



# Teaching in Educational Administration



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## Education: A “Profession” in Search of a Practice

Richard F. Elmore, Graduate School of Education, Harvard University

For the past five years or so I have been working with three groups of school administrators to develop a practice of instructional improvement. The first group, organized in 2001 under the sponsorship of the Connecticut Center for School Change, is composed of 12 superintendents. The second group, organized last fall, and now entering its second year, is an off-shoot of the first, again composed of twelve superintendents. These two groups operate in relative autonomy from each other, meeting together two or three times a year. They are Cohorts 1 and 2 of the Connecticut Superintendents’ Network. Beginning last fall, I also became involved in organizing another network; this time focused primarily on principals, located in Cambridge, Massachusetts. This network includes all of the K–8 principals in Cambridge, the high school principal, the four house leaders in the high school, the president of the teachers’ union, the superintendent, and a selection of central office administrators with instructional roles—more than 20 in all.

These networks operate according to a relatively prescriptive process that is drawn, in part, from the medical rounds model.<sup>1</sup> We meet on alternate occasions at a school site, where we do structured classroom observations, and then off-site, where we do structured analysis and discussion leading to a set of recommended actions. These observations and discussions are conducted according to structured

protocols, and explicit norms of group process. Each cycle is preceded by a work-up, which is a statement of a problem of instructional practice, present in the school and classrooms we will be observing that is also related to a broader strategic issue of instructional improvement and performance in the district. The objective of the process is to address the question, “what is the next level of work?” in this school and district around the problem under study.

My motivation for doing this work—not necessarily shared by all my colleagues in the work—is to change in a fundamental way the practice of educational leadership. I view this work as addressing the central intellectual, practical, and political challenge of education as an occupation: the absence of a core set of practices around which to organize a body of knowledge that defines a profession. Briefly put, education is a profession without a practice. The work of educators has little or no social authority, no matter how well-grounded it is in craft knowledge and systematic research, because it is not defined by a core set of practices that can be

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This article is based on a paper prepared as the Mistifer Endowed Lecture, for the University Council for Educational Administration Annual Meeting, San Antonio, Texas, November 11, 2006. Most of the credit for the work discussed in this paper, and none of the blame for its inflammatory argument, is shared with my colleagues in the networks, with special thanks to Andrew Lachman, Liz City, and Lee Teitel.

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## TEA/SIG Executive Committee, 2006–7

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used to define a collective identity and to exclude unqualified practitioners from practice. The mark of a profession is its capacity to select its membership, and to control entry to the practice, based on a command of a relevant body of knowledge and demonstrated competence in practice. Professions have occupational hierarchies that distinguish novices from qualified practitioners, and qualified practitioners from experts. These hierarchies are structured in explicit ways around induction mechanisms through which the norms, values, and behaviors that define competence and expertise are transmitted. Medical rounds is one such model—a central induction mechanism in the medical profession. My work with practitioner networks is a way of introducing educators to the idea that their profession needs a practice, and they can be active agents in the development of that practice.

The absence of a body of practice in education has serious social and political consequences for educators. Put bluntly, educators are people to whom things happen. The organization and culture of American schools, and schools of education, is profoundly anti-intellectual and anti-professional. Teaching is viewed predominantly as an idiosyncratic practice that occurs uniquely between a given teacher and a given student, not susceptible to external management or control. Attempts to manage the core functions of schooling in the classroom are viewed by people in the dominant culture of schools as “top-

down” and “technocratic,” a violation of this core value of autonomy and idiosyncrasy in the classroom. Theories of instruction and leadership focus heavily on the attributes of individuals, rather than on practices that can be separated from individuals. The work of administrators is to manage around the instructional core and to preserve the logic of confidence between the school and its community, not to try to manage instructional directly. The occupational structure of schools is, at once, extremely flat and steeply hierarchical: extremely flat in the sense that there are few, if any, distinctions among teachers by level of expertise, steeply hierarchical in the sense that the distinctions between teachers and administrators are binary, not continuous. The practice of educators in this setting has no social authority, because even the most casual observer would conclude that educators (a) have no practice that defines their field of expertise across occupational categories and (b) exercise no control over whatever practice exists in the organizations in which they work. Under such circumstances, anyone is qualified to say what good educational practice is, based on their own personal experience or values. Politicians, social elites, multi-billionaires, high status parents, foundation presidents, ex-university presidents, religious zealots, newspaper editors, and talk show hosts all have equal standing with educators on the terms and conditions of their practice.

Most of the educators I talk with about this issue take what I would call a “primordialist” stance. There is something intrinsic to education, they argue, that makes it vulnerable to anyone’s claims to expertise and that undermines the possibility of claims to specialized knowledge. “Everyone has been to school,” they argue, as if this were an obvious claim to expertise. Virtually everyone comes in contact with more than one medical practitioner in their lifetime, some for long periods of time, and some make an obsession out of self-medication, yet no one in their right mind argues that this makes someone a medical expert.

The primordialist position leads to an even more profound misconception about professionalism and education. Educators usually argue that their knowledge base is insufficiently deep and precise for education to become a “real” profession. At some point in the future, they argue, educators might assemble a body of knowledge that is sufficient to merit treatment as a profession, but not now. Contrary to the primordialist position, professional status is not conferred by a Platonic body. Professional status is taken. Occupations become professions when their incumbents take control of the conditions of entry, the means of production of practitioners, and the enforcement of the terms and conditions of their own practice. The public does not grant professional authority; professionals take authority.<sup>2</sup>

I am deeply skeptical that transformations of educational practice can occur within the existing institutional structure of state agencies, school systems, and schools of education. The interlocking and self-serving institutional interests of the cartel are too deeply ingrained, too invisible to their incumbents, and too resilient to be malleable. For this reason, I have settled on lateral line of attack: Build a culture of professionalism among the professionals themselves, rather than by trying to change the institutions that purport to train them because such institutions will be the last to participate in the professionalization of the field.

