



2009 NCPEA Annual
Conference
San Antonio, TX
August 4-7, 2009

*Remember our Mission:
Making Schools a Better Place for
Children*



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Texas Association of School Administrators

Texas Council of Professors of Educational
Administration

The Brackenridge High School Mariachis

Greetings from the Host



Stacey Edmonson
Sam Houston State
University

Welcome to beautiful San Antonio, Texas, and welcome to the 62nd Annual Conference of the National Council of Professors of Educational Administration! If this is your first NCPEA conference, you are in for a fantastic experience. If you are a returning member, we are glad to see you again. This year's conference is hosted by the Texas Council of Professors of Educational Administration (TCPEA), and we thank them for their hard work and hospitality. Special thanks go to Sam Houston State University, Lamar University, Abilene Christian University, Texas A&M University-Commerce, and Stephen F. Austin State University for making substantive donations to this year's program. A special thanks also goes to the Texas Association of School Administrators for printing this year's conference programs.

If you are a new professor or member of NCPEA, you won't want to miss the New Professors Workshop on Wednesday, 10:00 a.m. We also encourage you to attend some of our highlighted sessions, including workshops on grant writing and publishing by Dr. Kenneth Henson. We have special sessions for graduate students this year as well, with a

focus on (1) transitioning from practitioner to professor and (2) surviving the dissertation process. We also have amazing keynote speakers for the 2009 conference. Dr. Steve Murdock is a professor at Rice University and former Director of the United States Census Bureau as well as former State Demographer for the State of Texas. His perspectives on where education is going for future generations will help us all prepare for the challenges ahead. Dr. Fenwick English is this year's Cocking Lecturer. Dr. English is a world-renowned speaker and expert on school reform. You won't want to miss either of these dynamic sessions.

We are also hosting a special NCPEA tradition this year, the Whither Session. This strategic planning session is unique to NCPEA because it allows the members to decide what direction the organization should take. The Whither Session will take place on Tuesday, August 4, from 1-5 p.m., with follow-up sessions on Wednesday and Thursday at 10:50. The presentation of findings for the Whither Session will occur during Thursday's luncheon session, 12:30-1:40.

Other special "don't miss" events include the State Affiliates Wine and Cheese Reception on Thursday afternoon and the annual Ice Cream Social on Wednesday. If you need anything during the conference, please ask – one of the most notable things about NCPEA is the warmth and hospitality of its members. We are glad you're here, and hope you take full advantage of everything this year's conference has to offer. Enjoy!

Greetings from the President

For the past 10 years, I have looked forward to and attended every NCPEA Conference. We have been in some wonderful places from my first conference at Jackson Hole, Wyoming, to last year, when we were in San Diego. What a special pleasure it is for me to welcome you this year to San Antonio which is also my home. Because it is August in Texas, I have no doubt you will have a warm welcome, but the weather will be nothing compared to the warmth of being part of this wonderful organization - the National Council of Professors of Educational Administration. It is my pleasure to welcome you to NCPEA 2009 in San Antonio, Texas. ¡Hola! Bienvenidos a San Antonio!



Sandy Harris
President
Lamar University



*Texas Council of Professors of Educational Administration
wishes to say a special "Thank You" to the*

*Texas Association of School Administrators
for printing the conference programs*

Executive Director's Message



Gary Martin
Executive Director
Northern Arizona
University

Many years ago I discovered that taking a leadership position was like someone announcing to the public that you were the fastest gun in town. You may get fame and recognition but there will always be others trying to take your place. "I Shot the Sheriff" was never my favorite song. Despite the difficulties of leading, this past year of serving NCPEA and my first experience as a visiting professor reinforced the positive aspects of leadership and taught me a few valuable lessons about NCPEA and our profession.

The four lessons learned were: Change can happen; Collaboration can happen; Creativity is still alive; and Giving from the heart brings joyous returns.

When I served on the Board I proposed the concept of affiliate board members and the rotation of our CWC. When I began the position of ED I called for a new constitution, new search process for the next ED, the ED-Elect position, the formation of the PEC committee, Job Bank, and asked Ted Creighton to serve as Connexions Project Director. Many others contributed valuable time and creative thought, and through collaborative efforts we were able to find success. Change can happen.

My past year of working for Carolyn Crawford and the faculty at Lamar University was a whirlwind of creativity, collaboration, and endless giving to each other and the students. Although non-lethal shots were fired from around Texas, they sparked creative thought in many other universities. Change does occur, even in universities.

Although I personally feel fortunate to have spent so much time with Ted Creighton and my many creative friends at NCPEA as well as Carolyn Crawford and my many creative friends at Lamar, my hope is that each of our members will know that we can find success and meaningful change. We simply need to provide the spark, foster creative thought, work collaboratively, and continue to give from our hearts. This is NCPEA. It has been an honor to serve and I thank each and every one of you for what you do. Enjoy the conference, you deserve it.

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Overview of Conference Events

Monday August 3, 2009

12:00 pm – 4:00 pm	Conference Planning Team Meeting/Set-up/Preparation
3:00 pm – 5:00 pm	NCPEA Executive Board Meeting
5:00 pm	Conference Planning Team and NCPEA Executive Board Dinner
6:00 pm – 9:00 pm	NCPEA Executive Board Meeting

Tuesday August 4, 2009

10:00 am – 5:00 pm	Conference Registration
8:00 am – 1:00 pm	NCPEA Board Meeting (includes breakfast, lunch)
1:00 pm – 4:30 pm	Strategic Planning Session (“Whither Session”) <ul style="list-style-type: none">• Chaired by John Hoyle• Co-chairs Linda Morford, Jay Fiene• Open to all NCPEA members, Board attends
2:00 pm – 4:00 pm	NCATE/ELCC Workshops <ul style="list-style-type: none">• Presented by Honor Fede• Training of Reviewers
5:00 pm – 6:00 pm	President’s Welcome Reception sponsored by Lamar University
6:00 pm – 8:00 pm	Opening Banquet – Sheraton Gunter <ul style="list-style-type: none">• Living Legend Dinner honoring Dr. Theodore Creighton (ticket required)• Entertainment by the Brackenridge High School Mariachis

Wednesday August 5, 2009

7:30 am – 5:00 pm	Conference Registration
7:00 am – 8:15 am	NCPEA Committee and Task Force meetings
7:30 am – 8:30 am	Continental Breakfast
8:30 am – 4:00 pm	Resource / Publishers Fair
8:30 am – 9:50 am	General Session – Opening Featuring the Cocking Lecture by Dr. Fenwick English
10:00 am – 10:40 am	Concurrent Sessions / Roundtables
10:00am – 10:40 am	New Professor Workshop Linda Morford, Betty Alford, Alice Fisher
10:50 am – 11:30 am	Concurrent Sessions / Roundtables

10:50 am – 11:30 am	Strategic Planning “Whither Session”- Open Feedback Facilitated by John Hoyle, Linda Morford, & Jay Fiene
11:40 am – 12:20 pm	Concurrent Sessions / Roundtables
11:40 am – 12:20 pm	Meet the Publishers
12:30 pm – 1:40 pm	NCPEA Critical Issues Idea Share (box lunch available) Topics include: Doctoral Programs Internships Distance Education Accreditation
2:00 pm – 4:00 pm	Grant-Writing Workshop with Ken Henson (ticket required - \$20)
1:50 pm – 2:30 pm	Concurrent Sessions / Roundtables
2:40 pm – 3:20 pm	Concurrent Sessions / Roundtables
3:30 pm – 4:10 pm	Concurrent Sessions / Roundtables
3:30 pm – 4:10 pm	Graduate Student Session Surviving the Dissertation Process Facilitated by Casey Brown and Timothy B. Jones
4:15 pm – 5:00 pm	NCPEA Ice Cream Social Sponsored by Abilene Christian University

