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Leadership and Democracy in Schools

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Democracy has not always been a favorite word for right- or left-wingers. At the height of the 1960s many flaming radicals disparaged democracy as a bourgeois virtue, which must be transcended by a truly participatory democracy. And the right wing has its suspicions, too, that democracy is just a gimmick for either “elite” or “mob” rule— depending on which Right one has in mind. But, I take it as a blessing that probably most of our politicians and fellow citizens think it is a good thing, and that our particular arrangement is worth preserving, nourishing, and maybe revising on occasion. Few worry much about defining it. We rest on “knowing it when we see it.” And that’s not such a bad way to come at it.

The one institution that one might imagine is required to define it, explore it, and help us to recognize it when we see it might be our public schools. They are the only institution that might have to ask that as part and parcel of their essential duties. What else and who else could we count on to prepare every 18 year old for his or her first act as a citizen— voting— and his/her second act— serving on a jury. Not to mention all the ways to act as a citizen that lie in-between.

We are not a democracy, a friend recently declared about the US system. After all, it takes two-thirds to make laws, not a majority, and one citizen in Montana is worth many times as one in Connecticut. What is democratic about that?

I turned to a second friend who runs a democratic school whose rules require a consensus on most matters (not a

majority), and two-thirds on others! “So, why do you copy such features of our system?” I asked. His answers were illuminating.

Why should everyone— regardless of expertise— have one vote? Why only those over 18 (once 21)? Why are states allowed to take the right to vote away from some citizens? Why and when is consensus democratic, and how can democracy be served by having rules that require more than a majority? Aren’t these matters worth arguing about? And, at least uncovering and making transparent on the way to full citizenship?

And can schools undertake such tasks “objectively”? Must they promise to promote democracy, not just “study it”? And can they do either if they are not exploring it in practice? To start with, why aren’t school principals elected? Does the idea seem shocking and, if so, why? Of course, we would have to figure out who should be included in the electorate. Maybe just return to the title of “head teacher” and have the teachers decide it. Wouldn’t it be interesting if all the constituents— or maybe just

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LTEL-SIG Executive Committee, 2009–2010

Chair:	Tricia Browne-Ferrigno (<i>University of Kentucky</i>)
Past Chair:	Margaret Terry Orr (<i>Bank Street College</i>)
Program Chair:	Bill Black (<i>University of South Florida</i>)
Program Co-Chair:	Matt Militello (<i>North Carolina State University</i>)
Secretary:	Liz Hollingworth (<i>University of Iowa</i>)
Treasurer:	Pamela Tucker (<i>University of Virginia</i>)
Newsletter Editor:	Allison Borden (<i>University of New Mexico</i>)
Associate Newsletter Editor:	Stacey Edmonson (<i>Sam Houston State University</i>)
At-Large Members:	Arnold Danzig (<i>Arizona State University</i>) Beverly Irby (<i>Sam Houston State University</i>) Augustina Reyes (<i>University of Houston</i>)
Graduate Student Rep:	Julie K. Shepherd (<i>University of Iowa</i>)
Web Content Manager:	Scott Bauer (<i>George Mason University</i>)

Leadership and Democracy in Schools

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those over 18—had to sit down and work out a constitution for their school? Like designing a board game, you can soon tell what doesn't work when you actually play it. It is hard to see the pitfalls only by thinking it through—especially as we are not all good at every form of thinking. So actually living by a set of rules about who decides what, when, how, and where comes best to life when it is real. Then consensus vs. voting, two-thirds versus majority, and separating powers, begin to seem credible, reasonable or at least understandable.

The same may also be said for issues about the power gap between some voters and others, the limits of expertise, and the time democracy takes to engage in; as well as the information all parties need access to—not just the principal. When I, with the best of intentions, kept secrets from parents or staff I was thinking of their comfort and well-being, and my assessment of my own ability to better get what we wanted by keeping issues close to the vest versus opening them up to a wider public decision-making process. I got a feel, in the process, of how easy it is to slip into authoritarian habits, holding secrets, feeling unfairly judged, and so on. The life of Central Park East Secondary School (CPESS), the high school I was principal of in NYC, and of Mission Hill, the K–12 school I founded in Boston, was built around a written agreement—our own bill of rights and governing policies. We wrote our governing structure down on paper—although in the case

of CPESS it had no official standing. In both cases, we agreed that the only “extra” power I had was to veto—temporarily—any action proposed that would in my judgment endanger a child's safety, or the school's fiscal integrity. I argued that these were my legal responsibilities to which only I would be held accountable. Even then, we agreed, that if the staff still disagreed with me at the next official meeting they could call for mediation on the issue. In my twenty plus years living under such a system there was never a circumstance that led to such a veto.