### **Professional Networks: The Theory of Action**

A professional network is a group of people engaged in the common enterprise of developing their knowledge and practice through systematic, sustained work with each other around specific problems of instructional quality and student performance. There are many examples of networks among educators, but professional networks, as I am defining them here, are different from

most of these examples not just in degree but in kind. In my view, professional networks are not simply voluntary associations where practitioners meet to share their experiences and contribute to each other’s learning, as useful as these associations are. Professional networks have a commitment to a common practice—a set of norms, protocols, procedures, and structured interactions that provide the basis for building individual and group knowledge and expertise in practice. In education, because of the lack of established practices in the sense defined above, the work of creating a professional network necessarily involves both importing models from other professions and inventing new elements of practice that apply most directly to education.

The basic logic of this practice comes directly from the medical rounds model: All prescriptions must be preceded by the development of a common body of observable evidence, so that those involved in the practice will know when they are disagreeing about the evidence and when they are disagreeing about the inferences drawn from the evidence. Hence, the practice requires all parties to stay in the descriptive voice in a sustained way until the group feels that it has developed some agreement about what the basic evidence is. This is one area where the norms of the default culture of schools pose major problems. Educators find it nearly impossible to discuss instructional practice in a purely descriptive way.

Each network has developed its own particular stamp on the basic network model, but the fundamental elements of the practice have remained stable. Each network also follows its own developmental course. Initially, practitioners struggle with the discipline of finding a problem focus, staying in the descriptive voice, working toward concrete proposals for the next level of work, and the like. Over the typical developmental course, groups move from struggling with the practice to becoming fluent in the practice and struggling with its relevance to their work to becoming powerfully fluent in the practice and in its connection to their work. I have characterized this phenomenon as “decreasing the grain size.” That is, initial discussions are often very “grainy,” like a photograph taken in low light with relatively light-insensitive film; the image is blurry and the shapes are identifiable largely through their general patterns, not their details. As the practice develops, the discussions create a progressively smaller grain size; the causal connections between administrative and organizational

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actions and instructional practice become sharper, and the patterns become harder-edged and clearer.

### The Future of Professional Practice in Education

As currently constituted, the institutions and processes for training and developing practitioners in education are not designed to produce competent professionals with strong social and political authority. For this reason, educators are people to whom things are done. Practitioners and academics have internalized a “primordialist” view of education as inherently incapable of developing a body of practice that can be used to organize a profession. This view has led educators into a situation in which the knowledge that they do have is given little social currency outside the field because educators have failed to take the basic steps necessary to develop a profession. Educators do not organize their work around systematic analysis and improvement of the core functions of the institution. Educators have taken the view that “practice” is idiosyncratic to the individual, and it grows out of individual attributes, rather than out of systematic understanding of the nature of the work. The absence of strong models of practice that exist apart from the individuals that use them, and a set of institutions that control access to the profession based on the mastery of those practices, means that educators exert little influence or control over the conditions of their work.

This view of practice has had a profoundly destructive impact on schools as social institutions. People are allowed to work in schools—indeed, to manage and lead schools—with no understanding of the basic knowledge and practices that determine the effectiveness of the enterprise, and no capacity to do the work of improving the enterprise. The human resource side of public schooling is managed on the theory that competence is a function of individual attributes that lie largely outside the control of the institution—indeed, outside the control of any institution. Hence, being a student in this sector is like playing some grotesque, Kafkaesque lottery. The quality of your experience as a learner depends on things that no one purports to control—you may be assigned a “good” teacher, in a modestly well-run school, or you may not; the people in the enterprise exercise no control, indeed mostly disclaim any control over the conditions that determine the quality of your experience. Indeed, in most cases the people with responsibility for running the

institution purport not even to know what might result in your getting a good teacher. Clean hands for a dirty enterprise. People who work in the most pathological parts of the system uniformly displace responsibility for the quality of your learning to factors outside their control. Education researchers agreeably produce evidence that supports the inability of schools to overcome the effect of non-school factors. This is a grim little anaerobic world, populated in large part by people to whom things happen.

In my view, what we have done with professional networks is to create a setting in which individuals work together to take control of the terms and conditions of their knowledge and practice, to work actively against the primordialist view of education as an inherently nonprofessional field, and to begin to develop a body of knowledge that connects the design of the institutions by which we deliver education to the core technology of that institution. That this work is being done outside the existing institutional structure of training programs for educational administrators is no accident. It is, in its most basic form, incompatible with the incentive structure that currently characterizes preparation of practitioners for the field. Over the longer term, we will see whether those institutions are capable of aligning themselves with a point of view about professionalism in the field.

1 The literature on medical rounds is, surprisingly for an activity so central to the practice of medicine, somewhat sparse. See, Donn Weinholtz and Janine Edwards, *Teaching During Rounds: A Handbook for Attending Physicians* (Baltimore: Johns Hopkins University Press, 1992).

2 This theory of the development of professions—that professions are constructed as a political and social act, rather than developed out of socially conferred expertise—is underscored by Paul Starr, *The Social Transformation of American Medicine* (New York: Basic Books, 1982), and by Michel Foucault, *The Birth of the Clinic* (New York: Pantheon, 1972) and *Madness and Civilization* (New York: Random House, 1965)

### Join the TEA-SIG!!

Strengthen our ability to engage in professional development, reflection, and dialogue by joining the Teaching in Educational Administration SIG. All it takes is \$10.00. Please contact Brenda LeTendre at [bletendr@pittstate.edu](mailto:bletendr@pittstate.edu)

## From the TEA-SIG Chair, Terry Orr

Dear Colleagues,

As my term as chair of the Teaching in Educational Administration-SIG comes to a close, I am proud to look back at what we have accomplished over the last three years and ahead to consider what the future holds.

During these three years, our SIG continued to grow both in size and quality—becoming increasingly a learning community of practice for educational leadership preparation. As our membership increased, we were able to add sessions to the AERA schedule on research on leadership preparation programs and features. We also increased our strategies to reinforce the values and purposes of the SIG. To complement the dissertation research award, we created two biennial awards, one for exemplary research in the field and the other for exemplary service to the field. We expanded the executive committee to add a graduate student representative and an assistant newsletter editor, providing more opportunities and pathways into SIG leadership roles and more voice in what we do collectively.

To that end, we have continued to support two taskforces. The work of the UCEA/TEA-SIG Taskforce for Evaluating Leadership Preparation Programs is entering its sixth year. We now sponsor a closed session for the taskforce to meet, which enables us to have a seminar on evaluation research work in progress. We also support The Joint Research Taskforce on Educational Leadership Preparation, now in its third year, providing broad opportunities for further research in many areas.