Thursday August 6, 2009

7:30 am – 5:00 pm	Conference Registration
7:00 am – 8:15 am	NCPEA Committee and Task Force Meetings
7:30 am – 8:30 am	Continental Breakfast
8:30 am – 4:00 pm	Resource / Publishers Fair
8:30 am – 9:50 am	General Session <ul style="list-style-type: none"> • Featuring Dr. Steve Murdock 2008 Director of the United States Census Bureau • Presentation of NCPEA Special Awards Morphet Dissertation Award Connexions Awards Outstanding Graduate Research Paper Award
10:00 am – 10:40 am	Concurrent Sessions / Roundtables
10:00 am – 10:40 am	Morphet Dissertation Lecture
10:50 am – 11:30 am	Concurrent Sessions / Roundtables
10:50 am – 11:30 am	Strategic Planning “Whither Session” - Open Feedback Facilitated by John Hoyle, Linda Morford, & Jay Fiene
11:40 am – 12:20 pm	Concurrent Sessions / Roundtables
11:40 am – 12:20 pm	Taskforce on Evaluating Leadership Preparation Programs Dr. Terry Orr, Bank Street College

11:40 am - 12:20 pm	Constitution Revisions Discussion Facilitated by Bob Beach
12:30 pm - 1:40 pm	NCPEA Strategic Planning Update “Whither Session” discussion and findings (box lunch available)
1:50 pm – 2:30 pm	Concurrent Sessions / Roundtables
1:45 pm – 2:45 pm	Writing for Publication Workshop with Ken Henson
2:40 pm – 3:20 pm	Concurrent Sessions / Roundtables
3:30 pm – 4:10 pm	Concurrent Sessions / Roundtables
3:30 pm – 4:10 pm	Graduate Student Session From Practitioner to Professor
4:15 pm – 5:30 pm	State Affiliates Wine and Cheese Reception Facilitated by Gary Martin & Sandy Harris Sponsored by Sam Houston State University

Friday August 7, 2009

7:30 am – 12:00 pm	Conference Registration
8:00 am – 9:00 am	NCPEA Legacy Celebration Breakfast (everyone invited, ticket required for meal) Sponsored by the University of Texas - San Antonio
9:15 am – 10:20 am	NCPEA Town Hall Meeting <ul style="list-style-type: none"> • Upcoming Events • Board Election Results • Business Meeting • Budget Discussion • Constitution - Final Discussion and Vote • Moment of Silence and Remembrance • Recognition of Outgoing Board Members • Passing of the Gavel
10:30 am – 11:10 am	Concurrent Sessions / Roundtables
11:20 am – 12:00 pm	Concurrent Sessions / Roundtables
Conference Ends	
1:00 pm – 5:00 pm	NCATE/ELCC Workshop Preparing ELCC Program Reports Presented by Honor Fede (free of charge)

Welcome to San Antonio!

NCPEA Executive Officers and Board Members



Sandy Harris
President
Lamar University



Jay Fiene
Past-President
Western Kentucky University



Joseph Pacha
President-Elect
Illinois State University



Gary Martin
Executive Director
Northern Arizona University



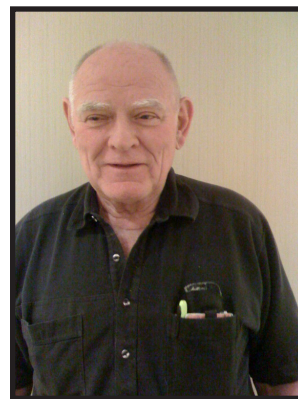
James Berry
Executive Director-Elect
Eastern Michigan University



Jack Herlihy
Eastern Kentucky University



Deb Stine
California State University
San Bernardino



Chuck Achilles
Seton Hall University



Linda LeMasters
The George Washington University



Julia Ballenger
Steven F. Austin State University



Gary Kinsey
California State Polytechnic
University, Pomona



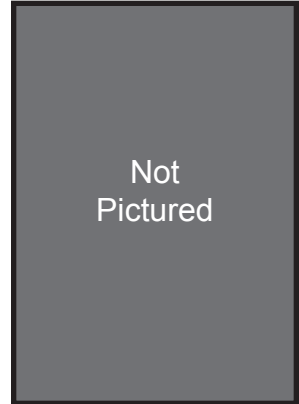
Jenny Tripses
Bradley University

Affiliate Board



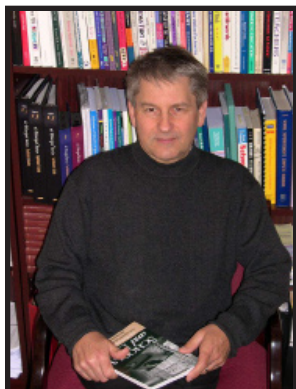
Robert McCord
American Association Of School Administrators

Fred Brown
National Association of Elementary School Principals



Richard Flanary
National Association of Secondary School Principals

Angus MacNeil
Connexions Editor



Ted Creighton
Connexions Director

Meet the Executive Director-Elect



James Berry
Executive Director-Elect
Eastern Michigan
University

Dr. James (Jim) Berry served as K-12 school or higher education administrator for sixteen of his thirty years in education. It is a career balanced by serving as a high school English teacher/faculty member in educational administration as well as a K-12 and higher education administrator within the realm of K-16 education. From serving as a principal to preparing principals he has worked within the mission of NCPEA “to serve the interests and needs of professors of educational administration and practicing school leaders.”

Dr. Berry is a full professor in the Department of Leadership & Counseling at Eastern Michigan University. He has been president of the Michigan Association of Professors of Educational Administration and in the summer of 2000 hosted the annual conference for the National Council for the Professors of Educational Administration on the EMU campus. After serving as a member of the board of directors for NCPEA (2000-2003) he continued his involvement by co-facilitating (with Robert Beach at Alabama State University) a discussion to develop the educational administration knowledge base within a web-enhanced open source network. This became the Connexions Project. He continued this involvement as a member of the editorial board of the Connexions project within NCPEA.

As Executive Director he hopes to extend the presence of the organization as a source of professional growth for professors dedicated to the preparation of school leaders. His primary goal will be to extend the very best of NCPEA to programs of preparation seeking to improve leadership preparation.

NCPEA Mission

Established in 1947, the National Council of Professors of Educational Administration (NCPEA) continues its commitment to serve the interests and needs of professors of educational administration and practicing school leaders.

NCPEA members enjoy exceptional opportunities for professional growth and development in a welcoming, supportive, and collegial environment.

NCPEA sponsors two annual professional meetings: (1) the midwinter Conference-Within-A-Conference and (2) the summer conference held in different sections of the United States. Each conference is an opportunity to share finding and best practices in research, teaching, and service.

NCPEA is committed to the improvement of the practice and study of educational administration.

NCPEA focuses on the following goals and objectives:

1. Ensure the high quality professional development of professors of educational administration.
2. Refine the knowledge bases for preparing practicing administrators and professors of educational administration.
3. Promote the application of theory and research in the field to the practice of educational administration.
4. Establish and promote a Code of Ethics for professors of educational administration.
5. Ensure access and inclusion of under-represented groups into the professorship and administration and promote social justice in education.
6. Serve as an advocate for professors of educational administration and as an authority on critical issues.
7. Develop the administrative application of technology in the preparation and renewal of educational leaders.
8. Establish standards by which educational administration programs become certified, accredited, and approved.

