There she regularly handled the unimaginable cases of severe trauma as a front line responder amongst a unit of Marines and in her position at the forward operating base hospital treating wounded soldiers, local civilians including children, and even those who wished to do her harm. Among many other things, my sister was undergoing her own traumatic education in the practice of nursing in one the most intense environments imaginable. Before she left for Afghanistan, she was encouraged by her superiors to continue her education, and we worked together to find the right graduate nursing degree program (as older brothers are happy to do for our little sisters). She was aware that she would likely be assigned to varying locations around the world and therefore sought only an online program for the nursing master's. At the time, we found few viable options from trusted universities. We eventually found the online Master's in Nursing Leadership from George Washington University, a highly ranked School of Nursing. This program had an initial on-site orientation requirement but was fully online thereafter. The program consisted of typical courses in leadership such as finance, technology, and personnel, but also included research methods and practicum courses. There is this lovely Facebook photo of my sister in her tent having stacked a few cots together to make her "Dwight Schrute Mega Desk" as she was completing her thesis, all between her trips out on the helicopter with the Marines to the front lines. While my sister's experience may be atypical for the average online student in education leadership, it totally changed my own thinking about online learning. If my sister could complete a Master's in Nursing Leadership with fidelity from a top-ranked program while at war, what, honestly, was stopping us from offering similar opportunities to our students in education leadership?

Shortly after she completed her thesis, not coincidentally, we launched the fully online program in School Technology Leadership at the University of Kentucky, in which I am the founding program chair. We are in our 3rd year operating this program, and it has been unquestionably a success. This is not the forum for a deep examination of this program, but some outcomes include (a) expanding our market by enrolling students around the world, (b) multiple internal grants to support program development, (c) integration with existing programs bolstering enrollments in traditional leadership programs, (d) deeper teaching skills across multiple formats among faculty, and (e) substantially raising our profile within the college and university, among many others. Our program has even been featured nationally for being part of a new model for graduate education called *micro-targeted online programs* (Kim, 2013). But, most rewardingly, our program has been able to improve the knowledge and skills of educators across the world, bringing heightened leadership abilities to schools and students both within Kentucky and far beyond.

While I am extremely proud of our program here at University of Kentucky, the research on online learning is rather mixed and greatly underdeveloped. Our field has a rather long history with distance learning, even online programs. There were online programs similar to our own earlier than most people would guess (see Kearsley, 1995), but there were still calls for a larger embracing of distance learning in the mid-2000s (McFadden, 2004). Research from our own field is limited, but Sherman, Crum, and Beaty (2010) provide a nice overview of both the opportunities and the hurdles in their survey of online students in education leadership. Their results showed that most students in online education leadership programs they surveyed had a positive experience, enjoyed learning online, and would enroll in an online course again in the future. The students even felt strong levels of connection to their peers and professors. However, the respondents did not find online learning more effective than on-site learning and had concerns about their readiness to implement change upon completing the program. On the implementation of online learning, our field has begun to embrace our creative side in recent years, as documented through projects such as the special issue of the *Journal of Research in Leadership Education* coordinated by Matthew Militello and Jennifer Friend (M. Young, 2011), which featured several examinations of elements of online programs (Korach & Agans, 2011; Mann, Reardon, Becker, Shakeshaft, & Bacon, 2011; Nash, 2011; Tucker & Dexter, 2011). While there has been much growth and positive momentum for online learning, some concerning evidence on perceptions and hiring practices around online learning graduates was found by our own team here at CASTLE. Richardson, McLeod, and Dikkers (2011a, 2011b) found that human resource officers had lower perceptions of online degrees and that they would be treated differently in the hiring process. This finding is reiterated by concerns among principals themselves in their own hiring practices for teachers and staff (Adams, Lee, & Cortese, 2012).

With all such research on online learning in higher education, though, we should be careful to understand the subtle but highly significant differences in elements of online learning. A seemingly subtle distinction, between synchronous and asynchronous learning for instance, can lead to vastly different student experiences. Because online learning has such extremely high degrees of variability, studies purporting to generalize to all online learning or distance education programs should be highly suspect. The field of online learning is still developing and even basic definitions are not settled. The Southern Association of Colleges and Schools (2012), for instance, does not distinguish between a fully online course and a blended course with only 51% of the material online. Everything that is not on site is considered "distance learning," far too broad of a definition and subsequent oversight mechanism. Thus, even though some studies are emerging on particular elements of online learning providing greater insight into outcomes, research broadly on the Internet as a learning delivery mechanism is still relatively lacking, leaving market forces as the dominant regulator. Thus, while unquestionably more research is desperately needed, outside of substantial new regulatory oversight (such as in law schools, which prohibit fully online programs through American Bar Association accreditation), in the near term many of us will still have to consider or implement online programs as universities face ever-tighter budgets.

My own experience with building and operating a global, fully online program with our small team here at University of Kentucky has taught our team a great deal. I will share some of those major findings.

- 1. Quality or nothing.** If you do not think your online program can match or exceed the quality of your on-site or blended program, do not do it. For us as UCEA institutions, quality preparation is everything. Attempting to race to the bottom with our low-quality online competitors will not work financially in the near term nor ethically in the long term.
- 2. Synchronous is critical as a transition technology.** For our program, synchronous courses through online platforms provide similar real-time feelings as obtained in on-site classrooms and are a vital tool. Although synchronous courses are more difficult to schedule and have some difficult technology limitations, they can provide a very satisfying experience for students and faculty alike.
- 3. Quality online teaching is harder, but that is also what can make it better.** When in a physical room full of practicing teachers or leaders, unstructured discussions readily emerge and lead to great interactions and learning opportunities. Such unstructured discussion has proven harder online. Thus, across our program faculty have had to compensate by adding much more structure to interactions and more closely managing time. With that much additional preparation, not surprisingly, my own teaching improved. One particularly useful technique for us is the use of real-time collaborative work by students in Google Docs using strategies identified in the book *Gamestorming* (Gray, Brown, & Macanuso, 2010).
- 4. Multiple technology platforms.** In our online program we rely on Adobe Connect, Instructure's Canvas, Google Docs and Hangouts, Evernote, and a host of online software. We also rely on a variety of support tools for course development and program management. All of these technologies are on top of the traditional word processing, spreadsheet, presentation, e-mail, and other basics. Managing the technology is not difficult but requires a constant cycle of experimentation to familiarize oneself and then utilize the best learning tools in creative ways.
- 5. Changing economics: Global markets for niche topics.** While principal and superintendent licensures are likely to remain state specific in the near future, we have found success tapping into a global niche market where there are a lack of alternatives and no licensure. Our department leveraged deep expertise in a single topic into a position of global leadership for our Graduate Certificate program, making our program highly attractive for a limited audience but on a global scale. Similar niche markets likely exist in many other areas of school leadership.

To close simply, I was asked to speak to whether fully online learning is viable in our field of education leadership. I think it is, and some degree of online learning will be a core part of preparation for nearly all programs going forward. However, I also feel very few programs are taking online learning to its full potential and thus are falling far short of matching or exceeding opportunities in on-site learning. The technology is simply a tool to facilitate

great learning experiences. Those tools can take many forms online and permit endless possibilities for educational leaders to expand their knowledge, skills, and dispositions. In other words, discussion boards are not nearly enough. If we approach online learning properly, though, the Internet promises to advance and globalize our academic programs in the same ways it has made new opportunities available in so many other fields and professions. For me, the experiences of my own sister and in leading an online leadership program myself have proven beyond a doubt to me personally that online learning is valuable and can help achieve the mission of our individual universities while making the world a better place. Each of us will have to find those answers for ourselves for our own particular situations, but I encourage all of us to keep an open mind as opportunities that were unimaginable only a short time ago, such as completing a master's while fighting a war, are realities today.

The "Best of Both Worlds": Blended Online Learning in Educational Leadership

Kevin Brady

North Carolina State University

The implementation of blended online learning, commonly defined as the combination of traditional face-to-face with technology-assisted instruction, is being used with increased frequency in both academic and corporate business circles (Bonk & Graham, 2006). In 2003, the American Society for Training and Development first identified blended learning as one of the top 10 trends to emerge in the knowledge delivery industry (Rooney, 2003). In 2002, *The Chronicle of Higher Education* quoted the former president of Pennsylvania State University, Graham Spanier, as saying that the convergence between online and residential instruction was "the single-greatest unrecognized trend in higher education today" (J. Young, 2002, p. 2). Chris Dede, professor of learning technologies at Harvard University's Graduate School of Education stated that "a strong case is beginning to be made on the basis of research evidence that many students learn better online than face-to-face, and therefore a mixture is the best way" (J. Young, 2002, p. 2).

Two higher education institutions, the University of Central Florida and the University of Wisconsin–Milwaukee, early pioneers in the adoption of blended undergraduate and graduate courses, have conducted numerous studies highlighting the effectiveness of blended learning. For example, data from the University of Central Florida indicate that undergraduate and graduate students enrolled in blended learning courses achieve better grades compared to students enrolled in either traditional face-to-face courses or fully online courses (Garnham & Kaleta, 2002). While a study of higher education institutional data revealed that 45.9% of undergraduate institutions in the United States have blended-learning course offerings (Allen, Seaman, & Garrett, 2007), many of these blended learning courses reflect grassroots efforts by individual faculty combining both traditional face-to-face and online instruction teaching strategies to improve student learning outcomes and not a concerted, strategic higher education institutional or departmental initiative (Graham, Woodfield, & Harrison, 2013).

In 2007, my initial experimentation with an authentic blended learning model was influenced by two primary factors. First, there

is a growing number of scholars who maintain that blended-learning, online teaching models are preferred by today's nontraditional adult learners compared to fully online delivery models (Bransford, Brown, & Cocking, 2000; Garrison & Kanuka, 2004; McCombs & Vakili, 2005). The Graduate Program in Educational Leadership at North Carolina State University resembles the majority of other graduate educational leadership programs across the country whereby the working adult students attend courses on a part-time basis balanced with challenging full-time work-related responsibilities. Second, when I first arrived at North Carolina State University in 2005, I taught at least one graduate-level educational leadership course every semester off campus at a rural school district location at least an hour away from the main campus. One particular semester, it took me nearly 4 hours of total driving time to teach a weekly course of less than 3 hours. As the semester progressed, I came to the conclusion that this was an inefficient use of both my own personal time as well as departmental resources associated with the weekly cost of using a state vehicle to drive roundtrip to one of our off-campus cohort sites. Based on these two considerations, I launched the first blended-learning course offerings in our graduate educational leadership program.

Fortunately, I currently work at a higher education institution that provides appropriate professional development technology training for faculty who incorporate technology in their teaching. Although I was trained to use the varied technologies in my blended learning courses, I came to the realization fairly quickly that the vast majority of my educational leadership graduate students were teachers in poor, rural school districts. As such, there was a distinct learning curve in adopting technology practices compared to our traditional face-to-face sessions. In addition to a technology-adoption learning curve, there were practical concerns, such as the fact that some of the rural school communities we worked in had limited Internet connectivity issues compared to those school districts located in neighboring urban and suburban areas. In retrospect, the blended learning approach was the ideal approach for some of the geographically isolated rural school communities associated with our off-campus, educational leadership cohort program. For many of these aspiring school leaders in rural school communities, the exposure to online learning needed to be incremental. In contrast, a fully online course would have been much and too intimidating for these particular students.

An important consideration for all instructors considering the implementation of a blended learning course is what percentage of your class sessions will be face to face compared to those sessions that employ online teaching practices. In my case, I survey all the students enrolled in my blended learning courses prior to our first class meeting in order to ascertain their previous experience with online courses as well as their perceptions on using technology within their own classrooms. As I personally believe that so much of what we teach future school leaders in our graduate programs involves improving their "human relations" skills, all of my blended learning courses have more scheduled traditional face-to-face sessions compared to online sessions. Usually, two thirds of my classes involve face-to-face sessions, and the remaining third of the sessions is online.

Another equally important consideration for instructors of blended learning courses is what type(s) of online instruction will supplement your traditional face-to-face instruction. The two major

types of instruction in today's online environment are synchronous and asynchronous instruction. Synchronous online classes refer to those that require both students and instructors to be online at the same time, often referred to as "real-time" instruction. With synchronous online-based instruction, all lectures, discussions, and presentations occur at a designated specific time and are conducted live. All students must be online at that specific hour in order to participate. In my blended courses, I use learning management systems, including Blackboard Collaborate, to replicate a synchronous online environment, where students can actively participate live in all class activities, including asking questions or participating in small group exercises. Today, there are much more user-friendly synchronous online tools, such as Google Hangout, which combines instant messaging and video-based chat functions, which Google launched in 2013. Asynchronous online classes are just the opposite. Instructors provide materials, lectures, tests, and assignments that can be accessed at any time or any place with an Internet connection. With asynchronous online courses, students may be given a limited time frame during which they need to connect online to a particular site. In an asynchronous online environment, students are free to contribute whenever they choose.