But, there are all kinds of risks involved.

In both cases my colleagues were largely very experienced, and had been originally hired with my support. What if they had been mostly inexperienced teachers? Suppose I had been appointed to a school without the approval of the faculty? In short, what other changes would be needed to allow such democracy to exist? What decisions would be delegated to parents, students or “just the faculty”—or the whole staff? Would there be a body of representatives from all constituents to oversee the broader policies and decisions? What role would the city or state have in such an arrangement? We experimented with these at Mission Hill, as did all of the Pilot Schools started in the late 1990s by the local teacher's union and Boston's management.

What kind of professional training would teachers applying for such jobs need? Would it be possible to step

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Message from the SIG Chair

Tricia Browne-Ferrigno, University of Kentucky
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The LTEL-SIG accomplished several important administrative tasks this year. First, the SIG now has two awards sanctioned by the AERA (see table below). The **Distinguished Faculty Achievement Award** is the result of merging the former Distinguished Research Award and former Outstanding Service Award, which were awarded biennially according to an even- or odd-numbered year cycle. The faculty award, which can be given annually, recognizes a significant contribution made by a professor to the broad field of educational leadership and administration preparation and development through moving forward practice, policy or research aligned with LTEL-SIG's purposes. The **Robert Kottkamp Outstanding Dissertation Award** recognizes a recent doctoral graduate as well as her or his dissertation advisor for research, evaluation, or scholarship that aligns with the LTEL-SIG goals, mission, and purpose research. The dissertation, successfully defended during the previous calendar year, may investigate educational leadership preparation and development programs, assess the impact of preparation on leadership practice, examine policy issues related to state or national leadership standards assessment and credentialing, or contribute through disciplined inquiry to the knowledge base about learning and teaching in educational leadership. The dissertation award also recognizes the contributions by former SIG Chair **Robert Kottkamp** (emeritus professor at Hofstra University) and co-founder of the UCEA/LTEL-SIG Taskforce on Evaluating Leadership Preparation Programs.

The AERA Executive Board, however, did not support our request to sanction the **Outstanding Dissertation Proposal Grant Award**. The consensus was that AERA-

sanctioned awards should only be conferred in recognition of completed exemplary scholarship, research, or service.

The second important administrative task was the creation of the 2010 LTEL-SIG program, a process accomplished with some new twists. Last year AERA required all Divisions and SIGs to convene reviewer panels composed of individuals selected from those who volunteered as proposal reviewers and individuals with unique expertise invited to serve as panelists by program chairs. The AERA Council also approved a total allocation of 1,000 paper and symposia sessions for all divisions and SIGs for the 2010 and future annual meetings. To assure that each unit may offer participation opportunities to presenters in 2010 as compared to 2009, each unit received additional allocation of presentations delivered as roundtable or poster sessions. Thus, many proposals that previously may have been accepted as formal presentations will be delivered through informal discussion sessions. I commend Program Chair **William Black** (University of South Florida) and Program Co-Chair **Matt Militello** (North Carolina State University) for their collaborative efforts in developing an outstanding 2010 program (see pp. 5–7 in this Newsletter) and thank all proposers, review panelists, session chairs, and discussants who contributed to the program in a variety of ways.

Another important administrative task completed in 2009 was submission of revised Bylaws to the AERA SIG Executive Committee for review. This effort spanned three

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Distinguished Faculty Achievement Award

- Recognize distinguished record of excellence in research or service aligned to work and purposes of LTEL- SIG
- Nominator must be LTEL-SIG member
- Recipient recognized at annual business meeting
- Recipient recognized at annual meeting and receives a plaque and \$300 check
- Nomination submission deadline: **January 31**

Robert Kottkamp Outstanding Dissertation Award

- Recognize outstanding dissertation research aligned with work and purposes of LTEL- SIG
- Dissertation must be completed during calendar year previous to award year
- Nominator must be LTEL- SIG member
- Recipient and chair recognized at annual meeting
- Recipient receives a plaque and \$300 check
- Nomination submission deadline: **January 31**

Message from the SIG Chair

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years and required multiple revisions to meet AERA standard format requirements and changed content concerning LTEL-SIG awards and election process. Once the SIG Executive Committee and AERA Council approves our draft, the Bylaws will be presented as a membership referendum as part of the AERA annual election. Although many SIG officers and members have contributed in various ways to this effort, Past Chair **Margaret Terry Orr** (Bank Street College) assumed major responsibilities.