Past Conference Host Institutions and Directors

1947	International Business Machines Walter D. Cocking	1979	University of Alberta Fred Enns & Erwin Midlos
1948	University of Wisconsin Russell T. Gregg	1980	Old Dominion University Bruce Anderson & Gar Fairbanks
1949	Kellogg Foundation Clear Lake Public School	1981	Seattle University Robert E. Lowry
1950	Cornell University Julian E. Butterworth	1982	Southwest Texas State University Paul Stevens & Robert Hefner
1951	Colorado State College of Education O.L. Toxwell	1983	University of Montana Jim Lewis
1952	Pennsylvania State University Host not listed	1984	University of Maine-Orono Jim Doughty & John Skehan
1953	Kellogg Center for Continuing Education Clyde Campbell	1985	Mississippi State College Walt Sistrunk
1954	University of Denver Harold E. Moore	1986	Northern Arizona University David Williams & Mike Miles
1955	University of Connecticut A.L. Knoblauch	1987	Chadron State College Bruce Bartels & Town Detwiler
1956	University of Arkansas Roy Allen	1988	Western Michigan University Ed Kelly & Jim Sanders
1957	University of Oregon Donald Tope	1989	University of Alabama Nathan Essex
1958	Kent State University Roger Shaw	1990	California State University—L.A. Gerald Rasmussen & Randall Lindsey
1959	University of Buffalo George Halloway	1991	North Dakota State University Dennis Van Berkum
1960	Western Illinois University Clyde Mead	1992	Indiana State University Robert Estabrook
1961	University of California Chester Swanson	1993	California State University—S.B. Kenneth Lane
1962	University of Minnesota Cy Milbreath and Otto Domain	1994	California State University—S.B. Kenneth Lane
1963	University of New Mexico Paul V. Petty	1995	College of William and Mary Robert Estabrook
1964	New York University Palmer Ewing	1996	Texas A&M University—Corpus Christi Thomas L. Krepel
1965	Humboldt State College William Ladd	1997	University of Colorado—Denver Michael Martin
1966	Indiana University W.M. Barr	1998	University of Alaska Southeast Lawrence Oldaker
1967	University of Arizona Loyde McCann	1999	Idaho State University Theodore Creighton
1968	State University of New York, Albany Ward Edinger	2000	Eastern Michigan U. & U. of Michigan—Dearborn James Berry & Bonnie Beyer
1969	San Diego State University Howard Holt	2001	University of Houston Angus MacNeil & Richard Fossey
1970	University of Southwestern Louisiana Robert Blackman	2002	University of Vermont Judith A. Aiken
1971	University of Utah Ted Demaus	2003	Northern Arizona University Gary Martin
1972	University of Vermont Robert Larson	2004	Southwest Baptist University (MPEA) Michael "Mick" Arnold
1973	Western Washington State University Raymond Lotta	2005	NCPEA (Washington DC) Theodore Creighton & Stacey Edmonson
1974	North Michigan University George Richens	2006	Eastern Kentucky University Jack Herlihy
1975	Montana State University John Kohl	2007	Eastern Illinois University & ICPEA Linda Morford
1976	University of Tennessee Ken O'Fallon & Peter Husen	2008	California State University, Pomona & CAPEA Gary W. Kinsey
1977	University of Oregon Max Abbott & Lloyd Duvall	2009	Texas Council of Professors of Educational Administration Stacey Edmonson
1978	University of Wisconsin-Milwaukee Richard Gordon & Harold McNally		

NCPEA Past Presidents

1947	Julian E. Butterworth Cornell University	1979	Jasper Valenti Loyola University Chicago
1948	William E. Arnold University of Pennsylvania	1980	Max W. Evans Ohio University
1949	Russell T. Gregg University of Wisconsin	1981	Lesley H. Browder, Jr. Hofstra University
1950	Clyde M. Campbell Michigan State University	1982	John W. Kohl Montana State University
1951	Dan H. Cooper Purdue University	1983	Bob Thompson SUNY—Oswego
1952	Walter K. Beggs University of Nebraska	1984	Donald L. Piper University of North Dakota
1953	Robert S. Fisk University of Buffalo	1985	Robert Stalcup Texas A&M University
1954	Van Miller University of Illinois	1986	Robert O'Reilly University of Nebraska, Omaha
1955	Harold E. Moore University of Denver	1987	Donald Coleman San Diego State University
1956	Walter S. Anderson New York University	1988	Charles E. Kline Purdue University
1957	A.D. Albright University of Kentucky	1989	Larry L. Smiley Central Michigan University
1958	Jack Childress Northwestern University	1990	Frank E. Barham University of Virginia
1959	Richard C. Lonsdale Syracuse University	1991	Paul v. Bredeson Pennsylvania State University
1960	William Flesher Ohio State University	1992	Rosemary Papalewis California State University
1961	Howard Eckel University of Kentucky	1993	Donald Orlosky University of South Florida
1962	Daniel E. Griffiths New York University	1994	Paul Short Pennsylvania State University
1963	Kenneth McIntyre University of Texas	1995	Maria Shelton Nova Southeastern University
1964	Luvorn Cunningham University of Chicago	1996	Clarence Fitch Chicago State University
1965	William H. Roe Michigan State University	1997	Chuck Achilles Eastern Michigan University
1966	Willard Lane University of Iowa	1998	Robert Estabrook Central Michigan University
1967	Harold Hall California State University, Los Angeles	1999	Cheryl Fischer California State University, San Bernardino
1968	Kenneth Frasure SUNY—Albany, NY	2000	Michael Martin University of Colorado, Denver
1969	Samuel Godman Syracuse University	2001	Judy Adkinson University of North Texas
1970	Malcom Rogers University of Connecticut	2002	Paul Terry University of South Florida
1971	Paul C. Fawley University of Utah	2003	Elaine Wilmore University of Texas, Arlington
1972	Gale W. Rose New York University	2004	Michael "Mick" Arnold Southwest Baptist University
1973	Anthony N. Baratta Fordham University	2005	Duane Moore Oakland University
1974	John T. Greer Georgia State University	2006	Gary Martin Northern Arizona University
1975	C. Cale Hudson University of Nebraska	2007	Linda Morford Eastern Illinois University
1976	John R. Hoyle Texas A&M University	2008	Jay Fiene Western Kentucky University
1977	J. Donald Herring SUNY—Oswego	2009	Sandra Harris Lamar University
1978	Charles Manley California State University, Northridge		

Living Legend Award

In order to recognize outstanding contributions to the field of educational administration, NCPEA began the Living Legend Award in 1999. Recipients of this most prestigious award are recognized for the following:

Living a life that inspires others

Exemplary service to NCPEA

A model of genuine care, ethics and professionalism in service to education

Dedication to research, teaching and service to the profession

Significant contributions to the field of educational administration

The past recipients of the Living Legend Award are:

1999	John Hoyle
2000	Jack Culbertson
2001	Charles Achilles
2002	Martha McCarthy
2003	Rosemary Papa
2004	Robert Beach
2005	Clarence Fitch
2006	Louis Wildman
2007	Michael Martin
2008	Marilyn L. Grady
2009	Theodore Creighton



Hyatt Regency Washington Welcomes *NCPEA Annual Summer Conference in 2010!*

WASHINGTON, DC IS MORE THAN STIMULATING.

Hyatt Regency Washington features a newly remodeled atrium lobby, restaurant and lounge, and 834 upscale modern guestrooms. The Hyatt Regency Washington offers complimentary Fitness Center, and personalized service to make your stay more enjoyable. Located within walking distance to the U.S. Capitol, National Mall and Smithsonian Museums, our location provides monumental appeal, right outside our door.

Ask for the NCPEA group rate of \$179.00 when reserving your rooms for next year. This discounted conference rate is available Monday, August 2 – Friday, August 6, 2010. Book your room by July 2, 2010!