Based on my experiences teaching blended learning graduate educational leadership courses, including education law and school budgeting and finance, the synchronous online method of "real-time" online instruction is the preferred type of online instruction. In my experience, adult learners appreciate the structure of meeting (whether it is face to face or online) at a designated time so they can plan more effectively. From an instructor's perspective, the synchronous online model is preferred because it provides immediate feedback as to whether a particular student is learning the material. It is important to point out that it takes considerable course preparation, training, and practice to become a skilled synchronous online instructor. Although I was fairly comfortable with my teaching skills in a traditional face-to-face environment, I continue to hone my skills at being an exemplary synchronous online instructor. In all my blended learning courses, I limit my asynchronous online instruction to the use of the program, such as Dropbox, that I use as an online repository of supplemental course readings students can access anytime throughout the course.

While imperfect, I believe blended learning provides today's students and teachers with the opportunity to achieve the "best of both worlds" in both traditional face-to-face pedagogy as well as the best practices of fully online-based instruction. Some of the major benefits associated with blended learning instruction, especially for adult learners enrolled in graduate educational leadership preparation programs, include the following:

1. Blended learning approaches are particularly well suited to today's adult learners.
2. Blended learning encourages active communication between instructors and students in both a face-to-face as well as an online environment.
3. Blended learning courses can potentially save institutions and/or departments money related to travel expenses associated with off-campus cohorts.
4. Blended learning courses expose both faculty and students to distance education practices in an incremental way to facilitate learning.

Clearly, the idea of what constitutes today's regular, traditional, "brick-and-mortar" classroom has radically expanded, especially during the last decade, to include virtual as well as traditional spaces. Blended learning teaching initiatives clearly demonstrate that a classroom environment can be replicated along numerous places, arrangements, and times. Most notably, prior research has indicated that older, adult learners were among the first groups of students to become familiarized and involved with distance education models of postsecondary instruction (Brookfield, 1991; Clark, 1999; Knowles, Holton, & Swanson, 1998). Adult learners, typical of the majority of graduate students enrolled in today's graduate educational leadership preparation programs across the country, are particularly well suited for blended learning courses because they are acutely aware that their academic success requires both self-discipline and effective time management (Koochang & Durante, 1998).

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Dean's PSR Designation Forms

July 1, 2014 is the due date for the designation of the 2014-2015 UCEA Plenary Session Representatives (PSRs). In May 2014, member institution deans and PSRs will receive an e-mail requesting the designation of the 2014-2015 PSR by completing an online PSR Designation Form.

Announcing ... UCEA Program Study Visits

Michelle D. Young

UCEA Executive Director, University of Virginia

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Special Education Law Symposium

Lehigh University
June 22-27, 2014

“The IDEA and Section 504: Current Trends and Challenges for Leading Practitioners in Education and Law”

Lehigh University’s intensive one-week institute provides a practical analysis of legislation, regulations, and case law relating to the education of students with disabilities. The symposium is designed for special education coordinators and teachers, principals, psychologists, parent advocates, attorneys (on both sides), hearing officers, and other individuals interested in legal literacy with regard to the education of students with disabilities. The program offers two parallel tracks, one for basic and the other for advanced participants (with brand new “hot topics”).

This year’s symposium also inaugurates and incorporates a two-day specialized institute exclusively for administrative law judges and other impartial hearing officers under the IDEA.

The 2014 Special Education Law Symposium is available for graduate credit and for professional development credit, as well as full-week or single-day options.

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What Are Study Visits?

Study visits are inquiry-based experiences, designed in careful collaboration between UCEA and high-quality leadership development programs to create meaningful opportunities to explore key issues of leadership preparation design, delivery, and sustainability. The visits focus on the structures, practices, and strategies of programs that have created high-quality and impactful leadership preparation programs.

What Are the Learning Goals of Study Visits?

Participants will have an opportunity to explore the University of Denver’s leadership development program, including its selection, curricular, experiential, and evaluation practices. Along with opportunities for participants to see effective practices in action, study visits provide time for participants to identify their own needs and goals and think through application to their own university context. Specifically, participants will gain insight on essential aspects of effective preparation:

1. Build effective partnerships.
2. Design an evaluation model to support program improvement.
3. Engage in program redesign.
4. Design and build systems that support new preparation models.

What Happens on a Study Visit?

Participants spend 2 days exploring the work of the host educational leadership program and their district partners. Participants will receive an overview of the program conceptualization and key components as well as other useful UCEA program resources. Participants will have an opportunity to engage with college leadership, program faculty, students, partners, and alumni and to visit schools.

When and Where Will the Next Study Visit Take Place?

UCEA is in the process of scheduling the next study visit to take place at the Morgridge College of Education at the University of Denver in the fall of 2014. The following essay by Winiarczyk and Korach provides an overview of the most recent study visits conducted at the University of Denver. For more information on the fall visit contact Michelle Young at UCEA headquarters, ucea@virginia.edu, 434.243.1041.

Study Visit to the University of Denver

Ellen Winiarczyk and Susan Korach
University of Denver

A number of organizations have gained valuable insight by visiting the University of Denver's Morgridge College of Education (MCE) Principal Preparation programs. For example, in 2013, the South Dakota Board of Regents decided to explore a joint MA degree in Education Administration, and they identified successful master's programs across the United States that prepare P-12 administrators. After vetting programs, they decided to do a study visit to the MCE programs because of the strong partnership with P-12 schools and districts and the unique integration of project based learning into the curriculum. MCE's two cohort-based Principal Preparation programs (Ritchie MCE Program for School Leaders and Executive Leadership for Successful Schools) are designed to prepare school and district leaders who have the complex knowledge, skills, and understanding needed to lead effective schools. Subsequently, in February 2014, six South Dakota higher education faculty, school leaders, and Board of Regents advisors braved the wintery weather to experience a study visit to MCE Principal Preparation programs. The visitors identified evidence of the values-driven and context-integrated elements during their 2-day study visit. One South Dakota visitor noted that it is clear that the past and present students were "living what they were taught" to effectively create change to ensure student success. Finally, in the past year, three study visits to the MCE's Principal Preparation programs have been conducted by teams consisting of higher education faculty, district and school leaders, and program advisors.

The MCE study visits were enriched by the multiple perspectives of the stakeholders, and the study visit experience itself reflected the collaborative approach used by the program to develop school leaders. The 2-day agenda for these visits included

- program overview and design;
- interactions with partner district leaders;
- interactions with program graduates, current participants, and program faculty;
- visits to one or two schools led by program graduates that also served as sites for current leadership interns; and
- classroom observation and Q & A session.

The format for the visits is open and experiential rather than informational. The study visit participants guide the conversation and are engaged in the action of the program. Feedback from the participants of these study visits have identified that engaging in the action of a program through interactions with faculty, participants, district partners, and classrooms provides a catalyst to examine next steps toward program improvement. One participant shared,

You have demonstrated that it is possible to prepare school leaders in a way that empowers them to make very positive changes in their schools. You've demonstrated the importance and the very real possibilities of collaborating with K-12 partners to enrich training in our higher education institutions.

In addition to this identification of possibilities, participants are able to walk away with actionable next steps: "Already on our campus, I've shared the project based learning, the values based curriculum, and the authentic learning/assessment strategies that I was able to see."

In addition to identifying successful program elements, the site visitors learned about the opportunity for mutually beneficial school-district-university partnerships. The teams composed of diverse stakeholders were able to interact with role-alike stakeholders, and this common experience launched deeper collaborations and open dialogue. "We were able to understand the growth and development of the program and get a sense of the inter-related roles of each of the parties. It helped the group to see possibilities."

The visit to University of Denver helped Texas Tech University and Lubbock ISD move forward on their partnership plans. Texas Tech University is currently collaborating with their district partner in the selection of their first full-time principal interns for their principal preparation program that will begin Summer 2014. Dr. Fernando Valle noted, "We are excited to move forward. The collaborative visit to Denver with our school partners made a big impact."

This study visit design offered by the Educational Leadership and Policy Studies at the University of Denver has evolved organically from the questions of district leaders and program faculty. They are inquiry-based experiences, designed to create meaningful opportunities to explore key issues of leadership preparation design, delivery, and sustainability. The visits focus on the experiences of diverse stakeholders, and through the interactions and experiences the structure, practice, and strategy of program design become evident. The purpose of a study visit is not program replication, but program rejuvenation. The opportunity to engage with faculty, graduates, and district partners provides a catalyst for generative planning to build highly engaged, high-quality, and impactful leadership preparation programs.



**UCEA
International
Summit**

**Sunday, November 23, 2014
Washington, DC**

Interview With Chad Hoggan: Distance Learning & Technology

Lisa Bass

North Carolina State University

with

Chad Hoggan

Distance Education Coordinator for Leadership, Policy, Adult and Higher Education

North Carolina State University

LB: Hello Chad, thank you for taking time out to interview with me. The theme for this *UCEA Review* is distance learning, so I thought about you as the perfect person to interview on this subject, since you coordinate the Distance Learning program for North Carolina State. Tell me about your background and how you came to get involved in distance learning.

CH: For 10 or 12 years I owned a workplace safety training business. There was a huge demand for more creative solutions for training in the workplace. Because I was interested in how adults learn, I went back to school and got a master's in Adult Education and had my exposure to online courses as a student. Then I went to Teachers College Columbia University for my doctorate. That was guided independent study. I was living in Charlotte and would fly up to New York for classes once a month. It was hybrid; we would meet face-to-face to build community, but a lot of the work was online and on your own. At the end, I became a teaching assistant. When I was trying to find a job, the biggest feedback I got from the interviews that I missed out on was that I didn't have teaching experience. All I had been doing was teaching adults my whole career, but because it wasn't in a higher ed. context, they didn't count it. But teaching online was an important part of many of the jobs, and to my surprise many of the faculty who were required to teach online at least one time a year weren't very confident about it. I believe that teaching online helped me get the job here at State. One of my duties was in being the coordinator for our online graduate certificate program. Now, I'm over all of our distance ed. stuff. I never thought of it, but it is such a huge administrative role for a tenure-track faculty.

LB: What is your title with Distance Ed?

CH: Program Coordinator for Distance Ed. (or Online), which includes the master's program, training and development, and our three graduate certificates.

LB: How do you define distance learning?

CH: I see DE [distance education] in a formal education context as any instructor-led program that takes place off campus. I'm intentionally broad in this definition because I think DE is much more than simply online courses. A cohort that meets off campus is distance ed., even though in practice it may not be different from on-campus, face-to-face courses. Independent study courses might also fit into this definition, based on how picky you are in your definition.

LB: How did you become interested in distance learning?

CH: When I decided to get my master's, it was through an online program. I didn't have a university with a program in my area. I was really impressed how deeply I learned in it. If I read a textbook for class, I read at least three books on my own just to do it. I was

not the typical student, but I felt that the online environment really created opportunities for deep learning. I liked challenging people and being challenged. When I decided to be a professor, there were opportunities to be a teaching assistant for an online class. I bought into the thought that the only good learning doesn't happen face to face; in fact, sometimes it's better online. There are aspects that are better with either.

LB: What is your experience in working with distance learning programs?

CH: My first foray into higher ed. teaching was as a teaching assistant for online classes at Teachers College Columbia University when I was a student there. Then, I believe I was able to land my first full-time academic position (as an instructor at Wright State University) primarily because I had experience teaching online courses, and that was an important part of the job there. I continue to teach online courses here at North Carolina State University. I am also the program coordinator for all of the DE programs for my department, which includes online MEd and certificate programs. In this role, I have been designing an EdD program for American teachers at international schools in southeast Asia that would include face-to-face instruction in Asia, combined with online courses.

LB: Are there other experience or insights you can share regarding online teaching?

CH: I used to teach an organizational leadership class online. It does have its challenges. Sometimes it is tough to role-play face to face. If I do it again online, I would probably walk the students through how to make quick and easy unedited videos. The students could respond quickly via video/audio without rehearsing, which would allow them to see how they look and sound and also help with personal development.

One thing I noticed when I took my online course is that I was able to make my case, sit down, and formulate a well-reasoned argument. The one challenge I am always wrestling with is how do you get that balance? I don't want to dictate word count or the number of posts, but at the same time, when I don't, I have students who really aren't participating. Now, instead of having a discussion board, I allow them to just read two or three and read them deeply and well and respond well to those. Now I am starting to put them in groups of three or four.

LB: What does a distance learning program look like?

CH: They can take many forms: online courses, independent study courses, off-site programs, MOOCs. I guess they could also include noncredit programs, but that's not really the world I live in.

LB: Can you explain what a MOOC is?

CH: Sure. A MOOC is a massive open online course. In a lot of ways it is an independent study. They can put materials online and

people pay a fee, but because there is not a lot of control involved, they may not be for course credit. Many of the students drop out within the first 2 weeks. It is low barrier to entry, low cost, low commitment. The potential for it is that it would revolutionize learning; there is no cap on the class. Instead of having a cap on 20 people in a class, we can have 20,000 in a class. I think MOOCs open up a really interesting question of “What is good teaching?” Some people could fall into the trap of saying that “to teach online, all you have to do is put information up there.” If good learning involves reflection and interaction, I think it may be much more difficult for MOOCs to do that.

LB: Discuss the costs and benefits of distance learning.