The composition of the LTEL-SIG Executive Committee will once again change during the 2010 business meeting, some due to annual elections conducted in January and others due to term limitations of appointed officers. We look forward to introducing the new Executive Committee to the members during our business meeting **Saturday, May 1 (6:15-7:45 PM) in the Sheraton Denver, Governor's Square 12**. At this time I would like to recognize and thank Treasurer **Pam Tucker** (University of Virginia) and Member At Large **Arnold Danzig** (Arizona State University) for their two years of service as elected officers and Webmaster **Scott Bauer** (George Mason University) for his service over the past three years as an ex officio member of the LTEL-SIG Executive Committee.

Recognition and thanks likewise go to **Allison Borden** (University of New Mexico) who served on the Executive Committee for four continuous years, first as Newsletter Associate Editor and then as Newsletter Editor. During her service the front-page header on the newsletter changed from *Teaching in Educational Leadership* to *Learning & Teaching in Educational Leadership* to reflect the changed SIG name and expansion in size thanks to the generous support of **Robert Sickles** (Eye on Education) and his staff who publish and mail our newsletter. To assure a seamless transition, Associate Newsletter Editor **Stacey Edmonson** (Sam Houston State University) will assume responsibilities as the Editor, and a new Associate Editor will be appointed.

Margaret Terry Orr (Bank Street College) has served six continuous years on the Executive Committee, first as Chair and then as Past Chair. Terry's contribution to our SIG—and the field at large—are considerable, evidenced by her many articles in our Newsletter and other outlets, her leadership in co-founding and moving forward the UCEA/LTEL-SIG Taskforce on Evaluating Leadership Preparation Programs, and her recognition as the 2008 LTEL-SIG Distinguished Researcher Award recipient for

her record of excellence in research related to leadership preparation and development. It has been an incredible honor for me to work closely with Terry in service to our SIG and several other ventures. Many thanks, Terry!

The term of office for the LTEL-SIG Chair is three years, which means I shall “pass the gavel” to our new chair during the business meeting in Denver. This location has special meaning for me because I was awarded my doctorate at the University of Colorado Denver, located a few blocks from our meeting site. My involvement in the SIG and Taskforce emerged through invitations by my doctoral studies mentor **Rodney Muth** (University of Colorado Denver). He invited me to participate with him in the pre-conference session hosted by Bob Kottkamp and Terry Orr during the 2001 UCEA annual meeting and then later the TEA SIG business meeting during the 2002 AERA annual meeting. Attending both events influenced my research agenda and enriched my personal and professional life through opportunities to meet and work with incredible individuals and groups. I encourage all LTEL-SIG members to invite someone—particularly doctoral students and new faculty—to attend our 2010 business meeting and to join our SIG.

Most especially, I thank you for electing me to serve as the LTEL-SIG Chair these past three years—it has been a tremendous honor for me. I hope that I have served you and our organization well. I look forward to continuing to support the SIG as Past Chair during the next three years and seeing many of you soon in Denver.

Leadership and Democracy in Schools

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into such a situation if one had never experienced it? We thought it unlikely and so the Pilot Schools as a group initiated a program with Northeastern University to train future Pilot School leaders. It included at least one year of apprenticeship in a Pilot School, as well as close professional guidance from the school's principal. That involved at least weekly meetings that included shared readings or reviewing events together; it also involved taking some special courses that could best be delivered outside of the school, and regular meetings with the program's leaders and the other principals in training. The program, called PRN, has made an important difference in the sustainability of these schools. More than half of the Mission Hill teachers went “through” the

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2010 AERA Program LTEL-SIG

PROGRAM

Roundtable Session: Addressing the Micropolitical Imperative in Leadership Preparation: Context and Strategies

Sat, May 1, 8:15 am–9:45 am; Place: Sheraton Denver, Grand Ballroom Section 2

Chair: Autumn K. Tooms (Kent State University)

The Neo-Bureaupolitical Engineer and the Micropolitics of Effective School Leadership

Eugene T.W. Sanders (Cleveland Metropolitan School District),
Judy Jackson May (Bowling Green State University)

Engaging Education Leadership Students in Micropolitical Simulations of School and Community Dynamics

Kathleen S. Brown (University of Missouri—St. Louis)

And the Band Played on ... Almost

Ann M. Allen (The Ohio State University)

Developing Micropolitical Competencies Through Issue Memos

Kathleen Topolka Jorissen (Western Carolina University)

Symposium: Rethinking Leadership Preparation by Leveraging Institutions and Sharing the Work: Lessons in District-University Consumer Action from Multiple Case Studies

Sat, May 1, 10:35 am–12:05 pm; Place: Sheraton Denver, Plaza Court 7

Chair: Mary Catherine Mattis (The Wallace Foundation)