More important, all of these strategies expand available avenues for us to conduct and share our research, an achievement that is reflected in the breadth of institutions represented in our program this year, and the number of collaboratively conducted studies.

All these accomplishments, however, are a means to an end for our SIG's mission. As our proposed revised by-laws state, we are a membership of individuals concerned with learning and teaching in educational leadership. Our purpose and mission, however, go much deeper. We share a passion and commitment to improving the quality and effectiveness of our teaching and leadership preparation programs for our graduates. Research and thoughtful professional conversations with other committed individuals are our shared means to this end. Our proposed name change—pending AERA approval—

reflects our strong convictions—Learning and Teaching in Educational Leadership.

In recent years, we gained an urgency in our research interests that has been heightened, to some degree, by policy analyses and research that paint our field as ineffective and inadequate to its task. In part, this urgency also comes from state action that adds accountability to our work through standards and assessments and requires evidence of our impact on graduates' careers and leadership practices. But, while compelling, such external pressures are not our *raison d'être*. Instead, we are deeply invested in knowing how best to prepare educational leaders for quality schools and their improvement.

That investment sets our research apart from other work in the education field, because we make direct applications of our findings and research implications. We are both producers and consumers of our research. I am, therefore, awed by our increased capacity and willingness to work collectively on joint research endeavors that enable us to investigate research questions beyond our individual program studies. Ours is not a defensive posture—to prove that the status quo is sufficient—but an inquiry process for continuous improvement into what we do and how we prepare our graduates to lead. Moreover, we use our research and program work to strengthen educational leadership for democratic, social justice and ethical matters through and beyond instructional and other school improvement priorities and narrowly prescribed practices.

Our current research work, as illustrated by the scope and breadth of this year's SIG program, is an excellent foundation for future, on-going research. Critically, we are becoming well positioned to address new policy questions on highly effective leadership (and its preparation) that will likely be a priority in the reauthorized No Child Left Behind Act (see the leadership recommendations in the Commission's report, *Beyond NCLB, Fulfilling the promise to our nation's children*, as a framework for future policy direction. [http://www.aspeninstitute.org/site/c.huLWJeMRKpH/b.938015/k.40DA/Commission\\_on\\_No\\_Child\\_Left\\_Behind.htm](http://www.aspeninstitute.org/site/c.huLWJeMRKpH/b.938015/k.40DA/Commission_on_No_Child_Left_Behind.htm)). I look forward to continued collaborative work on improving our knowledge base on program effectiveness and impact, demonstrating more clearly how leadership

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# About the TEA-SIG Sessions

Tricia Browne-Ferrigno, Program Chair

Through collaborative efforts of those who submitted proposals and those who volunteered as reviewers, session chairs and discussants, this year's conference attendees will have nine opportunities to hear high-quality presentations about learning and teaching in leadership education. Although we could not include all presentation proposals or volunteer offers, please know that your contributions are greatly appreciated.

Again this year, SIG-specific descriptors were presented in the call for proposals and used by reviewers who rated all proposals using the standard AERA rating scale (1=lowest, 5=highest). The Call for Proposals for the 2008 annual meeting will be issued in June 2007. If you have recommendations to improve our system, other than changing to the new SIG name, please contact the 2008 Program Chair, Edith Rusch (*edith.rusch@unlv.edu*). Following are the criteria and their descriptions used this year.

## • **Alignment with TEA-SIG Purpose [Insignificant to Critically Significant]**

To what extent is the proposed presentation aligned with the TEA-SIG mission as stated in the 2007 Call for Proposals? [See statement below.] To what extent are the objectives or purposes of the proposed presentation significant to the TEA-SIG membership? "In keeping with its mission, the TEA-SIG invites proposals dealing with research, evaluation, and scholarship in educational leadership preparation and development, and the impact of preparation on leadership practice. We encourage theory-based research on strategies and program models for leadership preparation, as well as policy studies on state and national leadership standards assessment and credentialing."

## • **Perspective or Theoretical Framework [Not Articulated to Well Articulated]**

Are research purpose(s) or objective(s) clearly stated in the proposal? Does the proposal include well articulated perspective(s) or theoretical framework?

## • **Methodology [Not Well Executed to Well Executed]**

Are methods, techniques, or modes of inquiry clearly described in the proposal? If so, is there evidence that study design was/will be executed appropriately?

## • **Data Sources (s) [Inappropriate to Appropriate]**

Does the proposal provide evidence of appropriate

use of data sources? Were sufficient data sources and appropriate analysis strategies used to support reported findings?

## • **Conclusions/Interpretations [Ungrounded to Well Grounded]**

Do the results, conclusions, or points of view link back to study purpose(s), perspective(s) or theoretical framework? Are the conclusions based on findings? Are the interpretations well grounded?

## • **Quality of Writing [Unclear/Unorganized to Clear/Well Organized]**

Does the proposal reflect high-quality academic writing that would suggest delivery of a well organized paper, paper discussion, or poster presentation? Are sources used to support statements? Is the proposal well organized?

## • **Contribution to TEA-SIG [Routine to Highly Original]**

Does the proposal add to the knowledge base in research, evaluation, and scholarship in educational leadership preparation and development? Will it contribute to understanding the impact of preparation on leadership practice?

## • **Membership Appeal [Small Audience to Large Audience]**

Assess the potential audience size for this presentation, if it is included in the 2007 AERA annual meeting. IMPORTANT: Rooms are assigned based on projected audience size.

## • **Would You Attend This Session? [No to Yes]**

Rate the probability of your attending this presentation, if it is included in the 2007 AERA annual meeting.

## • **Overall Recommendation [Not Acceptable to Outstanding Proposal/Accept]**

In addition to providing an overall rating of the proposal, please provide comments to assist Program Chair in determining proposal's acceptability in the annual meeting.

AERA now determines SIG session allotments based on size of membership and number of proposals submitted. Through our successful efforts to increase both, our allotment increased by 2 for a total of 9.