Come early or stay late in DC! Inquire about staying the weekend either before or after the conference, and receive a \$99.00 weekend rate for Friday, July 20 – Sunday, August 1 and/or Friday, August 8 – Saturday, August 7, 2010. (weekend rate is based on room and rate availability)



400 New Jersey Avenue, NW, Washington, DC 20001

- >NEW BOOK LAUNCHED AT THIS CONFERENCE
- > JOIN THE AUTHORS FOR A BOOK SIGNING

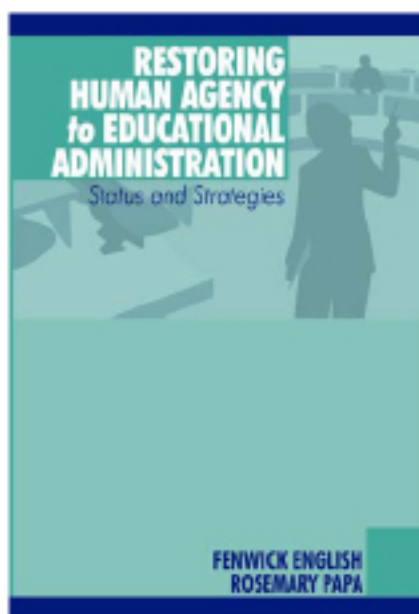
An Important New Book

from

Fenwick English, Rosemary Papa, and Pro>Active Publications

Restoring Human Agency to Educational Administration **Status and Strategies**

- A sustained case for expanding educational leadership curricula.
- Guidelines for improving leadership and administrator training programs.
- New ideas for selecting and vetting dissertation theories and topics.
- Reviews current educational administration dissertation subjects and approaches.
- Important book for methods and research courses covering the history of, and challenges facing, the field.



INVITATION

Please join the authors, Fenwick English and Rosemary Papa, for a book signing to be held at Pro>Active's display in the instructional materials area at 10AM on Wednesday, August 5, directly following English's Plenary Lecture in the Crystal Ballroom.

Books will be available for sale at a special NCPEA discount of \$20 (regularly \$24.95).

Pro>Active Publications
Lancaster, PA

www.proactivepublications.com 1-866-401-4337 (toll-free)

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Visit the Book Fair
Gunter Terrace
Wednesday, Thursday, Friday

Pearson Education
Wadsworth/Delmar, Centage Learning
AASA
National Professional Resources, Inc.
Eye on Education
Teacher College Press
Corwin Press
Pro>Active Publishing
Solution-Tree



Committee Meetings

Wednesday 7:00 - 8:00 a.m.

Connexions

Liaisons: Ted Creighton, Rosemary Papa
Trail Drivers Room

Thursday 7:00 - 8:00 a.m.

Site Selection Committee

Liaisons: Deb Stine, Julia Ballenger
Trail Drivers Room

Annual Conference Planning Committee

Liaisons: Linda LeMasters, Gary Kinsey
Frontier Room

Conference-Within-a-Conference Planning Committee

Liaison: Jay Fiene
Quadrangle Room

Publications Executive Committee (PEC)

Liaisons: Sandra Harris, Rosemary Papa
Robert E. Lee Room

Membership Committee

Liaisons: Jack Herlihy, Joe Pacha
Vance Room

Morphet Dissertation Award Committee

Liaison: Gary Martin
T.C. Baker Room

Tuesday August 4, 2009

Overview of Events

- | | |
|-------------------|--|
| 8:00 am – 1:00 pm | NCPEA Board Meeting - Trail Drivers Room |
| 1:00 pm – 4:30 pm | Strategic Planning Whither Session - Trail Drivers Room
Chaired by John Hoyle
Co-chaired by Linda Morford and Jay Fiene
Open to all NCPEA Members, Board attends |
| 2:00 pm – 4:00 pm | NCATE/ELCC Workshops - Crystal Ballroom
Presented by Honor Fede
Training of Reviewers |
| 5:00 pm – 6:00 pm | President's Welcome Reception - Gunter Terrace
Sponsored by Lamar University |
| 6:00 pm – 8:00 pm | Opening Banquet - Crystal Ballroom
Living Legend Dinner honoring Dr. Theodore Creighton
(ticket required)
Entertainment by the Brackenridge High School Mariachis |

Tuesday Day Planner



8:00 – 1:00

1:00 – 5:00

2:00 – 4:00

5:00 – 6:00

6:00 – 8:00

Strategic Planning Session

“Whither Session”

Tuesday, 1:00 - 4:30 pm

Trail Drivers Room

Chaired by John Hoyle

Co-chaired by Linda Morford and Jay Fiene

Open to all NCPEA Members

Special Event

You are cordially invited to attend the

*NCPEA President's Welcome
Reception*

Tuesday, 5:00 p.m. – 6:00 p.m.

Gunter Terrace

*Hosted by
Sandra Harris
President of NCPEA
Co-Sponsored by Lamar
University*



Special Event

Opening Banquet and Living Legend Award



Honoring

Dr. Theodore Creighton

Tuesday, August 4, 6:00 p.m.

Crystal Ballroom

Ticket Required

*Live entertainment by
the Brackenridge High School Mariachis*

NCPEA Strategic Planning “Whither Session” Open Feedback

Yellow Rose Room
Wednesday, August 5th AND Thursday, August 6th
10:50-11:30 a.m.

Take this opportunity to provide input and feedback
on the direction of NCPEA!

Facilitated by
John Hoyle - Texas A&M University
Linda Morford - Eastern Illinois University
Jay Fiene - Western Kentucky University

Wednesday August 5, 2009

Overview of Events

7:00 am – 8:00 am	Connexions Committee Meeting - Trail Drivers Room
7:30 am – 8:30 am	Continental Breakfast - Gunter Terrace
8:30 am – 4:00 pm	Resource / Publishers Fair - Gunter Terrace
8:30 am – 9:50 am	General Session – Opening - Crystal Ballroom Featuring the Cocking Lecture by Dr. Fenwick English
10:00 am – 10:40 am	Concurrent Sessions
10:00 am – 10:40 am	New Professor Workshop - Trail Drivers Room Linda Morford, Betty Alford, Alice Fisher
10:50 am – 11:30 am	Concurrent Sessions / Roundtables
10:50 am – 11:30 am	Strategic Planning “Whither Session” - Open Feedback - Yellow Rose Room Facilitated by John Hoyle, Linda Morford, & Jay Fiene
11:40 am – 12:20 pm	Concurrent Sessions / Roundtables
11:40 am – 12:20 pm	Publishers’ Featured Session - Mahncke Room
12:30 pm – 1:40 pm	NCPEA Critical Issues Idea Share (box lunch available) - Crystal Ballroom Topics include: Doctoral Programs Distance Education Accreditation Internships
2:00 pm – 4:00 pm	Grant-Writing Workshop with Ken Henson - Yellow Rose Room (ticket required - \$20)
1:50 pm – 2:30 pm	Concurrent Sessions / Roundtables
2:40 pm – 3:20 pm	Concurrent Sessions / Roundtables
3:30 pm – 4:10 pm	Concurrent Sessions / Roundtables
3:30 pm – 4:10 pm	Graduate Student Session - Trail Drivers Room Surviving the Dissertation Process Facilitated by Timothy B. Jones and Casey Brown
4:15 pm – 5:00 pm	NCPEA Ice Cream Social - Gunter Terrace Sponsored by Abilene Christian University

Wednesday Day Planner



7:30 – 8:30

8:30 – 9:50

10:00 – 10:40

10:50 – 11:30

11:40 – 12:20

12:30 – 1:40

1:50 – 2:30

2:40 – 3:20

3:30 – 4:10

4:15 – 5:00

General Session 1

The Restoration of Human Agency in Educational Leadership Theory, Research, and Practice



The Walter B. Cocking Lecture

Crystal Ballroom
8:30 am – 9:50 am

Fenwick English

R. Wendell Eaves Sr. Distinguished Professor of Educational Leadership
The University of North Carolina at Chapel Hill

Fenwick W. English is the R. Wendell Eaves Distinguished Professor of Educational Leadership in the School of Education. He currently teaches in the Educational Leadership Program at the master's and doctoral levels. He has served in administrative capacities in higher education as department chair, dean and vice chancellor of academic affairs.