Discussant: Mary Catherine Mattis (The Wallace Foundation)

Discussant: Beatriz Ceja

The Discerning Customer Approach: How One District Is Reshaping Multiple Universities' Preparation Programs

Margaret Terry Orr (Bank Street College of Education),
Michelle LaPointe (REL-NEI at EDC)

Starting From Scratch: Designing a District-Based Leadership Preparation Program From the Ground Up

Margaret Terry Orr (Bank Street College of Education),
Jacob Easley II (Mercy College)

Can One Plus One Equal One? How a University and an Urban School District Work Together to Prepare Education Leaders

Carolyn J. Riehl (Teachers College, Columbia University),
Jacob Easley II (Mercy College)

Extending the Path to the Principalship: One District's Efforts to Build Leadership Capacity Through Post-Preparation Leadership Development

Margaret E. Barber (Lehigh University),
Tricia Browne-Ferrigno (University of Kentucky)

Successful Principal-Making Collaborations: From the Perspective of a University Partner

Tricia Browne-Ferrigno (University of Kentucky)

Paper Session: Educational Leadership Program Characteristics, Pedagogy, and Values

Sat, May 1, 4:05 pm–5:35 pm; Place: Sheraton Denver, Plaza Court 7

Chair: Matthew C. Militello (North Carolina State University)

Discussant: Nona A. Prestine (The Pennsylvania State University)

Attitudes, Values, Beliefs, and Satisfaction of Educational Leadership Faculty Members, 1972–2008

Donald G. Hackmann (University of Illinois),
Martha M. McCarthy (Indiana University)

Examining the Complexities of Curricular Reform in the Education Doctorate

Nancy J. Perry (Arizona State University),
Audrey Amrein-Beardsley (Arizona State University),
David L. Carlson (Arizona State University),
Teresa L. Folger (Western Carolina University),
Kate Olson (Arizona State University),
Debby M. Zambo (Arizona State University)

Toward an Equity-Based Pedagogy for Preparing Leaders for Equitable Schools

Patrick M. Jenlink (Stephen F. Austin State University)

Leading Schools in Our Changing World: Employing Adult Learning and Interpersonal Leadership for Adaptive Challenges

Eleanor E. Drago-Severson (Teachers College, Columbia University),
Patricia Maslin-Ostrowski (Florida Atlantic University),
Alexander Mishra Hoffman (Teachers College, Columbia University)

Business Meeting: Learning and Teaching in Educational Administration SIG Business Meeting

Sat, May 1, 6:15 pm–7:45 pm; Place: Sheraton Denver, Governor's Square 12

Roundtable Session: The Knowledge We Need, the People We Have

Sun, May 2, 8:15 am–9:45 am; Place: Sheraton Denver, Grand Ballroom Section 2

Chair: Augustina Reyes (University of Houston)

Barriers to Effective Teacher Leadership in the Rio Grande Valley

Shirley J. Mills (University of Texas—Pan American),
Janine M. Schall (University of Texas—Pan American)

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2010 AERA Program

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Advocates as Linkage in Urban School Services: Implications for Leadership Development

Jo Bennett (Wichita State University)

Hidden Expert Knowledge: The Knowledge That Counts for the Expert Small-School-District Superintendent

Adrienne E. Hyle (University of Texas—Arlington),
Rhonda L. McClellan (University of Texas at Arlington),
Gary M. Ivory (New Mexico State University)

Symposium: High-Impact Innovations in Leadership Preparation: Evidence from Emerging Models

Sun, May 2, 12:25 pm–1:55 pm; Place: Sheraton Denver, Plaza Court 2

Chair: Anthony H. Normore (California State University—Dominguez Hills)

Discussant: Tricia Browne-Ferrigno (University of Kentucky)

Institutional and Individual Impacts of a Collaborative Principal Preparation Program

Susan Korach (University of Denver)

Exploring the Effectiveness of a University Collaborative Urban Leadership Project

Mark A. Gooden (University of Texas—Austin),
Michelle D. Young (UCEA/Univ of Texas),
Ann O Doherty (University of Texas),
Elisabeth Joan Goodnow (The University of Texas)

Beyond Compliance: Assessing the Ability of a Principal Licensure Program to Develop Sustainable Ethical Leadership

Frederick Chaim Buskey (Western Carolina University),
Kathleen Topolka Jorissen (Western Carolina University),
Jacqueline E. Jacobs (Western Carolina University)

Transformative Impact of the Mentor-Mentee Relationship on District Leaders

Karen Sanzo Crum (Old Dominion University),
Steve P. Myran (Old Dominion University)

Roundtable Session: What Drives Program Development?