CH: Infrastructure seems to be the highest cost, including hardware, bandwidth, and support personnel. Also, faculty need to know the use of DE technologies and good online pedagogy. The biggest challenge I see is that it is easy for faculty to disengage from an online class—only popping in on it every week or 3. That is the most common complaint I receive as program coordinator.

The biggest benefit is the popularity of DE programs among students. Nontraditional students, especially, are attracted to the flexibility of online classes. Also, DE programs make higher ed. more available to people who do not live near campus.

Another benefit is that it is much more difficult for a student to simply skate by in, for instance, an online course. In a traditional class, a student can sit quietly in the back of the room. In my teaching, I feel that student interaction is really important. So, in an online class I can require students to engage in discussions with each other—and I can retroactively evaluate those discussions to ensure that they are quality. In classroom contexts, that is much more difficult to do.

LB: Why is distance learning relevant in the higher education context? What factors contribute to this?

CH: I think it’s relevant mostly because so many students want it. If your institution does not offer DE programs, then students will likely attend another institution that does offer it. When I decided to return to graduate school, I would have considered many schools and many different options for the field of study. The reason I chose the one I did—and indeed the reason I returned to school at all—was because I found an online program from a good school that was somewhat related to my interests.

LB: How is technology used to facilitate distance learning? What programs assist it?

CH: In my experience, the biggest tool is a good LMS [learning management system]. We use Moodle. Many faculty like to use Blackboard Collaborate or similar programs that allow for synchronous online “meetings.” To me, those feel like teleconferences, which I do not enjoy—so I don’t use them. My courses are always exclusively asynchronous. I think that the independent nature of most DE courses allows for greater use of resources such as YouTube and other websites. (I’m thinking of Khan Academy, etc.)

LB: How can universities facilitate distance learning? What factors must be in place for distance learning to be successful?

CH: Most often, we simply offer online classes or off-site cohort programs. The most important factor for its success is support. Students feel much less connected to the school and to each other because of the lack of traditional face-to-face contact with the in-

structor, other students, and the school. They need technical support to make sure they can handle all the technology required for the program. They need to feel like they have access to the instructor because they cannot simply talk to him/her before or after class. They also need administrative support to help them figure out the behind-the-scenes bureaucracy and paperwork that is inevitable when trying to navigate course scheduling, financial aid, etc.

LB: Can you see applicability in the K-12 arena?

CH: Sure. Not only is it applicable, I think it can be a great solution. “Flipping the classroom” is a pedagogy that, although not restricted to DE, already provides an instructional orientation that would work well in a DE format. I foresee challenges trying to implement it with all students, as many would not have access to necessary technology or supervision at home. However, it could be an option for some. Alternatively, self-paced, self-directed learning could become an option—where students work in settings other than a traditional classroom—perhaps in school library or at home. I think there are lots of possibilities that could be explored. I think integrating technology allows people to work at their own pace.

LB: What do 21st-century leaders need to know about distance learning to remain competitive?

CH: I think one thing is that it takes a commitment to make it work. You can’t just say you offer it and pay the faculty. You must have a lot of support. There’s a lot of behind-the-scenes support that is required for it. It’s not just having the equipment and the software running, but it’s having technical support available 24/7 so the students that are working on it at midnight on Friday night can call in for it if it’s an online class. A lot of logistical support is required to offer a course off site. I think one thing I see, too, is that it’s one thing to keep up on current technology and another thing to know what to invest in. For example, the trend for the last few years has been MOOCs, but they are such a huge investment that may not always be a payoff there. The fact is that the faculty may want to be more practical instead of always trying to incorporate the latest and greatest.

LB: What possibilities exist for global learning with distance learning applications?

CH: I think that’s one of the best things about it. American educators living and working internationally want an American degree but don’t know how to do it. For master’s and doctoral, it’s hard to find completely online degrees. A hybrid program would make this possible by allowing a further reach beyond the small geography around your campus. Especially for working, nontraditional students, they can’t come to class during the day; it’s tough to come at night. Something as simple as an online class where we can at least go out there for a few weeks and have some face-to-face interaction and build community. There are some stats about the amount of dropouts with no face-to-face versus even just a little face-to-face interaction that is significantly different for persistence through school.

LB: Anything else you would like to share about distance learning?

CH: I’ve never thought about it much at K-12, but with higher ed., it’s ubiquitous. You must have at least some distance education offerings or you will lose students. Staying abreast of technology and using it to embrace the newer applications is no longer optional—it’s a must!

Leading by Example: Barbara Loomis Jackson Remembered

James J. Hennessy, PhD
Fordham University

On November 15, 2012, the field of education leadership and administration lost one of its true pioneers and visionaries with the passing of Barbara Loomis Jackson. Her remarkable career cannot be captured readily in these brief words; her life's voyage intersected so many important historical events in education that recounting them in detail could serve as a history of education reform from 1960 to 2012.

Her career in education began in the early 1950s, when she served as an administrative assistant in a suburban public school; that was followed by a part-time position as a music teacher. Her first major involvement in leadership was as the executive director of a health and welfare organization, where she established day care centers in public housing in northern New Jersey. She returned to schools in Englewood, New Jersey, as a research associate in a school development program funded by the Ford Foundation; she coordinated the implementation of a Head Start program, a Neighborhood Youth Corps program, and a Title III Elementary Secondary Education Act program. These experiences provided the basis for her master's thesis at Teachers College awarded in 1967.

While working toward, and completing, her doctoral degree at Harvard, Barbara served as an administrator in the Boston Model City Administration where she implemented 10 programs that included establishing a higher education consortium for the Boston Public Schools, the establishment of adult education programs for mothers of Boston Public Schools pupils, and research projects related to racial imbalance in those schools. She moved to a national stage when she served as the director of evaluation at the National Urban League, in which capacity she evaluated experimental school programs in school districts across the country.

As even this brief review of her career before she went into higher education indicates, Barbara was involved in many of the major school improvement projects developed in the early years of the War on Poverty and federal investment in educational reform. Her pioneering work in those efforts prepared her well for the next phase of her remarkable career as a professor of educational administration. Barbara held faculty positions at Atlanta University and Morgan State University, where she served a 2-year term as dean, before beginning her 25 year affiliation with Fordham. It was at Fordham that Barbara developed into a master teacher and a gifted mentor of future school leaders. She taught courses in leadership, issues and trends, and diversity, bringing to them her rich experiences as well as the current research. She held leadership positions in her division and the school, helping them in the development of preparation programs that incorporated and reflected the multicultural and highly diverse educational world in the metropolitan New York area.

Perhaps the most important contributions Barbara made to education were through her role as mentor and advisor for hundreds of students who completed their master's or doctoral degrees in her program. Many of those students went on to senior leadership positions in school systems throughout the country, where they extended the work begun by Barbara years earlier. She

was most proud of the more than 80 students whose dissertation committees she chaired. She was a demanding, yet caring mentor who viewed her work with her students as an investment in the future of urban education.

Barbara was deeply honored when UCEA in 2003 chose to dedicate its emerging scholars program in her name, the Barbara L. Jackson Scholars Program. The program provides formal networking, mentoring, and professional development for graduate students of color who intend to become professors of educational leadership. The program also serves as a pipeline for aspiring professors and school system leaders and provides a support system across the UCEA network. Member institutions are asked to designate Jackson Scholars and to support their participation in UCEA activities.

As part of its commitment to the Jackson Scholars program, and to honor and remember the life of Barbara at Fordham, the Fordham University Graduate School of Education inaugurated a lecture series in her honor. The intention is to have an annual lecture that provides a forum for a preeminent educational leadership professor or dean to speak on issues of importance to urban education; the lecture also brings Jackson Scholars, former students and colleagues, and family members together to continue the dialogue begun by Barbara. The series may serve as a means to raise funds that will allow for greater support of the Fordham Jackson Scholars.

The first lecture was presented by Olga Welch, EdD, Professor of Education and Dean of the Duquesne University School of Education, on November 19, 2013. The formal text of her presentation is published in this issue. What the printed version cannot capture is the depth of feelings expressed by Dean Welch and the reaction of a large audience to her inspiring and compelling address. I want to express my gratitude to Dean Welch for her willingness to shape a scholarly address into a scholarly manuscript. I also want to express appreciation for having the opportunity to have been a colleague of Barbara's for 25 years.



Dr. Barbara L. Jackson

First Annual Dr. Barbara L. Jackson (BLJ) Memorial Lecture

Fordham University School of Education, November 19, 2013

Olga M. Welch
Duquesne University

I've had enough
I'm sick of seeing and touching
Both sides of things
Sick of being the damn bridge for everybody

Nobody
Can talk to anybody
Without me
Right? ...

I do more translating
Than the... U.N.

Forget it
I'm sick of it

I'm sick of filling in your gaps

Sick of being your insurance against
The isolation of your self-imposed limitations...

Find another connection to the rest of the world
Find something else to make you legitimate
Find some other way to be political and hip...
I will not be the bridge to... your humanness

I'm sick of reminding you not to
Close off too tight for too long ...

I am sick
Of having to remind you...

Forget it...

The bridge I must be
Is the bridge to my own power
I must translate
My own fears
Mediate
My own weaknesses

I must be the bridge to nowhere
But my true self
And then
I will be useful. (Rushin, 1983, pp. xxi–xxii)

I saw him lying there at the entrance to the Coach store—supine, clearly unkempt, undisturbed by those who passed by on their way to work, to school, to personal appointments, to AERA. In conference sessions, he was the subject of the narrative but not invited to participate in the narrative. There were “advocates” aplenty, solutions presented and proposed from national and international experts urging action but no invitation to the man in the doorway, the woman pushing a cart heaped high with her only possessions, the young person mumbling with a cup begging for loose change.

Like Donna Kate Rushin, from whom I took the opening words, I too am sick of defining the problem, talking to each other without interrogating the absence of voices from the dialogue.

Awareness that through action, support, advocacy, research, and practice we can challenge educational inequities by how we lead is but the first of our back bridges.

This year marks the 50th anniversary of Martin Luther King Jr.'s (1963/1994) *Letter From the Birmingham Jail*. In that missive to clergy colleagues he reminded them and us that “we are caught in an inescapable network of mutuality. Whatever affects one directly, affects all indirectly.”

Thus, whether it is poverty at AERA or a focus on educational inequities in schools and communities, the sense of a shared destiny with those with whom we collaborate as solutions must be “up close and personal,” not detached, objectified, or sanitized by too neat research regimens and protocols. Instead, we must bring to bear an outrage that is “sick and tired of being sick and tired!” We must stop trying to translate the critical nature of educational inequity—replacing translation with what Dr. King termed “righteous extremism.”

“Though I was initially disappointed at being categorized as an extremist,” he writes, “as I continued to think about the matter I gradually gained a measure of satisfaction from the label.” Dr. King then moved on to provide examples of righteous extremists from Jesus to Thomas Jefferson.

As researchers, practitioners, and leaders, we too have examples—was not Dewey an extremist, when he championed a new vision of education and excellence? Was not W. E. B. DuBois an extremist, when he asserted that the problem of the 20th century would remain the color line? Were not Susan B. Anthony, Eleanor Roosevelt, and Rosa Parks female extremists who defied tradition so as not to “make a butchery of their conscience?”

Dr. King asserted that the nation and the world are in dire need of extremists. Perhaps as leaders and inheritors of Dr. Barbara L. Jackson's legacy, we too are in dire need of extremists—individuals who will challenge us, whether as critical friends, community partners, or school and student colleagues, to be the bridges to our true selves and through that process to become useful (Rushin, 1983)!

Thus, my opening to this address is both a prelude and a call to action. I am sick and tired of talking, sick and tired of passing the issues on the street with my scholarly mind and ability to translate those issues undisturbed. Instead, I call upon you and me to become radical extremists for equity and social justice. In so doing, throughout this address, I invite you to engage in a reflective, inner discourse that is situated but not isolated in thoughts of scholarship, advocacy that does more than propose but that acts in genuine partnership with others to achieve equity for vulnerable students, schools, and communities. Above all, I call for a radical extremism grounded in narratives for change that are never developed without soliciting respectful engagement with all affected constituencies. After all, nobody can talk to anybody without them—right?

However, lest we become too carried away, we need to acknowledge that simply talking about change or expressing indigna-

tion—however righteous—is not enough.

Calls to action, although spiritually uplifting, cannot and do not result in sustainable change—only leadership in action, with others, can accomplish systemic and, occasionally, seismic change.

Ralph Waldo Emerson used to greet old friends whom he hadn't seen in a while with the following salutation: "What's become clear to you since we met last?" (as cited in Bennis and Nanus, 2007, p. xvii). I thought of this question when I sought to prepare this address in honor of Dr. Barbara Jackson. To recount her contributions to educational leadership and her pioneering academic career does inspire and uplift, but more than that, the experience should be seen as a powerful example of radical extremism in action.

More than 50 years ago, President John F. Kennedy was assassinated in Dallas, Texas. In many ways, President Kennedy has become the iconic symbol of transcendent leadership, that is, leadership that traverses well the boundaries of place and time.