English is a former superintendent of schools in New York, assistant superintendent of schools in Florida and middle school principal in California. He has served in an executive capacity at the national level with the American Association of School Administrators in Arlington, Virginia, and with KPMG Peat Marwick, a private accounting and consulting firm in Washington, D.C. English has lived or worked in all 50 states and two U.S. territories during his career. Over his educational career he has also headed task forces and committees sponsored by the National Secondary School Principals (NASSP) and Association for Supervision and Curriculum Development (ASCD). He served as a member of the University Council of Educational Administration (UCEA) Executive Committee (2001-2009) and was elected President for the 2006-07 academic term.

English has presented his research nationally and internationally. He has given papers at British Educational Leadership Management Association Society (BELMAS) as well as Divisions A and L of the American Educational Research Association (AERA), University Council for Educational Administration (UCEA) and National Council of Professors of Educational Administration (NCPEA). He is also a frequent keynote speaker at practitioner conferences, most recently at the Midwinter Conference of the Texas Association of School Administrators in Austin, Texas. He has worked overseas in the American Diplomatic Schools in Saudi Arabia, Israel and Athens, Greece and Department of Defense Schools (DoDEA) in Germany, Japan, the Philippines and the United Kingdom.

ATTENTION ALL NEW NCPEA MEMBERS

Welcome to NCPEA! To help you get started off on the right foot, we invite you to our new members' session. At this session, past NCPEA Executive Board Members will provide a brief overview of the organization and the conference. This will include information about the benefits of being a NCPEA member, how to get involved in the organization, publication opportunities, networking opportunities, and how to get the most out of the conference.

**New Professor Workshop
Wednesday, August 5, 10:00 AM
Trail Drivers Room**

Facilitated by:
Linda Morford - Eastern Illinois University,
Betty Alford - Stephen F. Austin State University,
Alice Fisher - Sam Houston State University

Concurrent Sessions and Roundtables

Wednesday 10:00 am – 10:40 am

Trail Drivers Room

New Professor Workshop

Presenters: Linda Morford - Eastern Illinois University, Betty Alford - Stephen F. Austin State University, Alice Fisher - Sam Houston State University

At this session, past NCPEA Executive Board Members will provide a brief overview of the organization and the conference. This will include information about the benefits of being a NCPEA member, how to get involved in the organization, publication opportunities, networking opportunities, and how to get the most out of the conference.

Frontier Room - *Discussant: Mona Chadwick*

A Look Inside a School Leadership Program: Candidates' Examination of School-based Teams

Presenters: Angela Webster-Smith - University of Central Arkansas, Shelly Albritton - University of Central Arkansas

In many schools today, leaders are building and sharing leadership capacity by structuring and organizing collaborative teams to accomplish the many aspects of schooling. Instructional leadership teams are developed to map and align curriculum, administer and assess data, and develop, implement, and supervise instructional strategies for school improvement. One activity in a leadership preparation program requires its students to survey a school-based team to determine if the team is functional or if it is experiencing dysfunctions and to make recommendations for improvements. Trends will be discussed, how the study will progress, and the implication to school leadership and preparation programs.

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Higher Education Collaborative: Professional Development for Educational Administration Faculty

Presenters: Pat Casey - Texas Woman's University, Marty Hougan - Vaughn Gross Center for Reading and Language Arts

The focus of this presentation is to share the establishment and evaluation of a unique Higher Education Collaborative (HEC) - a collaborative, cross-institutional forum that supports education administration faculty by providing ongoing professional development and collaborative opportunities. The HEC is a unique model that was developed to support a national reading initiative by assisting teacher educators and educational administration faculty in the alignment of course curricula with evidence based reading practices. The presentation offers a model or structured, ongoing collaboration between professors of educational administration from various institutions.

Quadrangle Room - *Discussant: Wayne Bingham*

Leadership in School Conversions: Perceptions of Principals Whose Schools Were Converted to Smaller Learning Communities

Presenters: Barbara Nicholson - Marshall University, Gina Taylor - Marshall University

This paper reports the findings of a mixed-methods study examining a school transformation initiative that converted two large high schools into smaller learning communities. Central foci for the study were the conversion's intent, its available resources, the procedures followed, and the various results it generated. The research used complexity theory as a lens through which to examine the interventions' effects on instruction and instructional strategies, classroom practices, course content, and student academic performance from the perspectives of district-level and building-level administrators.

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Applying Your Unique Skill in Service to Your Community While Building Your Tenure and Promotion File

Presenters: Donald Larsen - Western Washington University, Mary Lynne Derrington - Western Washington University

Service has special significance as a professional activity in the pursuit of tenure. Through service activities, faculty contribute to the welfare of the profession and community thus providing intellectual and academic leadership. An essential aspect of service to consider is sharing expertise through cooperative work with social service agencies at the local level. In this session presenters will describe their work with an at-risk program for local youth. Results of the study and lessons learned when partnering with a non-profit agency will be shared.

Robert E. Lee Room - Discussant: Jack Herlihy

Learning from Professional Learning Community Work: Teacher Voices
Presenter: Caryn M. Wells - Oakland University

This paper documents the progress of eight middle schools, four from one school district, and four from another that were engaged in the process of implementing Professional Learning Community (PLC) concepts. The results of this study revealed statistically significant differences between the two districts with regard to PLC implementation. Concepts that were most crucial to PLC work such as analyzing and responding to student learning were considerably higher in one of the districts. The teachers' voices revealed information that could help principals approach the process of change differently; implications for university preparation of principals are shared.

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Tips for Professors of Supervision, Instructional Leadership, & Curriculum
Presenter: Kenneth Henson - The Citadel

Spice up your classes with several tips from NCEPA colleagues. Each tip is a hands-on activity that a curriculum or instructional supervision teacher and her students enjoy. The 2003 TIMSS international tests showed that our students trail Asian students in math and science because Asian teachers spend a lot of time helping their students make connections but our teachers spend no time at all on connections. Learn the latest (2007) TIMSS test results, which have just been released, and see how you can use these activities to bring fun to your teaching while making the much-needed connections in your classes.

Vance Room - Discussant: Beverly Irby

Descriptive Analysis of the Flaws in the Results from Grade 8 Tests of Skills and Knowledge
Presenter: Christopher Tienken - Seton Hall University/Ricerca Group

The reported results for individual students from large-scale, eighth-grade statewide tests of academic skills and knowledge have documented limitations and flaws that prevent school and district administrators from receiving fine-grained diagnostic student achievement data. Data from a non-experimental, quantitative, descriptive study suggest that state test results from content cluster/sub-scale levels demonstrate low levels of reliability compared to recommended estimates. Overall test results demonstrated undesirable conditional standard error of measurement, and less than satisfactory decision accuracy and consistency rates.