Sun, May 2, 2:15 pm–3:45 pm; Place: Sheraton Denver, Grand Ballroom Section 2

Chair: Bruce G. Barnett (University of Texas—San Antonio)

Capitalizing on Teacher Instructional Leadership to Change Admissions Criteria and Improve Principal-Preparation Program Outcomes

Thomas Bellamy (University of Washington—Bothell),
Tricia Browne-Ferrigno (University of Kentucky),
Connie L. Fulmer (University of Colorado—Denver),
Rodney Muth (University of Colorado Denver)

Preparing Leaders to Support Adult Development in Today's Complex World: Transferring Classroom Learning to Practice

Eleanor E. Drago-Severson (Teachers College, Columbia University), Anila Asghar (Johns Hopkins University),
Jessica Blum (Columbia University, Teachers College)

Reconceptualizing a Principal Qualification Program: A Narrative Approach to Policy Development

Deirdre M. Smith (Ontario College of Teachers)

Roundtable Session: Portraits of Leadership Development

Mon, May 3, 8:15 am–9:45 am; Place: Sheraton Denver, Grand Ballroom Section 2

Chair: Kathryn Bell McKenzie (Texas A&M University—College Station)

Leadership by Adjective: Changing Trends in Leadership Theory and the Effects on Preparation Programs

Julie K. Shepherd (University of Iowa),
Liz Hollingworth (University of Iowa)

Preparing School Leaders to Integrate Early Childhood and K–12 Systems into an Aligned Learning Continuum

Lisa Hood (Illinois State University),
Erika Lee Hunt (Illinois State University)

The Justice League of Leadership: How Principal Preparation Programs Can Shift From Teaching Individual Attributes to the Collective Practice

Matthew C. Militello (North Carolina State University),
Sharon F. Rallis (University of Massachusetts),
Ellen B. Goldring (Vanderbilt University)

Roundtable Session: Research on Leadership Preparation Initiatives

Mon, May 3, 10:35–12:05 pm; Place: Sheraton Denver, Grand Ballroom Section 2

Chair: Sue Feldman (University of Washington)

Measuring Change as a Result of Program Pedagogy: An Exploration of Aspiring Leaders' Perspectives

Elisabeth Joan Goodnow (The University of Texas),
Mark A. Gooden (University of Texas—Austin),
Ann O'Doherty (The University of Texas—Austin),
Michelle D. Young (UCEA/Univ of Texas)

Building Educational Leadership Capacity Through a Graduate Action Research Course

Kellie Terry (University of Kentucky)

Using Team Role Orientations in School-Community-University Partnerships to Support Leadership Development and Organizational Learning

Kami M. Patrizio (Towson University)

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Leadership and Democracy in Schools

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program. Even those who had no interest in becoming principals were interested in seeing the work through a principal's viewpoint.

Our increased powers as Pilot principals was one important factor requiring a more careful professional development approach. But since we were also all small schools, we had much to learn about its particular qualitatively different needs that are not factors in big schools. In a school with dozens of teachers, the distance between the two cannot be bridged as they can in a school with a dozen teachers. Nor can as many tasks be delegated to other "administrators." Size alone precludes this. Similarly, in a school in which much power resides on location, not in central offices, the climate of decision making is fundamentally altered. (In NYC, for example, principals may have more power but they answer to only one boss.) Small schools in which principals hold more power may be the hardest, not easiest, in which to explore democracy. A benign dictator, a fatherly or motherly figure in the lead position, is often a relief to busy teachers and parents and kids—as it often is to busy citizens. It may work sufficiently well, and where it doesn't the dissenters can easily leave for a more compatible school—which is harder to do when it requires leaving one's country.

If we truly thought that democracy was an idea of sufficient importance, and sufficiently complex, we'd pay more attention to the nature of control and power in our schools and the impact they have on our view of society as a whole. We are shaped by the nature of the power relationships we grow up in and under which we work.

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From the Graduate Student Representative

Julie K. Shepherd, The University of Iowa

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It is my pleasure to represent graduate students interested in the critical connection between learning and teaching in educational leadership. As was evidenced at the UCEA convention in November, leadership practices and partnerships are evolving amidst the cultural changes in education currently taking place across the country. Two presentations stood out for me. One was Dr. Kumashiro's passionate lecture about the role of party politics in educational legislation. His charge to us was to be aware and speak out for what we as educators and professionals know is valuable and worth fighting for in education. The second was Dr. Popham's humor-laden presentation about how assessment data is impacting schools and some common misconceptions about what assessment data actually shows. His charge was for us to become more informed about assessment practices, something that school leaders encounter daily. Together, these two presentations signaled a need for UCEA members to think outside our leadership-preparation comfort zone.