# 2007 TEA-SIG Program

The schedule below appears in chronological order from the first session on Monday, April 9 at 12:00 pm to the last on Friday, April 13 at 10:35 am. With the exception of the two paper-discussion sessions Monday afternoon, all TEA-SIG sessions will be held on the third level of The Fairmont Chicago. We look forward to seeing you in Chicago!

## • Paper Discussions (Roundtables): Perspectives on Preparation Processes

Mon, April 9 (12:00 pm–12:40 pm)

Hyatt Regency, Grand Ballroom, Sections C-D North, East Tower, Gold Level

### *Just Thinking, Reflecting and Acting in Schools: Teaching Future Leaders*

Diana Faulkner Ryan (Saint Xavier University)

Susan Katz (Roosevelt University)

### *Preparation to Practice: Establishing the Pathway from Principal Preparation to School Improvement*

Margaret Barber (Lehigh University)

### *Quality, Quantity, or Both? An Educational Leadership Preparation Program's Journey through the Perfect Storm*

Harold Lloyd Holloman (East Carolina University)

William Arthur Rouse (East Carolina University)

Marjorie Ringler (East Carolina University)

Lynn Bradshaw (East Carolina University)

### *Establishing Collaborative School-Family-Community Relationships: An Interdisciplinary Approach to Leadership Preparation*

Madeline Hafner (University of Utah)

### *Journey Mapping in Principal Internship: A Longitudinal Study of Habits of Mind*

Donna Cooner (Colorado State University)

Ellyn Dickmann (Colorado State University)

### *Preparation of School Leadership Using Metaphors to Link Theory and Practice*

Bobbie Greenlee (University of South Florida)

Darlene Bruner (University of South Florida)

## • Paper Discussions (Roundtables): Perspectives on Preparation Outcomes

Mon, April 9 (3:05 pm–3:55 pm)

Hyatt Regency, Grand Ballroom, Sections C-D North, East Tower, Gold Level

### *Who Chooses the Vision for the Principalship? Another Effort to Promote Collaboration and Partnerships*

John Daresh (University of Texas–El Paso)

### *Confronting the Unknown: Principal Preparation Training in Issues Related to Special Education*

Pamela Angelle (University of Tennessee)

Lisa Bilton (University of Tennessee)

### *How Principals Use Emotional Intelligence to Reflect Upon and Improve Their Performance*

Judith Kerrins (California State University–Chico)

Kay Cushing (University of Arizona)

### *How New Principals Solve Problems of Practice*

Faye Patterson (University of Tennessee–Knoxville)

### *Leadership Learning: What Happens after They Get the License?*

Kevin Fahey (Salem State College)

### *Educational Quality Indicators in Principal Preparation: Cues from State Demographics on New Principals*

Patricia Diane Ricciardi (Clemson University)

Jane Clark Lindle (Clemson University)

## • TEA-SIG Business Meeting

Mon, April 9 (6:15 pm–8:15 pm)

The Fairmont, Crystal Room, Third Level

### *Annual Reports by Executive Board*

Chair: Margaret Terry Orr (Bank Street College)

Past Chair: Robert Kottkamp (Hofstra University)

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Program Co-Chair: Edith Rusch (University of Nevada–Las Vegas)

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Virginia Doolittle (Rowan University), Donald

Hackmann (University of Illinois–Urbana–Champaign)

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## 2007 TEA-SIG Program

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### ***Panel Discussion: Special Education Connection through Collaborative Teaching***

Jean Crockett (University of Florida)

Carl Lashley (University of North Carolina–Greensboro)

Matthew Militello (University of Massachusetts–Amherst)

David Quinn (University of Florida)

Andy Tomkins (University of Kansas)

### **• Paper Session: Assuring High-Quality Leadership Preparation: Accountability, Design, Policy, and Program Influences**

Tues, April 10 (12:25 pm–1:55 pm)

The Fairmont, Chancellor Room, Third Level

**Chair:** Ruth Silverberg (City University of New York–College of Staten Island)

**Discussants:** Jane Clark Lindle (Clemson University), William McInerney (Purdue University)

### ***The Development of Leadership Programs that Connect Accountability and Student Achievement with the Internship Experience***

Daniel Reyes-Guerra (Florida Atlantic University)

Meredith Mountford (Florida Atlantic University)

### ***How Preparation Impacts School Leaders and Their School Improvement: Comparing Innovatively and Conventionally Prepared Principals***

Margaret Terry Orr (Bank Street College)

### ***School Administrator Policy Trends and Developments:***

#### ***The Potential for Educational Leadership Programs***

Virginia Roach (George Washington University)

#### ***The Educational Administration Program***

#### ***Coordinator's Role: A Comparison of Coordinators and Department Chairs' Perspectives***

Donald Hackmann (University of Illinois–Urbana–Champaign)

Carolyn Wanat (University of Iowa)

### **• Symposium: International Study of the Preparation of Principals**

Tues, April 10 (2:15 pm–3:34 pm)

The Fairmont, Chancellor Room, Third Level

*This symposium will focus on the findings of the International Study of the Preparation of Principals conducted in Canada, England, Mexico, Scotland, South*

*Africa, Turkey, and the United States. The main research question was: How useful are principal preparation programs to novice principals? Data were gathered in interviews, focus groups and reflective logs. Issues of interest to new principals span across cultures: principal selection, instructional leadership, England-in-service training, relations with external groups, “big picture” leadership, understanding change, and loneliness. National contexts for principals are described, and implications for principal preparation programs and possible areas for future research are presented.*

**Chair:** Charles Webber (University of Calgary)

**Presenters:** Kobus Mentz (North-West University), Michael Cowie (University of Aberdeen, Scotland), Megan Crawford (University of London), Selahattin Turan (Eskisehir Osmangazi University), Charles Slater (California State University–Long Beach), Mike Boone (Southwest Texas State University), Sarah Nelson (Texas State University–San Marcos), Maria Gudalupe De la Colina (Texas State University–San Marcos), Jose Maria Garcia Garundo (Universidad Autónoma del Estado de Hidalgo), Gema Lopes Gorosave (Escuela Normal Estatal), Charles Webber (University of Calgary)

### **• Paper Session: Assuring High-Quality Leadership Preparation: Developmental Partners and Processes**

Wed, April 11 (10:35 am–12:05 pm)