In the foreword to the memorial edition of *Profiles in Courage*, his brother, Robert F. Kennedy (1956), whose own style of leadership was to inspire much of the social justice conversations of the late 1960s, noted,

Courage is the virtue that President Kennedy most admired. He sought out those people who had demonstrated in some way, whether it was on a battlefield or a baseball diamond, in a speech or fighting for a cause, that they had courage, that they would stand up, that they could be counted on. . . . His life had an import, meant something to the country while he was alive. More significant, however is what we do with what is left, with what has been started. . . . As Francis Bacon wrote, it is "left only to God and to the angels to be lookers on" (pp. xi, xvi–xvii)

Leadership then, as Bennis and Nanus (2007) note, is about character. Character is a continuously evolving thing. "The process of becoming a leader is much the same as becoming an integrated human being" (p. xi).

Thus, in a very real sense, what's becoming clearer and clearer to those of us who study and practice leadership, is both its fascination and complexity, that is, the more we know, the less we understand. This is particularly the case in education, where an ever-shifting landscape of challenges and opportunities confronts academic leaders in general, whether found in K-12 or postsecondary institutions.

It is this very shifting landscape that makes leadership, particularly for sustainable change, such a complex enterprise. Indeed, if one is to practice transcendent leadership and leadership that can implement an agenda of radical extremism, that leadership, Fullan (2001) notes, must be capable of handling problems that defy easy answers. These problems are "rife with paradoxes and dilemmas" (p. 2).

Therefore, if as Kennedy, Bennis and Nanus, and Fullan suggest, leadership is foremost about courage, character, and paradoxes, what are the lessons that can be gleaned from leaders like Dr. Barbara Jackson, whose leadership can be termed both radically extreme and transcendent? In the remainder of this address, I invite you think about how you might define transcendent leadership enacted in radical extremism. What does it look like? How do you know it when you see it, regardless of the time or place? What proof (e.g., evidence/strategies) would you offer as examples of

transcendent leadership that you consider radically extremist? I ask you first to consider the role of context.

Context Is Everything

Bennis and Nanus (2007) suggest that leadership is contextual, and they pose as major components commitment, complexity, and credibility. After providing an overview of a Public Agenda Forum major survey of the American nonmanagerial workforce conducted in the early 1980s, they note among other findings that for those surveyed (a) fewer than 1 out of every 4 jobholders said that they were working at full potential, and (b) the overwhelming majority, 75%, said that they could be more effective than they presently were. Bennis and Nanus determined that these results pointed to a commitment gap, a gap they believe demonstrates that "leaders have failed to instill vision, meaning and trust in their followers" (p. 7). I'll return to this component of context (e.g., moral purpose) later in the address.

Complexity

Complexity represents the second component of context, according to Bennis and Nanus (2007). They note that "there are too many ironies, polarities, dichotomies, dualities, ambivalences, paradoxes, confusions, contradictions, contraries and messes for any organization to understand and deal with" (p. 8). And that's the way things appear right now, with little reason to expect simpler times in the future. Thus, they quote Alfred North Whitehead's admonition, "Seek simplicity and then distrust it" (p. 10). The trouble is that too many seek simplicity and forget to distrust it. This lack of distrust and comfort with ambiguity can lead to a credibility gap, the third component of context.

Credibility

Bennis and Nanus (2007) suggest that leaders are being scrutinized as never before, with their credibility always an open question.

All are questioning and challenging authority, and powerful people must move with the caution of alley cats negotiating minefields. . . . Deep feelings of insecurity are the norm. They are experienced by people from all belief systems and economic brackets, all spheres of influence, and all levels of competency. In short, it is the leader/follower transaction that has gone awry. (pp. 11–12)

How Are Leadership and Context Linked?

As Bennis and Nanus (2007) note, "The contexts of apathy, escalating change, and uncertainty make leadership seem like maneuvering over ever faster and more undirected ball bearings" (p. 12). Such times underscore the need for leadership that aspires to and more than occasionally achieves a new height of vision, "where some fundamental redefinitions are required, where the tables of values will have to be reviewed" (p. 13). Elegant slogans and picturesque language around aspirational goals and directions are simply not sufficient. A new paradigm must and is being fashioned around leadership and leadership behavior. That paradigm is firmly and inextricably bound up with power—the ingredient that Bennis and Nanus contend is the absolutely critical and, they add, systematically neglected quality of leadership. They define power as "the basic energy to initiate and sustain action translating intention into

reality” (p. 14). Thus, power must be perceived for what it really is. “Basically, it is the reciprocal of leadership” (p. 16). Vision is the commodity of leaders, and power is their currency” (Bennis & Nanus, 2007, p. 17).

Leading Yourself/Managing Others

As you think about transcendent leadership and radical extremism, it might be helpful to remember this:

“To manage” means “to bring about, to accomplish, to have charge of or responsibility for, to conduct.” “Leading” is “influencing, guiding in direction, course, action, opinion.” ... Managers are people who do things right and leaders are people who do the right thing. (Bennis & Nanus, 2007, p. 20)

Context, Management, and Leadership: Building the Change-Capable Organization for Enacting Leadership Transcendence and Radical Extremism

The twin dilemmas posed by the managerial and leadership roles support the necessity of change-capable organizations. According to Fullan and Scott (2009), these organizations possess, among other attributes, an evidence-based culture with a focus on outcomes that can set priorities. By extension, these cultures must be team based and administered by a “turnaround leader.” Thus, the leader must engage in the behaviors that bring about change (i.e., listening, linking, and leading, as well as modeling, teaching, and learning). This means not implementing given visions from the leader’s own power base but instead by reconciling factors and division to achieve reform that motivates people from different groups to unify their change efforts.

A Change-Capable Organization and the Importance of a Traveling Leadership Theory

Leading for transcendence requires the leader to build a theory that is both visionary enough to inspire, but practical enough to be evolutionary, and therefore capable of responding to the real challenges of building equity and social justice agendas for schools.

Traveling Leadership Theory

A traveling leadership theory allows for the leader to engage in these tasks simultaneously. Fullan (2008) terms a traveling leadership theory, one that “explains not how you want the world to work, but how it actually works” (p. 125). Meanwhile, Fullan (2008) suggests, “Leaders need to develop and continually refine a good theory, defined as one that travels well in all kinds of situations” (p. 125).

I suggest that such a traveling leadership theory, if it is to result in radical extremism, must be centered in seminal research and practice but also draw on the personal integrity and identity of the leader. Thus, this leadership is not only about taking action but also about possessing and demonstrating a strong moral purpose to which decisions regarding action are intentionally aligned.

I believe Mintzberg’s definition of leadership best captures this kind of leadership. He stated,

Leadership is not about making clever decisions and doing bigger deals, least of all for personal gain. It is about engaging other people to make good decisions. ... In other

words, it is about helping release the positive energy that exists naturally within people. Effective leadership inspires more than empowers; it connects more than controls; it demonstrates more than it decides. It does all of this by engaging—itsself above all and consequently others. (Mintzberg, as cited in Fullan, 2008, p. 128)

“Paradoxically, if you have strong moral principles along with a theory of change (as distinct from just having moral principles), you have a greater chance of improving your organization and its environment” (Fullan, 2008, p. 125). Was not this level of moral purpose that is captured in Dr. Barbara Jackson’s work, in JFK’s reverence for courage, in Dr. King’s jailhouse call for action to his clergy peers?

To help us continue our reflections on transcendence and radical extremism, it might be illustrative to discuss two metaphors that I have found useful in developing my own traveling theory of leadership—namely the Spanish Armada and Swimming With the Sharks.

Metaphor I: Lessons From the Spanish Armada

In 1588, the small island kingdom of England faced a huge and potentially lethal foe in the Armada of His Most Catholic Majesty, Phillip II of Spain. England ruled by the Protestant Queen Elizabeth I represented a persistent impediment to Spain’s domination of the continent and of the “New World.” Moreover, for Catholic Spain, having England under its control would open a path to The Netherlands and Catholic Ireland that would increase its ability to check the continental ambitions of its nearest rival, France (Axelrod, 2000).

To accomplish this goal, England had to be vanquished! So Phillip set about building the Armada, a flotilla of large ships, complete with armed soldiers and all the provisions and horses required to subdue the small island nation and join forces with his nephew, the Duke of Parma, fighting in The Netherlands. The Duke of Parma was engaged in an ongoing war against a Dutch army supported by England. In 1588, Phillip launched the Armada; it was soundly defeated by a smaller fleet of English ships.

Axelrod (2000) describes a portrait painted after the defeat of the Spanish Armada. The portrait shows Elizabeth with her hand resting on a globe, her finger pointing to the Americas, the exclusive province of the Spanish before 1588. In background insets to the portrait are depicted the English fleet in full and glorious sail and the Spanish Armada, storm-tossed and wrecked.

As Axelrod (2000) suggests, the portrait is instructive. “Its message is this: under Elizabeth’s leadership, England had defeated Spain and was on its way to conquering the New World” (p. 162). The inset of the British fleet is equally illustrative, refining the message of teamwork Elizabeth chose to send; namely, Elizabeth did not defeat the Spanish and would not conquer a New World. “She commanded the fleet to victory and would continue to command it to conquest” (Axelrod, 2000, p. 163).

This historical example underscores that by definition, no leader is a solo act. What Elizabeth achieved was also and in large part the achievement of others.

Metaphor II: Swimming With the Sharks

If you watch sharks, you soon realize that in their wake swim much smaller fish that one would expect the carnivorous sharks to at-

tack. Yet, these smaller fish seem to move without fear among and alongside the sharks. The behavior of these smaller fish suggests that it is possible to co-exist with potentially stronger adversaries, even peacefully joining them in the same arenas without losing one's own purpose.

Like Elizabeth I, transcendent leaders respect teamwork and nurture creativity within their organizations. They swim with the sharks because they have a firm grasp of their own identities and their integrity (i.e., moral purpose). They are excellent managers but also courageous leaders.

I contend that Dr. Barbara Jackson was such a leader, one who cultivated a reputation that allowed her, like the small fish to move quietly but without fear, in educational contexts boasting larger and better resourced competitors (i.e., sharks). Sharks never attack any living creature unless they perceive it to be weakened (i.e., with only minimal effort it can be dispatched or is already dying). Smaller but healthy fish rarely are attacked because the exertion is too great.

The lesson of the Spanish Armada and small fish who illustrate a willing to compete respectfully with others could inform a traveling leadership theory that is both transcendent and able to effect radical change.

Theory Into Action: Implementing the Traveling Leadership Theory

In actualizing a traveling leadership theory for transcendence, the leader must promote capacity-building in the organization. Capacity-building means investing in the development of the individual and collaborative efficacy of a whole group or system to accomplish significant improvements. "In particular, capacity consists of new competencies, new resources (time, ideas, expertise), and new motivation" (Fullan, 2008, p. 13).

To build and sustain the organizational capacity involves managerial and leadership behaviors that focus on the development of people, not the aggrandizement of the administrator. It requires that the leader centers attention on developing the capacity and creativity of those she leads, seeking new resources of time, ideas, and expertise. To quote Lao-tzu (as cited in Bennis & Nanus, 2007), in the end, it is about having followers who say of the change, "We did this ourselves." Such a diffused leadership model ensures that as capacity is built in every level of the organization, people are prepared to contribute to sustainability while also developing their own human potential.

Yet, transcendent and radically extreme leadership cannot be enacted by an inauthentic individual. Rosabeth Moss Kanter states that "the fundamental task of leaders is to develop confidence in advance of victory in order to attract the investments that make victory possible—money, talent, support, empathy, attention, effort, or people's best thinking" (as cited in Fullan, 2008, p. 19).

If we think about it, there was nothing inauthentic about Jesus, or Gandhi, or Mother Teresa. They were real in their beliefs and, even when one did not agree with their ideologies, true to their own identities and integrity. Because of this authenticity, they were able to build the investments of talent, support, empathy, occasionally treasure, but more importantly people's best efforts and thinking—they achieved radical change because they refused to accept or support anything less than full equality for all humanity. Their traveling leadership theories were grounded firmly in prob-

lems and issues of their times so that they and their followers could together realize the transcendent futures they envisioned.

However, implementing a traveling leadership theory also involves recognizing the traps.

Implementing a Traveling Leadership Theory: The Traps

Rosenzweig (2007) cites nine delusions that deceive managers.

The foremost delusion is the halo effect which is the tendency to make inferences about specific traits based on a general [and retrospective] impression (p. 7); that is, once an organization is seen to be successful, people attribute its success to traits evidenced in the organization after the fact. Referring to psychological experiments, Rosenzweig demonstrates that once people—whether outside observers or participants—believe the outcome is good, they tend to make positive attributions about the decision process (p. 7). (Fullan, 2008, p. 6)

In other words, ex post facto explorations are suspect if you are only examining cases of the already successful.

Further, traveling leadership theories never assume absolute certainty and are humble in the face of the future. "Good leaders are thoughtful managers who use their theory of action to govern what they do while being open to surprises or new data that direct further action" (Fullan, 2008, p. 8). Thus,

Probably the two greatest failures of leaders are indecisiveness in times of urgent need for action and dead certainty that they are right in times of complexity. In either case, leaders are vulnerable to silver bullets—in the one case grasping them, and in the other, relishing them. (Fullan, 2008, p. 6)

In building the legacy we celebrate tonight, Dr. Barbara Jackson recognized the traps I've just described. She was humble in the face of the future, unwilling to embrace with certainty quick fixes or unsubstantiated claims as evidence. She was a realist; a pragmatist; and, above all, a scholar. Dr. Barbara Jackson was a student of leadership and, I would argue, a practitioner of radical extremism.