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An Examination of The Issues and Challenges Educators Face in a Virtual Environment
Presenters: Veronica Harts - Advance Ed, Michael Hopson - Lamar University, Robert Nicks - Lamar University, Sandra Harris - Lamar University

This qualitative study employed a phenomenological strategy of narrative inquiry to examine the issues and challenges educators experience in a virtual reality environment. Ten educators from nine states participated in the study. The research study findings resulted in three reoccurring challenges educators experienced in a virtual reality environment: comfort level, the design and use of the avatar, and technology related issues. As educators continue to use technology for professional learning, these findings may provide information on the issues and challenges that must be addressed prior to planning learning opportunities for educators in a professional virtual learning environment.

Mahncke Room - Discussant: Betty Jo Monk

Performance Indicators, School Accountability Ratings, and Student Achievement
Presenters: Frederick Carl Lunenburg - Sam Houston State University, Shirley A. Jackson - Sam Houston State University

The purpose of this study was twofold: (a) To examine differences in middle school performance indicators by school accountability ratings; (b) To examine relationships between performance indicators and student achievement. Principals and teachers (n = 459) in 24 middle schools completed the Performance Indicators Inventory. The Texas Assessment of Knowledge and Skills (TAKS) tests were used to measure student achievement. Analysis of variance revealed significant differences between Exemplary and Academically Unacceptable middle schools as well as between Exemplary and Academically Acceptable middle schools. Multiple regression analysis revealed 18 predictors of student achievement.

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Georgia School Councils: Constituent Group Perceptions on Improving Student Achievement
Presenters: Donald W. Leech - Valdosta State University, Wendell Stone - Indian River Elementary School, Nicole Morgan Gibson - Valdosta State University, James L. Pate - Valdosta State University

The purpose of this study was to determine if constituent groups have a perception that Georgia school councils positively affect student achievement. Survey data from the mixed methods study of sixty school councils across south Georgia indicated that school council members had a weak positive perception of school councils' effectiveness in improving student achievement. However, qualitative data offered more promising findings and indicated that school council members perceived school council usefulness in addressing issues of student achievement, school improvement, communication, and parental involvement. The study verified that a supportive principal is vital to school council success.

T.C. Baker Room - Discussant: Deb Stine

Reorganizing the Leader's Time: Does it Create Better Schools?
Presenter: Jan M. Walker - Drake University

Research has recognized that effective educational leaders make a difference in improving learning, but much of the research regarding direct effects of leadership on learning remains unclear. If principals could minimize time spent on managerial duties and spend more time on instruction, could this restructuring of time usage create better schools? The SAM project purports to alleviate principals of managerial responsibilities to create more time for instruction. In piloting this program, Iowa has collected annual data to determine if principals are successful in reorganizing time and creating better school cultures. The question remains: Does this structure actually create better schools?

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Maintaining Ethical Standards in an Era of High Stakes Accountability: Reflections on Practice
Presenter: Bonnie M. Beyer - University of Michigan-Dearborn

Organizational codes of ethics outline expected behavior on the part of its members. Examples of these codes are found in organizations such as the national associations of elementary, middle, and secondary school principals, in the ISLLC, NCATE, and ELCC Standards, and in documents of local, state, and national policy boards. The impact of high stakes accountability and the associated administrative issues related to school improvement, program evaluation, and assessment of student learning at both the K-12 and university levels demands ethical leadership. This presentation will address and discuss ethical principles related to administrative leadership and oversight.

Crystal Ballroom - Roundtables

Stand Up and Deliver: How State Affiliates Can Leverage the Impact of Quality Leadership Preparation Programs
Presenters: Anita M. Varrati - Kent State University, Will Place - University of Dayton, Carol Engler - Ashland University

This roundtable session is designed to illustrate one NCEA state affiliate's advocacy efforts for the quality preparation of district and school administrators. Members of the Ohio Council of Professors of Educational Administration (OCPEA) will share their strategies to convene and organize 22 educational leadership preparation institution member representatives to collaboratively prepare advocacy positions in regard to new federal and state education policy and initiatives. This session will map OCPEA's year-long journey to their "Day on Capitol Square." The purpose is provide examples as well as receive input for ideas about state advocacy efforts and activities.

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Considerations for Experimental Research Design Employed in Schools
Presenters: Beverly J. Irby - Sam Houston State University, Rafael Lara-Alecio - Texas A&M University, Eileen Johnson - Oakland University, Fuhui Tong - Texas A&M University, Chuck Achilles - Seton Hall

The purpose of this session is to share conditions necessary for employing longitudinal experimental research in schools. Based on recent implementation of longitudinal IES studies, there are numerous considerations for conducting experiments in school settings.

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Effecting Change in Educational Leadership: Whose Responsibility?
Presenter: Betty Cox - University of Tennessee at Martin

The future of educational leadership programs is questionable. A review of current practices demonstrates a growing trend to remove educational leadership preparation programs from higher education institutions. Under the guise of better preparing

education leaders and reforming school leadership, the number of approaches assuming the responsibility for training educational leaders continues to increase. Joining in the fray are state departments of education through revised state regulations including restructuring administrative preparation programs, approving alternative administrative licensure paths and sanctioning private approaches to providing leadership training and licensing. This presentation provides an analysis of pertinent state regulations and current practices and offers specific, concrete recommendations for implementation by professors of educational leadership preparation programs to influence future changes.

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P-12 Involvement: Challenges and Opportunities

Presenters: Carole Edmonds - Northwest Missouri State University, Jan Glenn - Northwest Missouri State University, Virgil Freeman - Northwest Missouri State University, Max Fridell - Northwest Missouri State University

The NCATE/TEAC standards make our development of relationships or written agreements between those of us at the university level and our P-12 schools highly important to maintain the cycle of consistent incorporation of current best practice into our coursework. This roundtable discussion will center on one small, rural state university's educational leadership faculty and their challenges and opportunities as they continue to reach out to P-12 urban, suburban, and rural schools in order to fulfill their mission--training aspiring instructional leaders meshing theory with current best practice.

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Internship Evolution: Ensuring Students' Needs Are Met

Presenters: Casey Brown - Texas A&M University-Commerce, Sam Roberson - Texas A&M University-Commerce, Anita Johnston -Texas A&M University-Commerce, James Vornberg -Texas A&M University-Commerce, Jane MacDonald - Texas A&M University-Commerce

Principal internships provide opportunities for students to participate in meaningful, school-based experiences. Aspiring principals work with mentors to bridge academic and experiential learning gaps to assist them in becoming successful school leaders. Internship students self-assess and are evaluated by a campus mentor and university liaison. This roundtable will address the obstacles and successes that occur during internship planning and implementation. Discussion will center on meeting students' needs and facilitating authentic experiences during state and program-wide changes.

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Moving Doctoral Students through the Dissertation: It's No Longer Business as Usual

Presenters: George C. Hill - University of Nevada, Reno, Bill Thornton - University of Nevada, Reno, Janet Usinger - University of Nevada, Reno

The Educational Leadership Department at University of Nevada, Reno has had to face reduced resources and greater demand services, as have many other departments. In 2004, the department instituted an executive doctoral cohort program; three cohorts have been enrolled. As the first cohort has completed coursework, are engaged in comprehensive examinations, and some have started dissertations. Initial evaluation indicates that the procedures for dissertation advising and mentoring must be improved. This paper will discuss strengths, potential barriers, the procedures implemented, and proposed changes to facilitate completion of dissertations.

Concurrent Sessions and Roundtables

Wednesday 10:50 am – 11:30 am

Trail Drivers Room - Discussant: Janet Tareilo

It Begins From Within: Conceptualizing a Catalytic Perspective for School Leaders
Presenter: Christa Boske - Kent State University

Not enough has changed in school leadership preparation practices to address issues of educational equity. There has not been enough attention paid to understanding the influence of both the cognitive and affective domains and its implications for school leadership practices. This article furthers such discussions centered on a new conceptual model entitled catalytic perspective. Building on transformative leadership, cultural proficient leadership, ethical validity, and moral imagination, the conceptual model embarks on the intersections of self-psychology, narrative selves, and leading for social justice. A catalytic perspective focuses on an ever-evolving process of examining the implications of critical constructs and newly lived experiences, which are catalysis for transitioning to a new storied self. The process encourages school leaders to deepen their empathic responsiveness to promote humanity in an effort to lead for social justice.