The Fairmont, Chancellor Room, Third Level

**Chair:** Paul Michael Terry (University of South Florida–Lakeland)

**Discussants:** Sandra Harris (Lamar University), Meredith Mountford (Florida Atlantic University)

### ***Principals' Conceptions of Teacher Leadership and Their Own Roles and Techniques in Its Support and Development: Implications for Programs in Educational Leadership***

Rose Rudnitski (State University of New York–New Paltz)

David Gee (State University of New York)

### ***Partners for Inquiry: School and University Collaboration through Focused Observations***

Judy Brody (University of Pennsylvania)

John Weathers (University of Pennsylvania)

Jeanne Vissa (University of Pennsylvania)

### ***Initiating Team Learning through Team Contracts***

Patricia Marcellino (Adelphi University)

### ***Developing Reflective Practice with Students in a***

***Principal Preparation Program Using Strategic Teaching and Assessment***

Michael Silver (Seattle University)

Daisy Arrendondo Rucinski (University of Alabama)

**• Demonstration: Developing Theoretically Grounded Assessment Tools**

Wed, April 11 (2:15 pm–1:55 pm)

The Fairmont, Chancellor Room, Third Level

*NCATE and ELCC Standards for accrediting leader preparation programs include a call for assessing knowledge, skills and dispositions for leadership. However, dispositions, in particular, are hazily defined and frequently regarded as being difficult to measure. This session explores one program's systematic processes for addressing dispositions as well as the development of an instrument for identifying and assessing dispositions at formative and summative points in the leadership preparation program. Assessment data from the instrument as well as student focus group and interview data collected in response to the instrument will be shared. Audience members will self assess with the instrument and respond to a sample student profile on the instrument in a hands on activity.*

**Chair:** Janice Fauske (University of South Florida)

**Presenters:** Judy Carr (University of South Florida–Sarasota/Manatee), Lenford Sutton (Florida A&M University)

**• Paper Session: Preparing Effective Educational Leaders: Developing Dispositions for Successful Practice**

Thurs, April 12 (10:35 am–12:05 pm)

The Fairmont, Chancellor Room, Third Level

**Chair:** Brenda LeTendre (Pittsburg State University)

**Discussants:** Patrick Jenlink (Stephen F. Austin State University), Ellen Eckman (Marquette University), Leslie Hazle Bussey (Saint Louis University)

***Using Research to Lead School Improvement: An Example of Performance-Based Redesign***

Scott Bauer (George Mason University)

***Developing Social Justice Attitudes and Skills in Educational Leadership Candidates***

Linda Kight Winter (Winthrop University)

***Aspiring Leaders Addressing Issues of Diversity and Social Justice Facing Schools***

Darlene Bruner (University of South Florida)

***Insight in Educational Administration Theory and Practice***

Richard Jacobs (Villanova University)

**• Symposium: Teaching Action Research in the EdD in Educational Leadership—Challenges and Dilemmas**

Fri, April 13 (10:35 am–12:05 pm)

The Fairmont, Chancellor Room, Third Level

*This interactive symposium will stimulate a lively discussion on the issues surrounding Action Research. EdD degrees typically require some sort of capstone experience that includes “research” in some form. What that experience is intended to be is often less clear than, for example, the expectations of a standard PhD program/dissertation. Action research is both a research methodology and a stance toward professional practice. It results in professional and organizational learning and it generates knowledge that can be both recycled into the practice setting and disseminated to other practitioners. As perhaps never before, educational leaders are charged with the creation and fostering of cultures of inquiry in schools.*

**Chair:** Margaret Grogan (University of Missouri–Columbia)

**Discussant:** Robert Donmoyer (University of San Diego)

***Challenges of Advisement, Colleague Acceptance, and the Necessary Transformative Andragogies***

Margaret Grogan (University of Missouri–Columbia)

Joe Donaldson (University of Missouri)

***Teaching the Practitioner-Scholar: The Potential of Action Research***

Gary Anderson (New York University)

Kathryn Herr (Montclair State University)

***Collaborative Action Research and How to Teach the Necessary Skills for It***

David Marsh (University of Southern California)

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**From the TEA-SIG Chair, Terry Orr**

*Continued from page 5*

preparation can make a difference for how our graduates lead schools and districts, fostering effective education for all children.

Sincerely,

Terry Orr

Chair, TEA-SIG (soon to be LTEL-SIG) and Faculty,  
Bank Street College of Education

# Our New Name: Learning and Teaching in Educational Leadership

In Fall 2006, the TEA-SIG membership overwhelmingly approved a name change from Teaching in Educational Administration (TEA) to Learning and Teaching in Educational Leadership (LTEL). The change will become official once the AERA SIG Executive Committee approves it at their meeting on Monday, April 9th. The proposal to change the name carried with 77 members voting yes and 4 members voting no. This

represents votes from approximately 35% of our membership. If you are already a member of the SIG, please be sure to renew your membership if you haven't already done so. If you are not a member, why not become one today! This newsletter, for example, is one of many good reasons why you should continue your SIG membership, encourage others to join or join yourself.

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## TEA-SIG Outstanding Service to the Profession Award

The Teaching in Educational Administration Special Interest Group (TEA-SIG)—soon to be the Learning and Teaching in Educational Leadership Special Interest Group (LTEL-SIG)—will give a new award beginning with this year. The Outstanding Service to the Profession Award will be awarded biennially (in odd-numbered years) to recognize a distinguished record of service to

the field related to learning and teaching in Educational Leadership & Administration. The recipient will receive recognition in the form of a monetary award in the amount of \$300 and a plaque, which will be presented during the TEA-SIG annual business meeting at the American Educational Research Association annual meeting in April.

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## TEA-SIG Graduate Student Membership

**Shari Hoffman**, Graduate Student Representative  
University of Nebraska–Lincoln

One of the TEA-SIG Executive Committee's goals this year is to increase graduate student participation. Another goal is to foster student members as future leaders in educational leadership preparation and development. In support of these goals, I was selected as an interim non-voting graduate student representative on the Executive Committee. My role is two-fold: to represent graduate students on the TEA-SIG Executive Committee and to serve as a liaison of the TEA-SIG to the AERA Graduate Student Council. I am asking your help in encouraging graduate students at your institution to consider actively participating in TEA-SIG. The benefits are worth their efforts.