Implications and Conclusions

In considering the questions related to transcendent leadership that can be termed radically extremist, I offered several constructs and examples for you to consider. I've suggested that character and courage are absolutely vital to leadership, as is the ability to deal with context and the complexities associated with power in organizations. I've warned against oversimplification and given examples from Fullan and others of a traveling leadership theory, one easily adaptable in some ways but useful as a conceptual frame for one's developing and evolving leadership philosophy. In describing the enactment of a leadership conceptual framework, Bennis and Nanus (2007) offered four strategies.

As you reflect on the proofs you would use as evidence of transcendent and radically extremist leadership, I ask you to consider the last of these strategies—the deployment of self through positive self-regard. Such positive self-regard is not narcissism. Rather, it is a healthy acceptance and use of one's self. It's what Bennis and Nanus (2007) term "the Wallenda Factor"—the creative use of failure.

The Development of Positive Self-Regard Through the Wallenda Factor

“Being on the tightrope is living; everything else is waiting” (Wallenda, as cited in Bennis & Nanus, 2007, p. 63). In describing the Wallenda factor, Bennis and Nanus (2007) reported,

Like Karl Wallenda, the great tightrope aerialist—whose life was at stake each time he walked the tightrope—these leaders put all their energies into their task. They simply don’t think about failure, don’t even use the word, relying on such synonyms as “mistake,” “glitch,” “bungle,” or ... “false start.” ... Never failure. ... Shortly after Wallenda fell to his death in 1978, traversing a 75 foot high wire in downtown San Juan, Puerto Rico, his wife, also an aerialist, discussed that walk, “perhaps his most dangerous.” She recalled: “All Karl thought about for three straight months prior to it was *falling*. It was the first time he’d ever thought about that, and it seemed to me that he put all his energies into not *falling* rather than walking the tightrope.” (pp. 64–65)

From what Bennis and Nanus (2007) learned from interviewing successful leaders, it became increasingly clear that when Karl Wallenda poured his energies into not falling rather than walking the tightrope, he was virtually destined to fall. Dr. Barbara Jackson was wont to say, “Jackson Scholars graduate!” Just as she never contemplated failure in any of her many roles, it seems to me that self-described extreme radicals, like Martin Luther King, Jr., also consider making mistakes a natural part of leading—they are vision-centered, never worried about falling.

Thus, the Wallenda factor has less to do with judgment about self-efficacy and more to do with judging the outcome of the event. For successful leadership to occur, there has to be a fusion between positive self-regard and optimism about the desired outcome.

For transcendent, radically extreme leaders, this means the ability to lead is formed by the ability to follow. In short, vision and self-regard become one—the leader approaches, and targeted outcomes become indivisible components of the same process. For Wallenda, the moment that the outcome became more important than the process was the moment that the fear of falling made the actual fall inevitable. For us, the stories of such leaders and their courage in situations can, as John Kennedy (1956) reminded us, “teach, they can

offer hope, they can provide inspiration. But they cannot supply courage itself [or a blueprint for achieving successful leadership]. For this, each man must look into his own soul” (p. 258).

The bridge I must be
Is the bridge to my own power
I must translate
My own fears
Mediate
My own weaknesses

I must be the bridge to nowhere
But my true self
And then
I will be useful. (Rushin, 1983, p. xxii)

Perhaps, in the end, the true self is the real transcendence we seek so as to become radical, in our extremism for social justice, equity, and the sustained and lasting societal change that Dr. Barbara L. Jackson achieved. Thank you.

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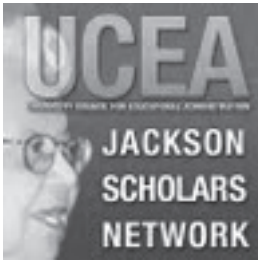


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2014 AERA Jackson Scholars

Gerardo R. Lopez, UCEA Associate Director for Jackson Scholars, welcomed an audience of Jackson Scholars and UCEA faculty to the AERA Jackson Scholars Workshop in Philadelphia on Thursday, April 3, 2014. UCEA President Mark Gooden (University of Texas at Austin) and Mónica Byrne-Jiménez (Hofstra University) co-moderated a panel discussion entitled “Navigating AERA/UCEA: Understanding the ‘Hidden Curriculum’ of Academic Conferences.” Panelists also participated in an interactive action planning session to

guide Jackson Scholars to maximize the AERA sessions and network. Panelists were Floyd Beachum (Lehigh University), Melanie Carter (Howard University), Preston Green (University of Connecticut), Melinda Mangin (Rutgers University), Katherine Mansfield (Virginia Commonwealth University), and AERA Vice President–Division A Terry Orr (Bank Street College).

Jackson alumni provided their viewpoints about the academy in a panel discussion entitled “Navigating the Academy: What to Expect as a Faculty Member.” Alumni panelists included UCEA President-Elect Noelle Witherspoon Arnold (University of Missouri–Columbia), Frank Hernandez (University of Texas at Permian Basin), Thu Suong Thi Nguyen (Indiana University–Purdue University–Indianapolis), Darius Prier (Duquesne University), and Anjalé Welton (University of Illinois at Urbana-Champaign).

Jackson Scholars selected one of three concurrent breakout sessions co-led by Jackson alumni in the quest to delve deeper into navigating the academy: (a) “What Exactly is ‘Research, Teaching, and Service?’” (b) Academic Dos and Don’ts—How to Navigate the Politics of the Academy”; and (c) Getting My Foot in the Door—Navigating the Transition from ‘Graduate Student’ to ‘Faculty Member.’”

Karen Stansberry Beard (Miami University of Ohio), Latish Reed (University of Wisconsin–Milwaukee), and Sonya Horsford (George Mason University) coordinated a “surprise” tribute to honor the retirement of Linda Tillman (University of North Carolina–Chapel Hill) during the last half hour of the AERA Jackson Workshop. Students from the Sankofa Freedom Academy in Philadelphia offered a rendition of Maya Angelou’s famous poem, “I Rise.” The tribute included accolades from UCEA and Division A leaders and two special presentations: a published book of tributes of appreciation from Linda Tillman’s protégés and colleagues and a video tribute to honor her influence, impact, and legacy.



Linda Tillman

Join UCEA’s LinkedIn Group

If you are interested in receiving UCEA HQ announcements and engage in conversations around leadership research and preparation, you may want to join the UCEA LinkedIn Group “UCEA Headquarters.” Join colleagues from multiple countries and institutions in meaningful conversations about the educational leadership field. LinkedIn is a free professional network service. Members keep abreast of career, research and mentoring opportunities as well as important policy issues. They are alerted to UCEA publications, awards and other opportunities. If interested, members can also use the group as a resource to obtain knowledge as well as share opinions and perspectives.

What to do next:

1. Log into www.Linkedin.com
2. Search for the UCEA Headquarters Group.
3. Follow the LinkedIn instructions to join a group.

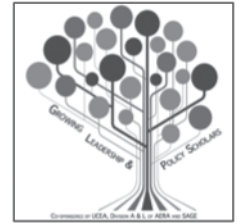
UCEA will approve your request to join. We look forward to welcoming you to the group.

UCEA/PEA Conference Sessions on the 50th Anniversary of the War on Poverty

The Year 2014 marks the 50th anniversary of the beginning of the War on Poverty, the historic legislation that transformed American education by providing a federal role in addressing racial and economic disparities. With the 2014 conference in Washington, DC, coming on this anniversary, UCEA and one of its longstanding partners, the Politics of Education Association, are making plans to highlight the historical and contemporary importance of this legislation for issues of leadership, equity, and politics. Information on the specific events and how to get involved will be available on the UCEA website in early March! Stay tuned and get involved!



2014 David L. Clark Seminar



The Clark Seminar is sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), and SAGE Publications. A special

thank you to all the faculty and scholars who joined us at the 2014 David L. Clark Seminar, April 2-3, in Philadelphia, PA.

This long-standing and well-respected seminar has been jointly sponsored by AERA Divisions A & L, SAGE Publications, and UCEA for close to 20 years and this year celebrated the 30th anniversary as a research seminar. The seminar brings emerging educational administration and policy scholars and noted researchers together for 2 days of presentations, generative discussion, and professional growth. This seminar allows a select group of graduate students who are initiating their dissertation research the opportunity to interact with a distinguished group of scholars in order to receive valuable feedback on their dissertation research. It was a valuable time of exchange, networking, listening, and sharing for 42 scholars and 14 faculty members. Congratulations to the Clark scholars who attended this year's seminar:

- Erin Anderson, University of Virginia
- Matias Arellano, Florida Atlantic University
- Patricia Baumer, Southern Methodist University
- Risha Berry, Virginia Commonwealth University
- David Brackett, University of Nevada–Reno
- Kristina Brezicha, Pennsylvania State University
- Joshua Childs, University of Pittsburgh
- Wonseok Choi, University of Minnesota
- Seenae Chong, University of California–Berkeley
- Elizabeth Chu, Teachers College Columbia University
- Colleen Cleary, University of Missouri
- Kevin Crouse, Rutgers University
- Matthew Della Sala, Clemson University
- Amanda Dillon, Rutgers University
- Jeffrey DiScala, University of Maryland
- Anna Egalite, University of Arkansas
- Erica Fernández, Indiana University–Bloomington
- Lindsay Granger, New York University
- Tara Haley, University of North Florida
- Christopher Harrison, University of North Carolina at Chapel Hill
- Katie Higginbottom, University of Toronto OISE

- Kirsten Hill, University of Pennsylvania
- Anne Hoisington Hutchinson, University of Illinois at Chicago
- Marie Hurt, Ohio State University
- Tonja Jarrell, University of California–Berkeley
- Kala Lougheed, Montana State University
- Yanira Madrigal-Garcia, University of California–Davis
- Joel Malin, University of Illinois at Urbana-Champaign
- Monica Mansor, Bowling Green State University
- Rebecca Miner, Washington State University
- Chase Nordengren, University of Washington
- Steve Ortiz, California State University–Long Beach
- Robert Przybylski, University of Alabama
- Robyn Read, University of Toronto OISE
- Kenya Reese, Clemson University
- Kailey Spencer, University of Pennsylvania
- Elizabeth Leisy Stosich, Harvard Graduate School of Education
- Ruirui Sun, University at Albany, SUNY
- Margaret Vecchio-Smith, University of Minnesota
- Terry Wilkinson, York University–Toronto
- Rebecca Wolf, University of Maryland
- P. Brett Xiang, University of Missouri–Columbia

The 2014 David L. Clark Faculty Participants:

UCEA

- Karen Seashore, University of Minnesota
- Julian Vasquez Heilig, University of Texas, Austin
- Jonathan Supovitz, University of Pennsylvania
- Cindy Reed, Auburn University
- Steve Gross, Temple University

AERA–Division L

- Brian Rowan, University of Michigan
- Geoffrey Borman, University of Wisconsin
- Drew Gitomer, Rutgers University
- Bridget Terry Long, Harvard University
- Laura Desimone, University of Pennsylvania

AERA–Division A

- Alex Bowers, Teachers College Columbia University
- Bonnie Fusarelli, North Carolina State University
- Sonya Horsford, George Mason University
- Tricia Browne-Ferrigno, University of Kentucky



Are you a Clark Seminar alumnus? Join our growing David L. Clark Scholars and Faculty alumni network on LinkedIn and Facebook!

New UCEA Center for the International Study of School Leadership

The UCEA Center for the International Study of School Leadership replaces the Center for the Study of School Site Leadership which had been in existence since 1999 and had been represented by Steve Jacobson in the University at Buffalo/State University of New York and Ken Leithwood of the Ontario Institute for Studies in Education (OISE). The new center expands the knowledge of school site leadership by adding the knowledge of international scholars.

In recent years, Lauri Johnson from Boston College and Rose Ylimaki from Arizona State had been leading the center and had supported the involvement of international colleagues in the dissemination of knowledge about successful principals around the world. Following their efforts, the center has received approval from the UCEA Executive Committee to officially expand its efforts. The new center will be organized by four codirectors in four national and international universities.

National directors:

Jeff Bennett, University of Arizona
Elizabeth Murakami, University of Texas of the Permian Basin

International directors:

Monika Törnsten, Umeå University, Sweden
Katina Pollock, Western Ontario University, Canada

The director will also establish an advisory board. The advisory board will be comprised of invited national and international scholars who are leaders/conveners of international organizations. At a national level, scholars invested in cross-cultural studies in educational leadership who are active at national organizations, such as UCEA, AERA, the National Council of Professors of Educational Administration, and other organizations will be included. At an international level, representatives from organizations such as the British Educational Leadership Management

and Administration Society (BELMAS), European Conference on Educational Research, Australian International Education, and other continents will be considered. Affiliate members will be invited locally, by their affiliation to UCEA and their focus on national and international issues in school leadership. International members will be invited by their affiliation to UCEA and focus on cross-cultural leadership research.