Division A of AERA represents only one of 12 distinct yet highly related areas of educational research. Though many of us find our "home" here in Division A, it would be detrimental to us and others not to recognize how interconnected and interdisciplinary education truly is. I encourage LTEL-SIG members and their graduate students to step outside of our division and make connections with those in other divisions. Let's not miss the opportunity to learn from our colleagues at the AERA conference in Denver!

2010 AERA Program *Continued from page 6*

Paper Session: Reflection Across Complex Leadership Ecologies

Mon, May 3, 2:15 pm–3:45 pm; Place: Sheraton Denver, Governor's Square 12

Chair: William R. Black (University of South Florida)

Discussant: Arnold B. Danzig (Arizona State University)

Preservice Administrators' Problem-Framing Ability: Seeing the Elephant as Part or Whole

Amy von Keyserling Scott (University of Virginia),

Pamela D. Tucker (University of Virginia),

Sara L. Dexter (University of Virginia)

Research on Using the Arts to Develop Reflection and Problem Solving in Educational Leaders

Jen Katz-Buonincontro (Drexel University),

Joy C. Phillips (East Carolina University)

Are School Leaders Prepared to Reflect?

Suzanne Schwarz McCotter (Montclair State University)

The Development of Leader Self-Efficacy in the Complex Ecologies of Leading for Learning

Hanne B. Mawhinney (University of Maryland—College Park)

Leveraging Program Change in University-Based Educational Leadership Preparation: A University Council for Educational Administration (UCEA)-Wallace Foundation Initiative

Michelle D. Young, UCEA Executive Director

As leadership preparation faculties contemplate the future of their work, they face an important challenge in providing programs that can develop leaders with essential knowledge and skills to support the learning of all students. A growing body of research provides strong guidance for the development and improvement of educational leadership preparation programs, and a number of leadership faculty have used these findings to plan and make important program revisions and improvements. However, many more programs remain essentially unchanged. The Leveraging Program Change in University-Based Educational Leadership Preparation Programs project is focused on understanding both what factors stand in the way of necessary program change as well as how to manage such factors in order to leverage change.

In 2009, UCEA received funding from the Wallace Foundation to develop a team of College, School and Department level leaders who have an interest in promoting research-based change in educational leadership preparation. Subsequently, UCEA convened teams of deans, associate deans, and department and program chairs with the purpose of developing a set of strategies for leveraging change in university-based educational leadership preparation programs. Participating institutions included: Pennsylvania State University, the University of Connecticut, the University of Delaware, the University of Denver, the University of Kansas, the University of Oklahoma, the University of Southern California, the University of Texas, and Washington State University.

Team members have participated in three face-to-face meetings focused on surfacing challenges, opportunities and strategies to improve the use of research for program development. Additionally, team members have participated in interviews with UCEA focusing on various aspects of leveraging program change, from finding common ground with a variety of stakeholders to sustaining change long-term. These interviews are available on the UCEA website (<http://www.ucea.org/interview-series/>) and on BlogTalkRadio (<http://www.blogtalkradio.com/UCEA>)

as podcasts. The podcasts can be listened to online or downloaded on to an mp3 player or computer.

The next steps for this project include the development of further resource materials, including change vignettes, a resource guide for college and departmental leaders and faculty members, leveraging program change workshops, and a source book on leveraging program change. These resources will be disseminated broadly throughout the educational administration preparation community. Institutions that adopt strategies developed through this project will be highlighted in a variety of forums, including the UCEA Review.

UCEA is committed to developing and sustaining high quality, research-based leadership preparation programs for school and school system leaders. As we know from our work in school and district reform, institutions need support in learning about and thinking through the implementation of research-based practices and strategies. The same holds for leadership preparation program faculty and their institutions. Through the partnership with the Wallace Foundation, UCEA has had an opportunity to hold critical conversations with key stakeholders, devise strategies for program improvement. The next steps will involve making available essential research, recommendations and professional development to professors of educational leadership through internet, print materials and professional development opportunities.

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Such lessons far outweigh those we learn from books or in civics classes. Few are those of us who can even imagine the game of democracy at its best, and at its worst, in the absence of such lived experience. Democracy is at least as complex as rocket science, and probably more counter-intuitive than modern physics. It can't be taught in a few courses, valuable as that may be. It can't be taught by studying the rules without high

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Update on the School Leadership Preparation and Practice Survey (SLPPS)

Karen Jackson and Andrea Rorrer, The University of Utah
Terry Orr, Bank Street College

The School Leadership and Preparation and Practice Survey (SLPPS), developed by UCEA/LTEL-SIG Taskforce on Evaluating Leadership Preparation Programs, is currently available electronically. UCEA in collaboration with the Utah Education Policy Center (UEPC) at the University of Utah launched the electronic version in fall 2009.