One benefit is participation in AERA. It provides graduate students opportunities for professional growth and development through the Graduate Student Council (GSC). The council consists of student representatives from each of the divisions. Division representatives serve as the student voice within AERA. The GSC is the direct link for students to AERA activities.

GSC also serves as a principal network for students. The council disseminates information through hosting forums and sessions at AERA conferences on specific topics of interest for graduate students. At this year's AERA conference in April, the Division A student representative is hosting a panel discussion on teaching in educational administration. GSC initiates dialogue pertaining to academic life and obstacles that arise as students progress through their programs. The council publishes a quarterly newsletter on important topics to graduate students. Its primary purpose is bringing graduate students together who have similar interests and concerns as they transition to professional researchers in their specialized areas.

For graduate students whose specialized area is educational leadership preparation and development, AERA's TEA-SIG is the membership for them.

*Continued on page 12*

# Select Findings from the Indiana Principal Preparation Mapping Study

**Bill Black**, Indiana University–Indianapolis  
**Justin Bathon**, Indiana University–Bloomington

Over the course of the past year, the Indiana Department of Education’s Center for School Improvement and Performance, with support from the Wallace Foundation, funded a study of all 17 Indiana Department of Professional Standards approved building-level leadership preparation programs. The comprehensive “state-of-the-state” mapping study engaged in a form of collaborative evaluation research conducted with leadership preparation program representatives, state education officials and professional association representatives. The study was housed at Indiana University–Indianapolis (IUPUI) and was led by Bill Black, Justin Bathon, and Betty Poindexter. The primary data collection and analysis consisted, primarily, of two parts: an investigation into program completion placement rates over a five year (2001–2005) period and program-level characteristics. Cross accessing and cross referencing two separate state datasets on new building-level licensures with employment data allowed us to access a full sample of institutional production data and descriptively analyze it across demographic variables (such as race, gender, and teaching experience) and placement information (type of placement: classroom personnel, assistant principal, and principal at primary versus secondary schools, and location of placement: Rural to urban, proximity to principal preparation program). The program narrative inquiry instrument was designed to capture and explain multiple principal preparation program characteristics. Built upon previous work by Pounder and Hafner in Utah it called upon program representatives to construct narrative responses and provide accompanying documentation. The responses from programs varied in quality, but we did receive over 1500 pages of responses and accompanying evidence from every state accredited program and systematically attempted to triangulate program responses with website information and other publicly available data. As a type of appetizer to the main course of the full study, we are highlighting selected findings in this newsletter:

- There has been a rise in the numbers of building-level administrative licenses granted in Indiana, from 368 in 2001 to 435 in 2005 (an 18.2% rise). Yet, the total number of employed school administrators in the state of

Indiana has remained relatively constant; growing very slightly from 3,147 in 1998 to 3,312 (less than 5% growth) in the 2005–2006 school year.

- The number of building-level leadership preparation programs has increased from 10 to 17 since 2001, with 5 of the 7 new programs expressing a faith-based orientation.
- While more programs have been approved, there has been a trend towards fewer programs accounting for a larger percentage of production. In 2005, three programs produced exactly half of all initially licensed building-level administrators in the state.
- Indiana’s preparation programs have a placement rate over the period beginning in 2001 and ending in 2005 of slightly over 50%. The programs with the highest placement rate over this period placed only two-thirds of graduates in administrative positions.
- There is a slightly higher majority of women candidates (51%) in preparation programs. However, licensed women completers could only find administrative employment, over the period mentioned above, 51% of the time; whereas men found administrative employment at a 64% rate. Further, during the period mentioned, women constituted 64% of new elementary principals but only 25% of high school principals.
- There is a dearth of minority candidates in the building-level leadership programs as well as in the faculty responsible for their education. For the cohort of newly licensed principals in the period mentioned above, only 8.7% were minorities. However, the teaching force in Indiana is only 5.5% minority, while the student population is 12% Black, and 6% Latino. For the program reported faculty demographics, only 6.5% were represented as minority.
- Programs accept almost all candidates that apply. Five programs reported a 100% acceptance rate and all but one program reported an acceptance rate over 80%. Further, most programs report that accepted

*Continued on page 12*

## Select Findings from the Indiana Principal Preparation Mapping Study

*Continued from page 11*

candidates complete the program at a very high rate. Finally, nearly all candidates pass the School Leaders Licensure Assessment, with most programs reporting 100% passage rates.

- Most programs structure field-based activities for students throughout the program. During the formal internship or practicum, programs' contact hours varied five-fold, from 60 to 300 hours.
- While the majority of courses are still offered on university campuses, there is a trend toward offering instruction off-site and through distance education technologies, particularly in the expanding programs.
- Adjunct faculty comprise nearly 50% of all reported program faculty, while full-time tenure track faculty constitute 20 percent of all faculty and full-time non-tenure track faculty (clinical faculty) constitute 15% of faculty. The remaining faculty are shared with other programs, most typically teacher education. In the state as a whole, there were only seven tenure track assistant

professors. Leadership preparation faculty in Indiana have significant amounts of leadership experience in schools, particularly as principals and superintendents.

- Program candidates were largely responsible for their own internship experience. All but two programs reported the candidate was solely responsible for site selection, and only 30% of programs reported providing any direct assistance in selection of the site supervisor.
- Faculty at 3 out of the 17 programs generated the vast majority of publication, research, and grant activity.

Many other more detailed findings will be provided in the full report, which will be finished very soon. As the report is published, we hope to have our collaborative research processes translate into meaningful self reflection by school leadership preparation programs in Indiana and other states. This is already occurring at our home, Indiana University. We can be reached at [wblack@iupui.edu](mailto:wblack@iupui.edu) and [jbathon@indiana.edu](mailto:jbathon@indiana.edu) if you wish to receive more information.

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## TEA-SIG Graduate Student Membership

*Continued from page 10*

Through TEA-SIG, a wealth of opportunities is available to student members. TEA-SIG is collaborating with the UCEA, Division A of AERA, and NCPEA in a joint research taskforce on educational leadership preparation also known as the Research Taskforce. The TEA-SIG is also collaborating with UCEA in evaluating leadership preparation programs also known as the Evaluation Taskforce. One result of this endeavor is generating a database that graduate student members may have access to in the coming year to conduct studies addressing leadership preparation program effectiveness. In addition, SIG-TEA presents an outstanding dissertation award yearly.