The mission of the center is to generate and mobilize evidence-based research knowledge of school leadership through a proactive approach, combining national and international efforts to improve schooling for the success of children. The quality preparation and professional development of school leaders, combined with collaborative partnerships with researchers, policy makers, and governmental agencies, are aimed to advance an understanding of common leadership challenges and successes in multiple countries. The center plans to (a) in Year 1, develop an actionable message development about the center; (b) in Year 2, build a research base repository (policy and research briefs) and establish a knowledge mobilization plan; and (c) in Year 3, implement knowledge mobilization plans and dissemination of research.

In summary, the Center for the International Study of School Leadership aspires to gather national and international communities of scholars, practitioners, policy makers, and government agencies dedicated to the improvement of schools through school leadership. The center will work closely with UCEA Associate Director of International Affairs Steve Jacobson and will be dedicated to foster a cross-national effort in the improvement of leaders and their leadership, who in turn will be well informed about research at a global level affecting students, teachers, and families. Please join us at the center to mobilize the knowledge of school leadership to a global level.



British Educational Leadership, Management & Administration Society

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<http://www.belmas.org.uk/Annual-Conference-2014>



2014 Excellence in Educational Leadership Awards

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

Tammy L. Austin is the Assistant Superintendent of Teaching and Learning/Administration in the **Topeka Public Schools**, Kansas. Ms. Austin led the first explorations of possible partnerships between Topeka Public Schools and Kansas State University, and now she chairs the planning committee for the same. This pilot program has completed two cohort cycles, which prepared aspiring school leaders and awarded them with master's degrees. Additionally, Ms. Austin initiated a "Ceremony of Commitment" where potential leaders sign a formal commitment to the development of leadership skills. The ceremony also celebrates program graduates and veteran district leaders who have served as mentors for the aspiring leaders. Ms. Austin earned a bachelor's degree in Physical Education, an associate's degree in Criminal Justice, and a K-12 administrative license from Washburn University. Nominated by the **University of Texas at Austin Department of Educational Leadership**.

Regina Birdsell, retired principal of the **Academy School** in Madison, Connecticut, joined the central office staff of the Connecticut Association of Schools in August 2005 as a coordinator for the University of Connecticut Administrator Preparation Program. Additionally, for over 9 years, she has been an exemplary instructor and clinical supervisor in the university's principal preparation program. As such, she is a passionate and committed scholar-practitioner, whose background in special education and elementary education has led her to make significant enhancements in the principal preparation program. Regina graduated from Sacred Heart University (Fairfield, CT) with a degree in psychology and pursued her graduate studies at Southern Connecticut State University, where she earned a master's degree in Special Education and a 6th-year certificate in Educational Administration. Nominated by the **University of Connecticut Neag School of Education**.

Raymond Boccuti is the current Superintendent in the **New Hope-Solebury School District**. He has served in a number of leadership positions in Pennsylvania during his 33 career in public education. Dr. Boccuti has had significant impact on multiple aspects of Lehigh University's leadership preparation program. He has assisted with the design of the new superintendents program serving as a member of the development team and designing and teaching a course in School District Financial Management. Dr. Boccuti also teaches the School Financial Management course in the principal certification program. He has become a reliable support for the Leadership Program to draw on for grant support,

assistance on research projects, and serving as a guest lecturer on policy matters. Nominated by the **Lehigh University Educational Leadership program**.

Ann Caine is currently the Superintendent of **Stillwater Public Schools**. As such, she serves as a mentor for aspiring administrators. She is highly supportive of district faculty and staff who are pursuing advanced degrees including building- and district-level certifications. She also facilitates field experiences throughout the district at the classroom, building, and district levels. As a graduate of Oklahoma State University, Dr. Caine has remained in close contact with the school administration faculty and has served on the School Administration Advisory Board for the Professional Education Unit offering advice and expertise for the advancement of the program. Dr. Caine earned a bachelor's and a master's degree from Kansas State University and her doctorate in Educational Administration from Oklahoma State University. Nominated by the **Oklahoma State University Graduate College of Education**.

Rhonda Caldwell is the Deputy Director of the **Kentucky Association of School Administrators (KASA)**. As such, one part of her work is the leadership of the KASA Annual Leadership Institute and Expo, the statewide professional development event for current and aspiring leaders. Ms. Caldwell also works in partnership with the University of Kentucky, coordinating the annual Education Law and Policy Symposium, another event attended by statewide participants. Ms. Caldwell earned a BA in Organizational Management from Midway College in Kentucky and an MBA from Campbellsville University in Kentucky. Additionally, she has earned a Certified Association Executive credential. She is currently pursuing an EdD in Educational Leadership at Northern Kentucky University. Nominated by the **University of Kentucky Department of Educational Leadership Studies**.

Doris Candelarie serves as principal at **Alicia Sanchez Elementary School** in Boulder, Colorado, where she was just selected as the 2014 Colorado National Distinguished Principal of the Year, as recognized by the Colorado Association of Elementary School Principals. She is also an Adjunct Instructor at the University of Denver, where she leads the blended online Ritchie-based principal preparation program, Executive Leadership for Successful Schools. Her role in the program includes coordination with the mentor principals, facilitating in-person workshops, and supporting students' learning through the online environment. Dr. Candelarie received her PhD in Educational Administration and Policy (now ELPS) from the University of Denver (2009). She received her MA in Education from Regis University (1999) and her BA in Elementary Education from the University of Northern Colorado (1989). Nominated by the **University of Denver Morgridge College of Education**.

Jim Carlile is the current Assistant Superintendent in charge of educational improvement and innovation for the **Oregon Department of Education**, where he has advocated tirelessly for all of Oregon's school children. He also makes significant contributions to administrator preparation at Portland State University, contrib-

uting his experience and knowledge through sought-after courses, through consulting for practicing administrators, and through his role as a clinical faculty member in the licensure program. Possibly, his mentoring of educators through the years has had the most lasting positive influence on Oregon's school children, based on the frequency of which he is verbally credited for the professional success of many educators across the state. Mr. Carlile was also instrumental in the development of the Center for Student Success at Portland State University, a center known for its high-quality consultations with schools and districts. Nominated by the **Portland State University Graduate School of Education**.

Amanda Hitson Cassity is currently the Director of Curriculum and Instruction for the **Northern Region of the Tuscaloosa County School System** in Alabama. She also teaches in the University of Alabama's Educational Administration and Instructional Leadership Program, contributing her meaningful experience to theoretical considerations and aiding in the selection and evaluation of students for the program. Of further benefit to the program was Dr. Cassity's ongoing welcome of graduate student visits when she opened and served as principal for Paul W. Bryant High School. She did not hesitate to advise and mentor the students as well in their journey towards administration. Dr. Cassity earned a BS in Education in Social Science in 1984, an MA in Special Education in 1987, an EdS in Instructional Leadership in 2008, and a PhD in Educational Administration in 2012, all from the University of Alabama. Nominated by the **University of Alabama Educational Administration and Instructional Leadership Program**.

Thomas Chadzutko is the Superintendent of the **Diocese of Brooklyn**. He has served in Catholic education for over 25 years. As superintendent, he has spent the past 5 years working with the pastors, principals, and directors of the Academies in the development and implementation of a Diocesan Strategic Plan known as Preserving the Vision. Under that, the long-term goal is to enhance the mission of Catholic education by creating multiple partnerships designed to strengthen every aspect of a Catholic elementary school's life and to transform it into an academy that includes lay leadership in its governance. Dr. Chadzutko holds an EdD in Educational and Policy Leadership, a PhD in School District Leadership, and a master's degree in Administration and Supervision. Nominated by the **St. John's University Department of Administrative and Instructional Leadership**.

Ben Clabo is a high school principal in the **Sevier County School District**, Tennessee. He also serves as a practitioner partner and an adjunct instructor at the University of Tennessee's principal preparation program. As such, he recently served on a college-wide panel discussion of Common Core at the University of Tennessee. According to the dean of the nominating institution, "Dr. Clabo provides an incredible perspective on the subject of the Common Core Curriculum Standards. Not only is he able to view the topic as we do at the university level, but he is a leader currently in the trenches seeing what the implementation of Common Core looks like on a daily basis here in Tennessee." Dr. Clabo earned an MS in Educational Administration and a PhD in Education with a focus on leadership at the University of Tennessee, Knoxville. Nominated by the **University of Tennessee at Knoxville's Educational Leadership and Policy Studies Program**.

Neyland Clark has been Superintendent of the **South Harrison Community School Corporation** in Indiana for the past 19 years. Before that, he was a superintendent in two other districts in Kentucky and Indiana for 9 years. He has served as a district leader for 27 years. Dr. Clark has furthered quality leadership preparation in his district and in the larger context of Indiana and Kentucky through his role as an adjunct instructor at Indiana University and other Midwest universities; as an external reviewer for the IU Center for Evaluation and Educational Policy who made numerous presentations at AASA, NAESP, the Indiana Department of Education and other professional associations; as a mentor of leaders in his own district; and as a role model of leadership who continues to pursue professional enrichment through highly reputable institutions. Nominated by **Indiana University's Department of Educational Leadership and Policy Studies**.

Janice Cook retired as Superintendent of **Cajon Valley Union School District** in July 2013. During her time as a superintendent, Dr. Cook was active with San Diego State University's educational leadership preparation program. She served as a practitioner representative on the EdD Program Development Committee and later served on the Doctoral Program Governance Committee. She served as a member of the department's Advisory Board and worked very closely with the faculty in developing an East County Cohort for the principal credential program. She remains active with the department, serving as an outside committee member for several dissertation studies. Dr. Cook received her doctorate in Educational Leadership from Northern Arizona University. Major accomplishments as superintendent include improved relationships with the governing board, management team, and various bargaining units as well as development and implementation of a district strategic plan and increasing district-wide student achievement. Nominated by the **San Diego State University Department of Educational Leadership**.

Tracey Conrad is the principal of **David H. Hickman High School** in Columbia, Missouri, where she has initiated several school-wide reform efforts to increase social and academic success for the students. At Hickman, she also increased teacher-based decision making by establishing a faculty-led Leadership Council. Dr. Conrad also contributes to district-wide reform efforts, such as the establishment of the Equal Opportunity Schools and AVID. In the nominating institution's Department of Educational Leadership and Policy Analysis, Dr. Conrad teaches a Site Level Leadership and School Improvement course for aspiring administrators. She has served as mentor for numerous new administrators across the district and state. As an additional service to leadership preparation, she presented at the American Educational Research Association, and she continues to speak as a guest in numerous administrator preparation classes. Dr. Conrad earned her doctorate in Educational Leadership from the University of Missouri-Columbia. Nominated by the **University of Missouri-Columbia Department of Educational Leadership and Policy Analysis**.

Chris Corallo was the Assistant Superintendent for Elementary Education and Organizational Development for **Henrico County Public Schools**. Sadly, he recently passed away in an untimely manner. He was an inspiring leader who modeled a commitment to self-reflection and collaboration in all initiatives. Furthermore, he was known for masterful strategic planning. One colleague ex-

plained, “He pushed all of us to think deeply about an issue and consider possibilities that may seem impossible to others. He was a visionary, refusing to see barriers.” Dr. Corallo was an active K-12 partner with the Virginia Commonwealth University Department of Educational Leadership. He shared his expertise in school improvement planning by serving as an adjunct professor in the master’s in Education and post-master’s Certificate programs. Most recently, he identified an area of study for the department’s EdD in Leadership students to explore as part of their final research contributing to their doctoral degrees. He also contributed his educational leadership experience to the University of Richmond School of Continuing Studies. Dr. Corallo earned a doctorate in Educational Administration and served as the Virginia Director and Senior Researcher of the Appalachian Education Laboratory before accepting the position in Henrico. Nominated by the **Virginia Commonwealth University Department of Educational Leadership**.

Kelly K. Crook is the Superintendent for the **Del Valle Independent School District** in Texas. In that capacity, she has worked with the community to develop a strategic plan for the district and has pushed staff to use innovative practices such as an on-site master’s program for Del Valle ISD teachers and a quality student teaching initiative with Texas State University. Further involvement with the nominating institution includes the district–university partnership Dr. Crook played a key role in establishing, which identifies promising school leaders and develops them into highly qualified principals and teacher leaders who are prepared to address some of the most persistent equity problems in the district. Dr. Crook received her PhD in Educational Administration from the Cooperative Superintendency Program at the University of Texas at Austin and is a proud product of public schools. Nominated by the **Texas State University Education and Community Leadership Program**.

Frances Davis is the Associate Superintendent for the **Gwinnett County Public Schools** (Georgia) Division of Human Resources and Talent Management and also the Team Lead for the Divisions of Curriculum and Instruction and School Improvement and Operations. She has a strong focus on developing current and emerging school leaders along with teacher effectiveness. She is one of the lead instructors and assisted with curriculum development and program implementation of the district’s first Quality Plus Leadership Academy for new and aspiring principals. She currently leads the process of principal selection in the district. The program’s success has secured a grant from the Eli Broad Foundation and The Wallace Foundation to assist with the financial cost of the initiative. Dr. Davis has continued to show her support for her profession with memberships in multiple professional associations at the local, state, and national levels. Nominated by the **University of Georgia Department of Lifelong Education, Administration, and Policy**.