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Results of a Five Year Partnership with 75 School Districts and 8016 Teachers and Administrators: A Follow up Study
Presenters: Margaret Dalton - Southeast Missouri State University, Ruth Ann Roberts - Southeast Missouri State University, Lisa Bertrand - Southeast Missouri State University, Ray Dowdy - Southeast Missouri State University, Robert Buchanan - Southeast Missouri State University

After a five year partnership with 75 school districts, the Educational Leadership faculty conducted a study to determine the effects of graduate professional development courses on teaching and learning in the partnership school districts. The study focused on teachers and administrators increased ability to reinforce student achievement; align curriculum and instruction with the state assessment; utilize best practices identified through research; link goals to the school improvement plan and the vision; use technology to improve student achievement; and continue a degree program or renewal of a professional certificate.

Frontier Room - Discussant: Julie Combs

Playing the "Policy Game": Understanding Policy Decisions and Implementations Through an Experiential Exercise
Presenters: Patricia A.L. Ehrensall - The George Washington University, Virginia Roach - The George Washington University

This paper will examine the use of the Policy Game, utilizing the board game Othello (Mattel), in a doctoral level course in education policy. It will begin by briefly explaining the Game, including the "game" itself, structure of the teams, determining team members, and the rules of play. It will continue with a discussion of observed events during students' engagement in the Game. Finally, the paper will examine issues that emerge from the classes' debriefing of the Game. The paper will conclude with a discussion of broader learning outcomes that can be achieved by playing the Policy Game.

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Bully Prevention in Public Schools
Presenter: Lee Stewart - Stephen F. Austin State University

This study considered one bullying prevention program that seeks to eliminate bullying in schools. The researcher found the program to be useful in preventing acts of bullying in the schools used for this study. Stories are told by the teachers and administrators in the participating schools.

Quadrangle Room - Discussant: Janiece Buck

Comparing and Contrasting Constructivist Leadership and Synergistic Leadership Theories
Presenters: Arthur Shapiro - University of South Florida, Beverly Irby - Sam Houston State University, Genevieve Brown - Sam Houston State University

In this session, the developers of each of these new theories will present their work and then will compare and contrast their basic principles, including sources, the bases of each theory, and its relationship to authority, power, and influence. Brief vignettes of its application will be provided with reference to such factors as size of school, the nature of hierarchy, etc.

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Mentoring Junior and Inexperienced Faculty in the Dissertation Process

Presenters: Robert L. Marshall - Western Illinois University, John P. Closten - Western Illinois University

Learning the process of doctoral dissertation advising is difficult at best for inexperienced and/or junior faculty members who are often thrown into the world of doctoral research in a sink or swim environment. Art Levin's article emphasizes the need for quality in research in education further creating a need for mentoring of faculty in the beginning stages of the dissertation process. The study examines programs, practices and policies currently in place to mentor faculty member in the novice stage of dissertation committee and chairmanships at doctoral granting public higher education institutions.

Robert E. Lee Room - Discussant: Russ Higham

Routes to School Leadership: Does Certification Path Matter?

Presenters: Casey Brown - Texas A&M University-Commerce, Rob O'Connor - Rob O'Connor, Brian Neal - Savoy, Texas ISD, Vicki Overturf - Forney ISD

Administrators who began their careers as alternatively certified teachers often find themselves supervising employees who have more experience than the administrators. The administrators often lack the pedagogical knowledge with which their traditionally certified colleagues enter the administrative profession. This dilemma leads to the question of how alternatively certified administrators bridge their knowledge gaps and how they are assisted by the central office administrators who hire them. This study examined the experiences of central office administrators who employed school leaders who were originally alternatively certified. The presenters will share perspectives on assisting alternatively certified teachers in the transition to school leadership roles.

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Gaining Insight: Intern Shadowing as a Learning Experience

Presenters: Sam Roberson - Texas A & M University - Commerce, Reba Roberson - Forney ISD

This presentation will present findings from a preliminary study of university intern shadowing experiences in north Texas. The study sought (1)to describe the shadowing experience from the perspective of both the intern and the supervising principal/ assistant principal being shadowed and (2)to describe its value to the learning experience of the intern and the level of coaching behavior on the part of the principal/assistant principal.

Vance Room - Discussant: Alice Fisher

Assessing the Effectiveness of Leadership Coaching

Presenter: Donald Wise - California State University, Fresno

Leadership coaching of school and district leaders is becoming more common throughout the U.S. The focus of this research was the development of an instrument to assess leadership coaching. A previous study by the author identified 54 specific coaching competencies for school leaders. In this study, a factor analysis was performed indicating that similar results could be obtained by reducing the competencies to several key items. A survey was then sent out to a group of school leaders. The findings will be presented in this session, as well as a discussion of how to best use this research.

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The Challenge of Integrating Democratic Community, Social Justice, and School Improvement

Presenter: Stephen P. Gordon - Texas State University

A decade ago, Joseph Murphy proposed that the field of educational leadership combine democratic community, social justice, and school improvement under the banner of school improvement. Murphy argued that school improvement should be the primary focus of reform, with democratic community and social justice nested within the former. This paper will examine strong intellectual and ideological conflicts among many proponents of democratic community, social justice, and school improvement paradigms that were not anticipated by Murphy. The paper will present strategies for addressing these conflicts and integrating the three models into leadership preparation programs and the field as a whole.

Mahncke Room - Discussant: Mark Littleton

A Suggested Operational Hierarchy of the ISLLC 2008 Standards' "Footprints" on the Evaluation of Building Principals by School Superintendents: A National Study

Presenter: Gerard Babo - Kean University

The primary objective of this research project was to determine the operational effectiveness of the ISLLC 2008 Standards'

“footprints” as they are understood and utilized by the nation’s school superintendents when they are applied to the summative evaluation of building principals. Using a quantitative survey design, results suggest that a hierarchy of application does exist with the ISLLC 2008 Standards. A series of chi-square analyses indicate that when the nation’s superintendents refer to the ISLLC 2008 Standards’ “footprints” as a guide to principal evaluation, Standard II (Instruction) is the most important followed in rank order by Standard I (Vision), Standard V (Ethics), Standard III (Management), Standard IV (Community) and Standard VI (Larger Context).

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Preparing School Administrators to Face Legal Issues: An Ongoing Formative Evaluation of the Arizona Risk-Retention Trust Academy

Presenters: Gary L. Emanuel - Northern Arizona University, Mary I. Dereshiwsky - Northern Arizona University, Bill Wright - Northern Arizona University

The proposed paper constitutes a mixed-methods formative evaluation of the Arizona Risk Retention Trust, a group of over 100 school districts that have banded together to “self-insure” against liability. The training typically takes place twice yearly at various locations throughout Arizona. Typical issues that are addressed via case study analysis and interaction with attorneys include: Teacher and Administrator’s “duties to report,” student and athlete “hazing” of other students, “whistle blower” protections for employees, and communication and public relation mistakes. The results will be of interest to Arizona educational administrators who face legal challenges in their day-to-day job performance.