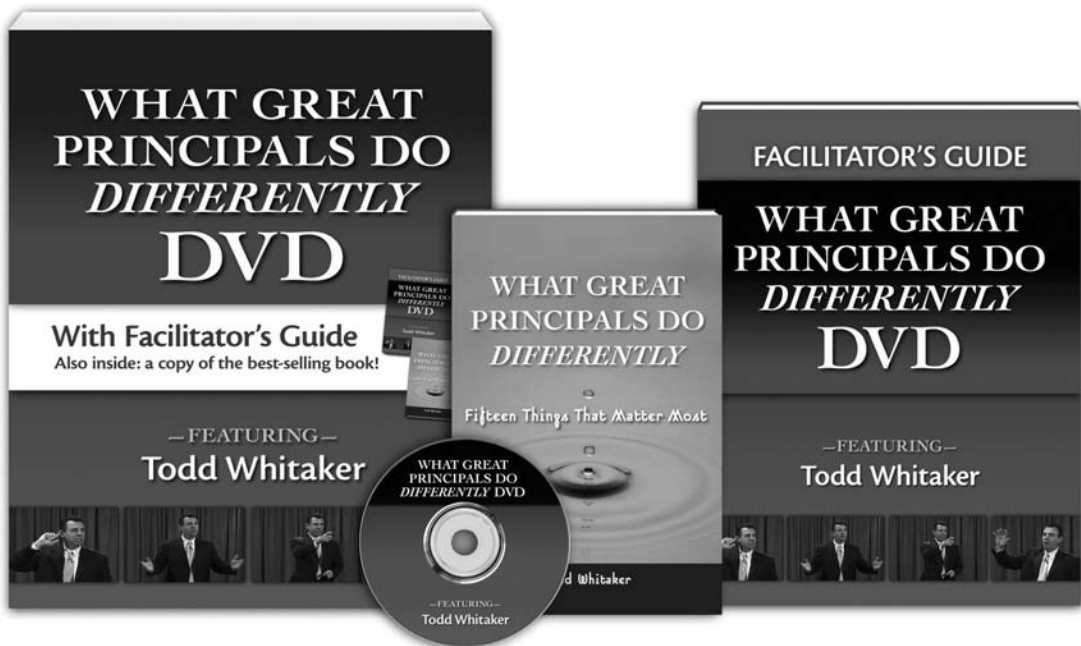
TEA-SIG encourages and supports graduate students to attend conferences, seminars, and institutes hosted by AERA, as well as UCEA and NCPEA. Through these organizations, students have access to the latest job postings and a handbook on job search techniques. UCEA's Barbara L. Jackson Scholars Network and the David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy,

sponsored by UCEA, Division A of AERA and Corwin Press, are additional opportunities TEA-SIG graduate student members are encouraged to pursue.

The most important benefit of TEA-SIG membership to graduate students is the relationship-building opportunities with researchers and professors in the educational leadership development field from a variety of higher education institutions. As TEA-SIG members, graduate students can commence to build a network of support and connections that may lead to future professional opportunities after graduation.

I ask that you encourage graduate students to consider joining TEA-SIG. The benefits of membership are evident in all that TEA-SIG has to offer them.

The editors invite suggestions for content for the Spring issue of the TEA-SIG Newsletter. If you have material you think would be appropriate for the SIG audience, please contact Allison Borden at [aborden@unm.edu](mailto:aborden@unm.edu).



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**Dr. Todd Whitaker** is Professor of Educational Leadership at Indiana State University. A former principal, he has written 10 books and is internationally recognized as an inspirational and distinguished speaker.



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# ***New ideas...Practical approaches...***

## **LEAD WITH ME:**

### **A Principal's Guide to Teacher Leadership**

**Gayle Moller and Anita Pankake**

*Western Carolina Univ. and Univ. of Texas—Pan American*

2006, 232 pp. paper 7025-8 \$34.95

Explains the skills needed by teacher leaders and suggests ways principals can provide opportunities for teachers to learn these skills. Demonstrates specific actions principals can take to create the conditions under which teacher leadership can thrive. Topics include—

- Ushering in a New View of Leading and Learning
- Distributing Power and Authority
- Creating a Context of Support for Teacher Leaders
- Sustaining Teacher Leading and Learning

## **COUNTDOWN TO THE PRINCIPALSHIP:**

### **A Resource Guide for Beginning Principals**

**O'Rourke, Provenzano, Bellamy, and Ballek**

2007, 248 pp. paper 7031-2 \$39.95

Displays tools and templates for planning, organizing, and monitoring a beginning principal's daily tasks. The templates can also be downloaded from Eye On Education's web site and they include—

- letter of introduction to your staff • planning calendar
- homework policy • letter to community partners • staff meeting agenda • data analysis handout • planning for student-parent orientation • and many more

## **SMART, FAST, EFFICIENT:**

### **The New Principal's Guide to Success**

**Leanna Stohr Isaacson**

*Stetson University*

2006, 242 pp. paper 7016-9 \$34.95

For a newly appointed principal or assistant principal, this book describes the skills and talents necessary to meet the demands on today's school leaders. It provides step-by-step details about what to do, when to do it, and how to do it.