The School Leadership Preparation and Practice Survey (SLPPS) is designed for leadership preparation programs to solicit feedback from their graduates and alumni about:

- Program features
- Leadership learning outcomes
- Leadership career intentions and advancement
- Leadership practices
- School improvement work
- School climate
- Student, parent and teacher engagement, and
- Student learning outcomes.

In preparation for the UEPC's role in SLPPS, Andrea Rorrer and Karen Jackson at the University of Utah joined the SLPPS team last spring. The UEPC will centralize, coordinate, administer, and compile survey data for departments as well as conduct analysis. General information regarding the SLPPS can be found at uepc.ed.utah.edu/SLPPS. The website contains information on survey outcomes, steps required to participate in the survey, technical information, support for IRB submissions, publications, and answers to frequently asked questions. Visitors to the website may also download the SLPPS brochure and view the survey instrument. The website is a central repository of documentation and research SLPPS. SLPPS staff (slpps@utah.edu) welcomes recommendations of additional information, research, and resources that would be helpful to current and potential SLPPS users.

Informational sessions on SLPPS were presented at UCEA in November in Anaheim. Terry Orr, Andrea Rorrer, and Karen Jackson presented information on SLPPS to the Plenum Session at UCEA and received helpful feedback from the Plenum Session Representatives. They also sponsored a workshop on

Sunday of UCEA and worked with several institutions interested in using SLPPS.

The UEPC will provide fee-for-service agreements with interested departments of Education Leadership to field the survey to graduates and alumni for a modest fee ranging from \$500 to \$900 (for initial fielding, based on number of invitees and UCEA membership). The Survey Administration Steps include:

Step 1: Compile graduate and alumni names and email addresses in an Excel file format, using the attached form.

Step 2: Send out an email notice to all graduates and alumni about the survey, using bounce-back emails to locate email errors and make corrections.

Step 3: Edit the email list as a final list and submit to the Survey administrator.

Step 4: Identify any additional institution-specific questions to be added as branches to the core survey and submit to the survey administrator for review and inclusion.

Step 5: Submit the cover letter, and suggested fielding date to UCEA to initiate the survey.

Step 6: The survey will be fielded over a 4–6 week period.

Step 7: Survey results will be edited and a summary descriptive report and an SPSS file of the survey data will be prepared and returned to the program within another ten weeks.

In addition to the individual departmental reports provided as part of the SLPPS department administration, UEPC will aggregate data over time and will work with other researchers to conduct high-quality, timely research related to the preparation of school leaders. The UEPC staff are completing their first official pilot fielding and are preparing to launch the survey for additional institutions.

In the meantime, Taskforce members and UEPC staff are continuing to develop additional survey instruments and other evaluation resources soon to be available through the survey website. These include a companion teacher survey, a beginning program survey for newly enrolled candidates, and a program features survey.

Updates on the UCEA/LTEL-SIG Taskforce on Evaluating Educational Leadership Preparation

Margaret Terry Orr, Bank Street College (*morr@bnkst.edu*)

The UCEA/LTEL-SIG Taskforce on Evaluating Educational Leadership Preparation, co-directed by Margaret Terry Orr, Bank Street College and Karen Jackson and Andrea Rorrer, University of Utah, is moving into its tenth year. Since spring 2009, the taskforce has reorganized into six small workgroups to address related research design issues and develop collaborative studies. The groups, their work thus far and key contact people are identified below:

Qualitative and case study research on leadership preparation. The workgroup has identified several areas for qualitative inquiry into leadership preparation. Contact: Bill Black (USF) *WBlack@coedu.usf.edu*.

Surveying teachers on leadership preparation program graduates' effectiveness. The taskforce has developed a companion teacher survey to solicit feedback on graduates' effectiveness as school leaders. Several taskforce members are now piloting the survey. Contact: Susan Korach (UoDenver) *skorach@du.edu*.