Julie Ford is the Superintendent of **Topeka Public Schools** in Kansas. In this capacity, she has continued to make the development of leadership capacity at all levels in her district a priority. Over the last few years, she has worked on a master’s degree Leadership Academy, which is a partnership between her district and the nominating institution. She supports the partnership preparation program by making sure fiscal resources are supported in

budgeting and that district resources are available for class sessions including materials, supplies, and meeting facilities. She also supports the program by personal appearances in which she assists the aspiring leaders in understanding the systems’ view of issues and leadership challenges. Dr. Ford received her master’s degree from Ft. Hays State University and her doctorate from Wichita State University. Nominated by the **Kansas State University Department of Educational Leadership**.

Margaret Hayes is the Superintendent of Schools in **Scotch Plains-Fanwood Public School District** in New Jersey. Her career as an educator has spanned many roles including high school social studies and English teacher; dean of students; social studies program supervisor; elementary school principal; and assistant superintendent of curriculum, instruction, and assessment. Dr. Hayes has been recognized for her work by the Geraldine R. Dodge Foundation and the Principals’ Center for the Garden State. She is a past recipient of the Distinguished Service Award for Outstanding Educator, awarded by the Rotary of Parsippany. As a member of the Rutgers community, she instructs courses related to educational leadership and serves as a mentor to developing school administrators. Dr. Hayes received her bachelor’s degree in Sociology from Wagner College on Staten Island, a master’s degree from New Jersey City University, and her doctorate in Educational Administration and Supervision from Rutgers Graduate School of Education. Nominated by **Rutgers Graduate School of Education**.

Amy Hodgson is the Superintendent of the **Dansville School District** in Michigan. She leads the implementation of standards-based grading and formative assessment and frequently gives presentations on these topics. Additionally, Ms. Hodgson is a partner to Michigan State University’s preparation and training of future teachers and leaders. She offers administrative interns rich school settings with multitiered systems of support, and she matches theory to practice in presentations for the university’s master’s classes. She also welcomes the university’s students to site visits, instructional rounds, and other professional activities. Ms. Hodgson earned an undergraduate degree at Hope College in Holland, Michigan, and an MA in Educational Administration from Michigan State University. Nominated by the **Michigan State University Department of Educational Administration**.

Monica Kelsey-Brown is the Student Achievement Supervisor of **Milwaukee Public Schools**. In higher education, she has mentored and supported countless students on their journeys to higher education and, outside of that, has served and supported some of the most disadvantaged K-16 students in Wisconsin. She is a new member to the nominating institution’s Administrative Leadership and Advisory Board, having been a past adjunct to the program. Dr. Kelsey-Brown pursued an undergraduate degree in Elementary Education and a master’s degree in Curriculum and Instruction, both at the University of Wisconsin–Whitewater. She earned a doctorate from the University of Wisconsin–Madison in Curriculum and Instruction with a minor in Educational Policy with an emphasis in Multicultural Education. Nominated by the **University of Wisconsin–Milwaukee Department of Administrative Leadership**.

<http://twitter.com/UCEA>

Susan Machayo is the principal of **Farmers Branch Elementary School** in Texas. There, Ms. Machayo has implemented innovative programs to support the achievement of all students including an ESL/bilingual program to support a largely Hispanic student population. She also mentors masters of education leadership students from the nominating institution while they are placed in internships or entry level positions at her school. Ms. Machayo's leadership style formally cultivates the learning, social development, and sense of social justice of the elementary school students. Within the momentum of the school's improvement programs, Ms. Machayo also permits leadership interns to take initiative and implement the content knowledge they have gained through their courses, thus adding yet another layer of education under one roof. Ms. Machayo graduated Magna Cum Laude from Texas A&M University in College Station and a master's in Educational Administration at the University of North. Nominated by the **Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University**.

Eric D. Myers has a long career as an educator in Ohio, serving as a special education teacher, high school principal, assistant superintendent, president of the Board of Education for Bowling Green City Schools, and president of the Board of Education of Penta Career Center. Additionally, at Bowling Green State University, Dr. Myers served as an instructor of undergraduate and graduate education courses, licensure officer, and the former director of the Principalship Cohort Leadership Academy. He has also served as an advisor for student honors projects. Dr. Myers has been instrumental in the success of many of the university's outreach events, particularly the annual Roderick L. Rice Lecture Series, fall and spring Superintendents' Luncheons, and the Bowling Green Leadership Institute. Dr. Myers earned his baccalaureate degree from Ohio Wesleyan University, his master's degree in Special Education and specialist's degree in Educational Administration from Bowling Green State University, and his doctorate in Educational Administration and Supervision from the University of Toledo. Nominated by **Bowling Green State University's Educational Administration and Leadership Studies**.

Glenn Nolly's career in education spans 35 years in the **Austin Independent School District** where he served as teacher, principal, area superintendent, and associate superintendent. Currently, he is the site coordinator for the University of Texas at Austin Collaborative Urban Leadership Project (UTCULP), an initiative between the nominating institution and Dallas ISD to prepare the next generation of school leaders. Similarly, he previously built a partnership with Houston ISD. Dr. Nolly's knowledge of developing and supporting communities of practice transformed a group of high school principals to a functional professional learning community, which also lead to implementation of teacher lead professional learning communities on each high school campus. Nominated by the **University of Texas at Austin Department of Educational Administration**.

Kim Paddison Dockery is the Assistant Superintendent, Department of Special Services, **Fairfax County Public School (FCPS)** in Virginia. She directs the activities of 1,550 educators in four offices: Special Education Instruction, Special Education Procedural Support, Intervention and Prevention Services, and Operations and Strategic Planning. Dr. Dockery has worked tirelessly to

implement numerous partnerships with regional community agencies and universities to better serve FCPS special education students and their families. She has also developed project plans and implemented professional learning throughout the district to build principal leadership capacity to support achievement of diverse learners. As an instructor in the University of Virginia's educational leadership program since 2009, she has been instrumental in teaching and mentoring aspiring leaders from FCPS and across Virginia. Dr. Dockery received her bachelor's degree from Colorado Women's College and her master's degree in Early Childhood Education from Wheelock College in Boston. She completed her special education endorsement at George Mason University in Fairfax, VA, and her doctorate in educational leadership at the University of Virginia. Nominated by the **University of Virginia Curry School of Education**.

Rachel Pereira is the Director of Truancy Prevention and Assistant District Attorney for the city of Philadelphia. Her career as an educator has spanned numerous roles including classroom teacher for Grades 2, 3, and 5; elementary school principal; assistant to the New Jersey Commissioner of Education; and Executive Director of the New Jersey Amistad Commission. Dr. Pereira has been recognized for her valuable work by the Black Law Student Association and was a Dean's Merit Scholar while enrolled in the University of Pennsylvania Law School. As a member of the Rutgers community, Dr. Pereira instructs courses in educational policy, school law, educational administration, and clinical supervision in addition to serving on dissertation committees and mentoring doctoral students. Dr. Pereira received her bachelor's degree in Education from Hunter College and a master's and doctoral degree in Educational Administration and Supervision from Rutgers University Graduate School of Education. Nominated by **Rutgers University Graduate School of Education**.

Jennifer Rose currently serves as principal of the **International School** in the Bellevue School District in Washington. In addition to serving the students, teachers, and families in her school community, she serves as a regular instructor, mentor, panel member, and guest teacher for the University of Washington. She has led a learning module focused on Building Instructional Capacity through Professional Learning and Evaluation, which teaches future district level leaders to view evaluation as a growth model and improve student learning through intentional improvement of leadership practice. Dr. Rose received her administrative credentials from the Danforth Educational Leadership Program at the University of Washington in 2003 and has stayed engaged in the program since that time. Nominated by the **University of Washington Danforth Educational Leadership Program**.

Jeff Schuler is currently the Superintendent of Schools for **Kaneland Community Unit School District #302** in Northern Illinois. Prior to becoming a superintendent, Jeff held a number of positions in educational leadership including Assistant Superintendent for Human Resources, principal, assistant principal, and instructional specialist for assessment. Additionally, at Northern Illinois University, Dr. Schuler teaches educational leadership courses, works with doctoral students, and has served on several committees tasked with shaping the principal preparation experience. Nominated by the **Northern Illinois University Educational Administration Program**.

Jarod Sites is the principal of **Dixon Middle School** in the Provo City School District, Utah. Formerly he served as the principal of Spring Creek Elementary School. Jarod was highlighted by local television for the schools efforts to improve student learning. Recently, Jarod wrote and won a state grant to supply an iPad for every student (850) at Dixon to read textbooks, conduct research, and complete their homework. As a graduate of Brigham Young University's Leadership Preparation Program, he also serves as a member of the institution's School Leadership Advisory Committee, on screening committees, as a guest lecturer, and most importantly as a principal mentor to the program's leadership students as they undertake internships. Nominated by the **Brigham Young University Leadership Preparation Program**.

Winston H. Tucker, the principal of **Highland Park Senior High School**, has worked in the Saint Paul Public School District, which serves nearly 40,000 students, since 1989. Prior to becoming principal at Highland Park he served as principal at Murray Junior High School for 9 years. Dr. Tucker's accomplishments in the field of educational leadership include selection by the state department of education and the University of Minnesota to serve on the Leadership team for the Minnesota Principals' Academy and the facilitation of that academy's sessions across Minnesota. Dr. Tucker earned his BS at Indiana University of Pennsylvania (IUP). His MS and doctorate in Educational Policy and Administration were earned at the University of Minnesota. Nominated by the **University of Minnesota Department of Organizational Leadership, Policy, and Development**.

Manuel Valenzuela has served as Superintendent of **Sahuarita Unified School District** in Arizona. He also serves as Adjunct Professor in Educational Leadership and provides service to the university and educational leadership preparation as a member of the College of Education Professional Preparation Board and the Advisory Board of the Arizona Initiative for Leadership Development and Research. Dr. Valenzuela has developed expertise for curriculum, instruction, and meeting standards. He has led initiatives to systematically utilize assessment data to drive instructional planning and targeted intervention efforts. He has provided vision and renewed direction for his district's comprehensive participation in Arizona's prestigious educational recognition programs as well as forging strong collaborative partnerships with businesses. Dr. Valenzuela earned an EdD at the University of Arizona. Nominated by the **University of Arizona Department of Educational Policy Studies & Practice**.

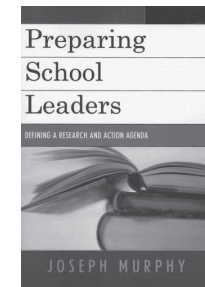
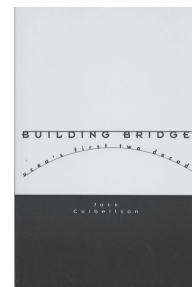
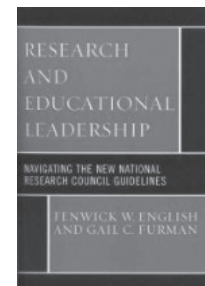
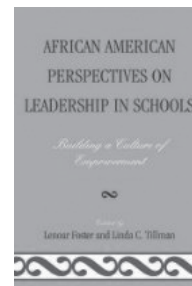
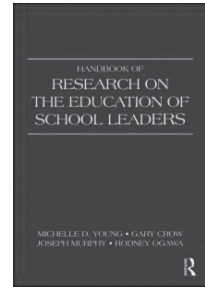
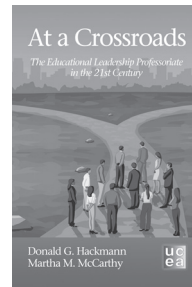
Dave Wilkerson is the Superintendent of Schools at the **Waukee Community School District** in Iowa. Additionally, he has contributed to the improvement of Iowa State University's administrator preparation programs by serving on the Educational Administration Advisory Council. Beyond advising, he has extended partnering opportunities to the university; connected central office administrators with adjunct instructional positions; and brought to the faculty's attention Waukee's reforms, such as a new Center for Advanced Professional Studies. Dr. Wilkerson earned his BA in Social Science Secondary Education from the University of Northern Iowa and his MS and PhD in Educational Administration from Iowa State University. Nominated by the **Iowa State University Educational Administration Program**.



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UCEA, in partnership with Amazon, now offers one-stop shopping for all your professional print and e-book needs through its online Amazon Bookstore. Purchase books published by UCEA members or authored by Convention keynote speakers and browse topics of interest.



www.UCEA.org

2014 UCEA Graduate Student Summit Call for Proposals

The 2014 UCEA Graduate Student Summit will be held at the Washington Hilton hotel in Washington, DC. The summit will be held **Thursday, November 20, 2014**, 8:00 a.m. to noon, with feedback sessions Thursday afternoon. We also strongly encourage graduate students to sign up to participate in **Day on the Hill** legislative advocacy events **Wednesday, November 19**. The purpose of the 2014 UCEA Graduate Student Summit is to provide graduate students a space to engage in authentic dialogue about their scholarly work. This summit will offer opportunities to meet and network with graduate students and faculty, to present your work, and to receive feedback on your research. It will include:

- **Paper sessions**, in which you will share your research and receive constructive feedback;
- **Workshop sessions**, in which you will get direct feedback on a paper that you would like to publish, a proposal, or your dissertation research plan; and
- **Networking sessions**, where you will have the chance to network with students from other UCEA institutions interested in similar research topics and talk with UCEA Executive Committee members and Plenum representatives.