Each chapter includes—

- Survival Tips (practical, savvy advice)
- When Do I Begin? (to help new principals plan and schedule)
- practical advice based on the realities of school leadership
- and more

## **THE ADMINISTRATOR'S GUIDE TO SCHOOL-COMMUNITY RELATIONS**

**Second Edition**

**George E. Pawlas**

*University of Central Florida*

2005, 336 pp. paper 7005-3 \$39.95

Offers practical tips and illustrated examples of handy ideas for—

- preparing successful newsletters, memos and other forms of written communication
- improving relationships with faculty, staff, and students
- using the media
- enhancing parent and family involvement
- working with other members of the community and local businesses
- dealing with crisis situations

## **INSTRUCTIONAL SUPERVISION:**

### **Applying Tools and Concepts, Second Edition**

**Sally J. Zepeda, University of Georgia**

2007, 384 pp. hardcover 7041-X \$74.95

The new edition of this successful text provides a large set of tools and strategies to help supervisors work effectively with teachers. The revisions include—

- new details on how instructional leaders implement ELCC standards
- expanded coverage of informal classroom observations with additional tools
- new material on dealing with marginal teachers and professional development

## **STANDARDS FOR**

## **INSTRUCTIONAL SUPERVISION:**

### **Enhancing Teaching and Learning**

**Edited by Stephen P. Gordon, Texas State University**

2006, 150 pp. paper 7011-8 \$29.95

The standards in this book will enhance teaching and learning. The list of the book's contributors reads like a "Who's Who" in the field of instructional supervision. These standards are specific yet flexible, and each set includes professional development activities.

## **THE INSTRUCTIONAL LEADER'S GUIDE TO INFORMAL CLASSROOM OBSERVATIONS**

**Sally J. Zepeda, University of Georgia**

2006, 132 pp. paper 7010-X \$29.95

This short and practical book is for principals, assistant principals, department chairs, teacher leaders, and other instructional leaders. It showcases 23 school-tested tools to help leaders succeed in their classroom walk-throughs and other informal classroom observations. It also provides tools to help leaders engage teachers in discussion and reflection.

## **WHAT GREAT PRINCIPALS DO DIFFERENTLY:**

### **15 Things that Matter Most**

**Todd Whitaker, Indiana State University**

2002, 130 pp. paper 647-0 \$29.95

This best selling book blends school-centered studies with the author's experiences working with hundreds of administrators. It reveals the 15 qualities and practices of great principals which elevate them above the rest. Topics include—

- Its People, Not Programs • Standardized Testing • Base Every Decision on Your Best Teachers • Make It Cool to Care • Set Expectations at the Start of the Year

## **TRANSFORMING SCHOOL LEADERSHIP WITH ISLLC AND ELCC**

**Neil J. Shipman, J. Allen Queen & Henry A. Peel**

*Univ. of North Carolina, UNC Charlotte and East Carolina Univ.*

2007, 208 pp. paper 7034-7 \$34.95

Authoritative and practical, this book provides knowledge and tools to help principals-in-training apply the ISLLC and ELCC standards. Each chapter contains a research-based discussion along with suggested activities, assignments and case studies.

# Textbooks for your courses...from Eye On Education

## THE PRINCIPAL'S PURPOSE: A Practical Guide to Moral and Ethical School Leadership

Leanna Stohr Isaacson, *Stetson University*  
2007, 200 pp. paper 7048-7 \$34.95

Filled with "Survival Tips" to help school leaders triumph over ethical and moral dilemmas. Each chapter is organized in a practical way—When Do I Begin? What Should I Do? How Should I Do It?

## SCHOOL-COMMUNITY RELATIONS, 2nd Edition

Douglas J. Fiore, *Virginia Commonwealth University*  
2006, 320 pp. hardcover 7022-3 \$74.95

This practical textbook covers school-community relations at both the district and school levels. It demonstrates how to—

- collect and analyze data on public perceptions
- prepare a school-community relations plan
- work effectively with parents and other key members of the school's "external" publics
- open up to their "internal" publics—students, teachers, clerical staff, etc.
- improve relations with the media
- plan for crisis situations

## MONEY AND SCHOOLS, 3rd Edition

David C. Thompson and R. Craig Wood  
*Kansas State University and University of Florida*  
2005, 410 pp. hardcover 7003-7 \$74.95

Authors David C. Thompson and R. Craig Wood are award-winning scholars of school finance who also served as public school administrators. Their new third edition places school finance in the context of both the NCLB legislation and the ISLLC standards. Topics include—

- Schools, Values, and Money • A Policy Perspective
- Accountability and Professionalism • Basic Funding Structures
- Legal Liability • Budgeting for Personnel • Budgeting for Instruction • Budgeting for Student Activities • Budgeting for Capital Outlay, Maintenance, and Operations • Budgeting for Transportation and Food Service

## HUMAN RESOURCES ADMINISTRATION: A School-Based Perspective, 3rd Edition

Richard E. Smith, *Seattle Pacific University*  
2005, 375 pp. hardcover 684-5 \$74.95

This textbook provides easy-to-read lists, sample forms, and summary charts. Each chapter in the new third edition opens with the ISLLC standards covered in that chapter. Topics include—

- Strategic Human Resources Planning • Recruitment
- Selection • Orientation and Induction • Supervision and Evaluation • Assisting the Marginal Teacher • Staff Development
- Collective Bargaining • Legal Issues

## SCHOOL LEADER INTERNSHIP: Developing, Monitoring, and Evaluating Your Leadership Experience Second Edition

Gary Martin, William Wright, Arnold Danzig  
Richard A. Flanary and Fred Brown

*Northern Arizona Univ., Ariz. State Univ., NASSP and NAESP*  
2005, 164 pp. paper 7009-6 \$39.95

Included in the second edition are new activities covering ISLLC, NCATE, ELCC, NAESP, NASSP, NCLB, and IDEIA standards. You and your interns select from a large list of suggested experiences and activities in such areas as—

- Staff Development
- Student Evaluation
- Parent Involvement
- Transportation
- Technology
- Finance
- Student Discipline
- and more.

Joining the author team for this edition are Richard A. Flanary, Director of NASSP's Dept. of Prof. Development Services, and Fred Brown, NAESP's Assoc. Exec. Director of Professional Services. The Foreword was written by Vincent L. Ferrandino and Gerald Tirozzi, Executive Directors of the NASSP and NAESP.

## INTRODUCTION TO EDUCATIONAL ADMINISTRATION: Standards, Theories, and Practice

Douglas J. Fiore

*Virginia Commonwealth University*

2004, 320 pp. hardcover 663-2 \$74.95

This comprehensive textbook presents theories and concepts in the context of the ISLLC standards. It reveals the real world of practicing school administrators. Topics include—

- Leading Others Through a Common Purpose
- Nurturing the Instructional Program
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## Feature Article...

# *Education: A “Profession” in Search of a Practice*

**Richard F. Elmore,**

*Graduate School of Education, Harvard University*



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