Doctoral program evaluation issues. The workgroup has decided that too little is known about the current status of doctoral programs in leadership preparation and proposed to undertake a survey of key program features and characteristics (e.g. type of degree—EdD or PhD; type of dissertation; credit and course requirements; admissions criteria; and dissertation advisement practices). Contact: Karen Jackson (UoUtah), *Karen.jackson@utah.edu* or Liz Hollingworth (UoIowa), *liz-hollingworth@uiowa.edu*

State data systems. This workgroup is investigating the existing and availability of state data systems for preparation program evaluation purposes. Using an exploratory study of 16 SREB states, they concluded that states have sufficient data to evaluate school leader pipeline, program, production, placement and performance, but lack capacity to make these data available. As a next step, the group proposed to craft a model of leader preparation and outcomes, making use of available state data resources. Such a model might include policy system effects (certification, professional development requirements), program characteristics (features, practices, recruitment, focus, enrollment size,

location), principal placement and persistence, school and district characteristics, teacher characteristics and retention, student characteristics and performance. Contact: Leslie Bussey (SREB) *leslie.bussey@sreb.org*

Assessing student performance. This subgroup is working on developing a leadership preparation performance assessment system modeled on the California PACT system currently being used for teacher preparation assessment in California universities and others nationwide (http://www.pactpa.org/_main/hub.php?pageName=Home). The group plans to develop and pilot a system for preparation programs. Contact: Matt Militello (NCSU) *matt_militello@ncsu.edu*.

Networking federal USDoE School Leadership Program grantees on evaluation research measures, methods and strategies. This subgroup is developing a common evaluation plan to incorporate into the evaluations of their funded programs. Contact: Karen Crum (Old Dominion Univ), *kcrum@odu.edu*

University-district partnerships. As an off-shoot of the federal grantee group and in response to state policy action, a workgroup formed around researching effective university-district partnerships. Contact: Tricia Browne-Ferrigno (UK) *tricia.ferrigno@uky.edu*.

LTEL-SIG members are encouraged to join one of the workgroups and contribute to the research efforts. Updates on the groups will be provided at AERA, and Taskforce workgroup time will be in the program schedule.

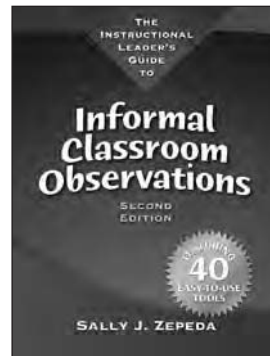
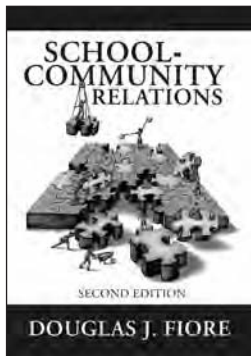
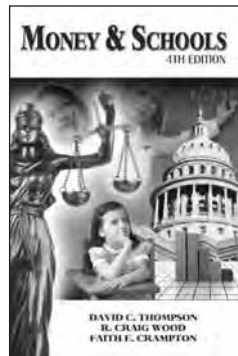
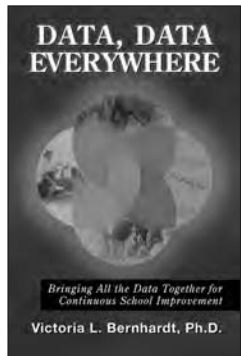
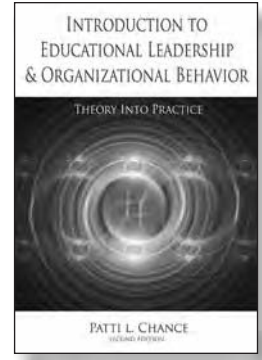
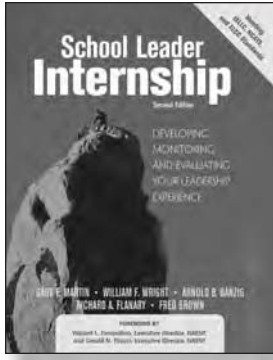
Leadership and Democracy in Schools

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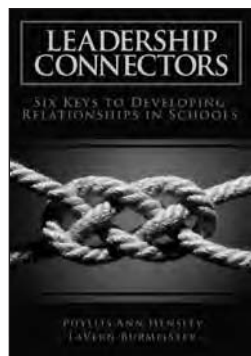
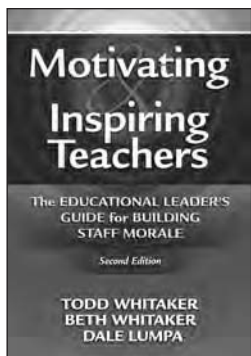
stakes opportunities to see if the rules work. We are too accustomed to drop democracy in a crisis, when faced with enemies we really fear, or when in a hurry. Like all important values, they don't work until they become both habitual and understandable. When we break the rules of democracy and fairness we need, at least, to do so with thoughtfulness, not in panic.

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Feature Article...

Leadership and Democracy in Schools

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