Registration will open July 1. Registration for the UCEA Convention is required to register for the Graduate Student Summit and Day on the Hill. All proposals must be submitted electronically per the directions at the UCEA Graduate Student Summit website:

<http://ucea.org/ucea-gssummit>



Un Mensaje del UCEA Director Asociado de Iniciativas Internacionales, Steve Jacobson

Dejenme empezar con dos agradecimientos mientras asumo la posición de UCEA Director Asociado de Iniciativas Internacionales. Primero le quiero dar las gracias a los miembros de la mesa directiva de UCEA y a la Directora Ejecutiva, Michelle Young, por brindarme la oportunidad de servir a UCEA otra vez. Segundo le doy gracias a mi predecesor Bruce Barnett, quien con su energía y compromiso a establecido las iniciativas internacionales de UCEA, incluyendo memorandos de entendimiento con CCEAM, NZEALS y BELMAS; la creacion de la red internacional para el desarrollo de liderazgo escolar en colaboracion con BELMA; y la cumbre internacional, cual deseamos se convierta en un elemento regular en la conferencia annual. Felicidades Bruce por tu esfuerzo.

Ahora para donde nos dirigimos? Tengo algunas ideas que he compartido con la mesa directiva de UCEA:

1. Seguir la expansión de relaciones formales (entre la creacion de memorandos de entendimiento) con otras organizaciones internacionales como el European Educational Research Association (EERA), quien va a ser anfitrión de la conferencia annual en Porto, Portugal en septiembre para ustedes que estaran interesados en asistir. Como la iniciativa de UCEA con BELMAS, este tipo de relaciones pueden fomentar mas proyectos de investigaciones internacionales;
2. Tentar a aumentar nuestras afiliaciones, alomejor con relaciones mas extensas que solo afiliaciones institucionales, cuales costos prohíben la participación de universidades en naciones que se estan desarrollando;
3. Extender nuestro interes a otras organizaciones internacionales en el hemisferio occidental con el mismo enfoque de liderazgo escolar. Yo estoy particularmente interesado en establecer asociaciones con instituciones en México, Centroamérica, y Sudamérica. Con esa meta, yo sugiero a la mesa directiva que considere publicar algun material de UCEA en español y igual en ingles, con este mensaje siendo el primero.

Si tienen algunas sugerencias y ideas para otras iniciativas internacionales que UCEA debe considerar, favor de ponerse en contacto conmigo en eoakiml@buffalo.edu

Traducción al español por Mariela Rodríguez

University Council for Educational Administration
The University of Virginia
Curry School of Education
405 Emmet St.
Charlottesville, VA 22904
(434) 243-1041
www.ucea.org





The 28th annual UCEA Convention will be held November 20–23, 2014 at the Washington Hilton in Washington, DC. The purpose of the 2014 UCEA Convention is to engage participants in discussions about research, policy, and practice in education with a specific focus on educational leadership. Members of the 2014 Convention Program Committee are Noelle Witherspoon Arnold (University of Missouri–Columbia), Sarah Diem (University of Missouri–Columbia), Azadeh Osanloo (New Mexico State University), and Michael Dumas (New York University).

The 28th Annual UCEA Convention theme, **Righting Civil Wrongs: Education for Racial Justice and Human Rights**, is intended as an occasion to talk, meet, think, and organize for a renewed vision and renewed coalition-building on the role of education and educational leadership in fostering intentional purpose and action for racial justice and human rights. Education has been identified as a fundamental civil and human right, essential for the exercise of all other human rights. Yet millions of children and adults remain deprived of educational opportunities, many as a result of racial injustice and poverty.

This year, UCEA celebrates its 60th anniversary with other milestones of *Brown v. Board of Education* (60th), ESEA (50th), Civil Rights Act (50th), *Milliken v. Bradley* (40th), and *Lau v. Nichols* (40th). This annual conference and its location in our host city of Washington, DC, offers a unique opportunity to to engage scholars of every discipline, practitioners, policymakers, legislators, and community members in examining research, practices, and policies impacting educational contexts. We also encourage proposals addressing P-20 issues of racial justice and human rights that engage scholars attending ASHE and other scholars from areas of study including, but not exclusive to, fields such as social foundations, law, public policy, history, cultural studies, global and international studies, and economics.



UCEA International Summit **Sunday, November 23, 2014**

During the 2014 UCEA Convention, the 2014 International Summit will be on Sunday, November 23, 2014, from 9:00 a.m. to 3:00 p.m. in Washington, DC. This year's planning committee is Tom Alsbury (Seattle Pacific University), Lars Bjork (University of Kentucky), and

Thu Suong Nguyen (Indiana University-Purdue University Indianapolis). Plans are being made to involve scholars from around the world to share trend in policies and research on leadership development and preparation.

If you have questions or suggestions for the summit, please contact Stephen Jacobson, UCEA Associate Director of International Affairs (eoakiml@buffalo.edu) at the University at Buffalo.



**The 28th Annual UCEA Convention
Washington Hilton, Washington, DC, Nov. 20-23, 2014**

REGISTRATION OPENS JULY 1:

<http://www.regonline.com/2014uceaconvention>

Registrant	Early Bird (through Sept. 12)	Regular	Late (beg. Oct. 20)
UCEA Faculty	\$ 205	\$ 240	\$ 280
Non-UCEA Faculty	\$ 225	\$ 280	\$ 300
UCEA Graduate Student	\$ 75	\$ 95	\$ 130
Non-UCEA Graduate Student	\$ 95	\$ 120	\$ 150
Practitioner	\$ 230	\$ 265	\$ 300
Other	\$ 230	\$ 280	\$ 300
Graduate Student Summit*	\$ 35	\$ 35	\$ 35

*In addition to applicable Graduate Student registration rate listed above

It is the policy of UCEA that all persons in attendance at the 2014 UCEA Annual Convention, including participants who plan to attend one or more sessions, are required to register. Registration is not transferable.

Rates increase after September 12, the end of early bird registration. Early bird registration provides several advantages: a discount on registration fees, hotel accommodations at special guaranteed group rates, and no delay or inconvenience on site.

International Scholars

In keeping with UCEA's longstanding tradition of an international focus and collaboration with aligned organizations worldwide, we welcome international attendees to the 2014 Annual Convention. If you require a letter of invitation to travel to the UCEA Convention, please e-mail your request by November 1, 2014, to uceaconvention@gmail.com

UCEA Graduate Student Summit

The 2014 UCEA Graduate Student Summit will be held at the Washington Hilton in Washington, DC. The summit will take place **Thursday, November 20**, 2014, from 8 a.m. to noon, with feedback sessions for paper presenters taking place the same afternoon. We also strongly encourage graduate students to register for the Day on the Hill events Wednesday, November 19, 2014. The purpose of the 2014 UCEA Graduate Student Summit is to provide graduate students a space to engage in authentic dialogue about their scholarly work. This summit will offer opportunities to meet and network with graduate students and faculty, to present your work, and to receive feedback on your research. Registration for the summit is done through RegOnline as you register for the 2014 UCEA Convention. For more information visit: <http://www.ucea.org/graduate-student-home>

The 28th Annual UCEA Convention Washington Hilton, Washington, DC November 20-23, 2014

LODGING DETAILS

Washington Hilton
1919 Connecticut Ave, NW
Washington D.C. 20009
(202) 483-3000
<http://www.thewashingtonhilton.com/>

Rates

Individuals registered for the conference may reserve a room at the hotel at the following discounted rate, available until November 3, 2014. Please keep in mind that availability is limited, and rooms should be booked as soon as possible.

Single/Double: \$ 209.00
Triple: \$ 234.00
Quad: \$ 259.00

Check in: 4:00 p.m. Check out: 11:00 a.m. Features include two restaurants, a pool, an on site gym (free to Hilton Honors guests) and a business center. Complimentary Internet will be provided in both the meeting spaces and guest rooms.

Reservations

IMPORTANT: UCEA has a dedicated web page provided by the Washington Hilton for reservations:

<https://resweb.passkey.com/go/ucea2014>

If you wish to make your reservations by phone, call toll free: **1-800-HILTONS (445-8667)**





Call for Video Submissions & Video Stories

UCEA Convention 2014

General Information

The 28th annual UCEA Convention will be held at the Washington Hilton, Washington, DC, Thursday, November 20 through Sunday, November 23, 2014. The convention theme is “Righting Civil Wrongs: Education for Racial Justice and Human Rights.”

The 2014 UCEA Convention will play host to the third annual UCEA Film Festival! UCEA has opened an opportunity for submissions of 5-minute videos that explore broadly the landscape of quality leadership preparation, including our research and engaged scholarship, our preparation program designs and improvement efforts, our policy work, and the practice of educational leaders.

The 2014 Convention will also include a “Righting Civil Wrongs” Video Recording Booth where attendees will be invited to share their stories related to the 60th Anniversary of the *Brown v. Board of Education* decision and the convention theme. These brief stories will be edited into video segments that will be shared through the UCEA website and other venues after the convention.

View films selected for the 2012 and 2013 UCEA Conventions:
<http://ucealee.squarespace.com/ucea-2012-film-festival/>
<http://ucealee.squarespace.com/home/2014/1/8/ucea-2013-film-festival.html>

Video Submission Guidelines

- Videos may be produced by graduate students and/or faculty in educational administration.
- **Video running time:** 5 minutes or less
- **Deadline for video submissions:** July 31, 2014



- **Video quality:** Filmmakers are encouraged to create the videos using High-Definition (HD) video (higher resolution than Standard-Definition, SD, video).
- **Audio quality:** Filmmakers are recommended to use a high-quality microphone to capture sound, such as a lapel or lavalier mic for individual speakers or a microphone on a boom pole to record group interviews or classroom instruction.
- **Rights & clearances:** Filmmakers must secure all rights, licenses, clearances, and releases necessary for participants, music, and locations for conference exhibition and web streaming.
- **Format:** Videos must be submitted on a DVD formatted in MPEG video Region 1/North America. Each DVD must be accompanied by a completed and signed Submission Form.

Mail DVD and Submission Form to:

Jennifer Friend
 Assistant Dean, School of Graduate Studies
 University of Missouri
 300F Administrative Center
 5115 Oak Street
 Kansas City, MO 64110

Filmmakers will be notified of the videos selected for the 2013 UCEA Convention by September 1, 2014. Video submission materials WILL NOT be returned.

Note: In order to create a video with high production value (professional filming, clear audio, editing, and postproduction), we suggest partnering with the film studies program at your institution or with students in specialized high school film production programs.

Email Jennifer Friend with questions: friendji@umkc.edu

Submission deadline: July 31, 2014
See next page for Submission Form

UCEA Film Festival 2014 - Video Submission Form

Video Title: _____

Video Running Time (must be 5 minutes or less): _____

Contact Person: _____

Email: _____ Phone: _____

Institutional Affiliation: _____

Name of Educational Administration Preparatory Program Featured in Video: _____

Video Producer(s): _____

Video Director: _____

Brief Synopsis of Video: _____

Email Jennifer Friend with questions at friendji@umkc.edu

Mail completed submission form and DVD by July 31, 2014 to:

Jennifer Friend, Ph.D.
Assistant Dean, School of Graduate Studies
300F Administrative Center
5115 Oak Street
Kansas City, MO 64110

- Rights & Clearances – Filmmakers must secure all rights, licenses, clearances and releases necessary for participants, music, and locations for conference exhibition and web streaming.
- Videos must be submitted on a DVD formatted in MPEG video Region 1/North America.
- Filmmakers will be notified of the videos selected for the 2014 UCEA Convention by September 1, 2014. Video submission materials will NOT be returned.
- Selected videos will be posted on the UCEA website and featured prior to the general sessions at the 2014 UCEA Convention in Washington, DC.



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UCEA Review

The *UCEA Review* is published three times a year (winter, summer, fall) and distributed as a membership benefit by the UCEA. Address changes and other corrections should be sent to UCEA at the above address.

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 Pamela D. Tucker.....Senior Associate Director
 Stephen Jacobson.....Associate Dir. of International Affairs
 Julian Vasquez Heilig.....Associate Dir. of Program Centers
 Liz Hollingworth.....Associate Dir. of Publications
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2014 Calendar

- June 2014 Exemplary Educational Leadership Preparation Award nominations due, June 27
- July 2014 PSR forms due July 1
 UCEA Convention registration begins July 1
 BELMAS Conference, July 11-13
 UCEA Film Festival submissions due July 31
 UCEA launches new website
- September 2014 Deadline for Fall *UCEA Review*, Sept. 1
 Early Bird registration for UCEA Convention ends Sept. 12 (regular registration begins)
 Values & Leadership Conference, Sept. 18-20, ONT, Canada
- October 2014 Late registration for UCEA Convention begins Oct. 20
- November 2014 UCEA 2014 Convention, Washington, DC, Nov. 20-23
 Day on the Hill, Nov. 19, Washington, DC
 UCEA Graduate Student Summit, Nov. 20, Washington, DC
 UCEA International Summit, Nov. 23, Washington, DC