T.C. Baker Room

Forum to Discuss New ELCC Draft Standards

Presenters: Honor Fede - National Association of Secondary School Principals, Dick Flanary - National Association of \ Secondary School Principals

The ELCC Standards Revision Taskforce offers an open-forum to discuss proposed revisions to the Educational Leadership Program standards that are scheduled to replace the current 2002 ELCC standards for programs seeking NCATE accreditation. The new standards use the Educational Leadership Policy Standards: ISLLC 2008 Policy Standards as a framework to define what program candidates should know and be able to do upon completion of a leadership preparation program at an NCATE accredited institution. Please join us for a lively discussion about proposed changes to the standards and the assessments required for NCATE accreditation. A copy of the draft standards is available at: <http://www.npbea.org/ncate.php>.

Yellow Rose Room

Strategic Planning “Whither Session”- Open Feedback Session

Facilitated by John Hoyle - Texas A&M University, Linda Morford - Eastern Illinois Univeristy, and Jay Fiene - Western Kentucky University

Crystal Ballroom - Roundtables

Developing Collaborative Relationships with School Districts

Presenter: Susan Ann Jindra - California State University, San Bernardino

As more experienced principals retire, school enrollments increase, and school accountability intensifies school districts are searching for quality leaders. Universities can meet the district challenge by developing collaborative relationships with school districts. Through establishing cohorts in local educational agencies, faculty members learn about school communities and reflect on administrative challenges. The university provides the district with a pool of potential administrative candidates. This roundtable session focuses on the collaborative relationships fostered between a California university and several school districts as a result of establishing cohorts. A school and university partnership strengthens the educational administration program in preparing future school leaders.

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Start With Names, Norms and Teams in September

Presenter: Doris Wilson - California State University, San Bernardino

We will meet new students, new classes when we return to our campuses in September. What can we do differently that will enhance the learning outcomes for all our students? Think of each class as a purposeful learning community; students working in focused teams, collaborating and engaging in discussions and questions that promote meaningful reflective thinking. Start with names, class norms, and protocols; create a collaborative culture that respects learning, honors teaching and builds a purposeful learning community.

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A (Super) Heroic Vision of Leader Self

Presenter: Genie Bingham Linn - University of Texas at Tyler

Jerome Bruner (2002) asserts that we are constantly in the process on creating the narrative of self to address the situations before us. School leaders have been given professional metaphors to frame their stories by researchers and scholars, but it is equally important for each leader to identify a personal story, a personal vision of self as hero. According to Cherry and Speigel (2006), storytelling and use of metaphor provide a way to deep understanding of moral leadership. This study is a comparative analysis of responses from aspiring administrators as they explored a personal vision of self as hero.

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All in the Family-Isolation of Teachers of Gifted & SPED

Presenters: Jackie McBride - Arkansas State University, Joe Nichols - Arkansas State University, Jacques Singleton - Arkansas State University, Gwendolyn Neal - Arkansas State University

The focus of the modern-day educational system is to develop attendance centers into learning communities where the entire school culture promotes the achievement of all students. Although most would agree that schools intend to work toward that end, many would contend that Gifted and Talented Education (GTE) teachers and special education teachers and the students they serve are often isolated from their teaching staff, the instructional program, and the student body of which they are a part. Obstacles in schools that are trying to implement collaborative models involving general education teachers and special educations teachers are identified; and the role of the school principal in addressing the problems associated with professional isolation of teachers and the retention of faculty will be discussed.

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School Literacy Coaches and Principals - What Are The Issues?

Presenter: Michelle Abrego - University of Texas at Brownsville

This presentation will address how school leaders utilize literacy coaches on their campus. A review of the educational literature on this issue will be presented along with the rationale for why this area needs further study and consideration of why this area is important for educational leadership preparation programs.

Concurrent Sessions and Roundtables

Wednesday 11:40 am – 12:20 am

Trail Drivers Room - Discussant: Shirley Johnson

Agents of Change: Superintendent Response and Influence of External Environments

Presenters: Amanda Davis - University of Houston - Clear Lake, Constance Harris-Russell - University of Houston - Clear Lake, Cynthia Coronado - University of Houston - Clear Lake, Nelly Pena-Gaviria - University of Houston - Clear Lake

Standard Six of The Interstate School Leaders Licensure Consortium (ISLLC) standards for educational administration and leadership preparation programs (http://www.ccsso.org/content/pdfs/elps_isllc2008.pdf) requires the educational leader to promote student success by “understanding, responding to, and influencing the political, social, economic, legal, and cultural context” (p. 5). The study supporting this paper examined how superintendents engage in responding to and influencing external environments. Interviews with 15 superintendents in a large metropolitan area (Houston, Texas) were conducted, using a common interview instrument. These interviews were then analyzed in order to identify themes in executive educational leadership practice relating to operationalizing ISLLC Standard Six.

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On-line Course Offerings and Issues of Retention and Professional Relationship Skill Development

Presenters: Mark J. Weber - Tarleton State University, Tod Farmer - Tarleton State University

As many institutions of higher education are now offering on-line courses required for the completion of a masters and or doctoral degree in educational leadership, a question arises. Do online courses provide students with personal interactive experiences equal to or exceeding the traditional classroom setting regarding the development of relationship building skills? The seminar will focus on this question using recent literature to present both positive and negative aspects of the debate.

Frontier Room - Discussant: Fenwick English

What it Takes to be an Effective Principal in a Catholic School

Presenters: Barbara L. Brock - Creighton University, Marilyn Grady - University of Nebraska-Lincoln

This qualitative study examined the leadership strategies used by 10 successful Catholic school principals. Participants were experienced leaders of Catholic schools in Nebraska and New South Wales who had been nominated by peers as highly successful principals. Themes that emerged during focus group interviews included: personal values, a focus on mission, trusting relationships, instructional leadership, listening and gathering input, communication, professional development for self and staff, collaboration with peers, and balancing professional and personal lives.

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The Baby Boomers and Generation X: Why They Don't Want to Be Principals

Presenters: Paul M Hewitt - University of Arkansas, John Pijanowski - University of Arkansas, Judith Tavano - University of Arkansas, Carleton Holt - University of Arkansas

The research focused on how teacher leaders from different generational groups looked at the job of the principalship. Three generational groups were surveyed to determine if there were significant differences in how they viewed the principalship and the factors that discouraged people from becoming principals. The study found that the generational groups showed significant differences on factors including: too much time required, societal problems make it difficult to focus on instruction, and job is less satisfying than it was in the past.

Quadrangle Room - Discussant: Nora Nelson Hutto

An Executive Doctoral Cohort Program for Education Leadership Preparation

Presenters: Bill Thornton - University of Nevada Reno, George Perreault - University of Nevada Reno, George Hill - University of Nevada Reno, Janet Usinger - University of Nevada Reno

As university financial resources continue to become increasingly scarce, departments which prepare future education leaders must adjust and seek methods to improve efficiency and services. Often, a major consideration is recruitment, retention, and later, placement of doctoral students. Unfortunately in times of budget crisis, the metrics for success are often directly connected to revenue and readily measurable outcomes. Many departments have adopted an executive doctoral cohort model, which meets the needs of the working school administrators. The proposed presentation will present a holistic evaluation of a doctoral executive cohort program after three year of operation.

An Evaluation of a University Academy for First Year Principals

Presenters: Robert Lyons - Murray State University, Gerald Novak - Murray State University

The role of the university in the induction and support of beginning principal is not always clear. This paper describes an academy developed jointly by a regional education cooperative and university to provide district-based mentoring and workshop-based dialogue around issues and problems based by new principals. Participants evaluated the academy, but also suggested ways the university could support new principals going forward. Results were disaggregated by school type (elementary, middle, high).

Robert E. Lee Room - Discussant: Jane MacDonald

Am I Willing? Addressing LGBTQ Issues in Schools

Presenter: Christa Ann Boske - Kent State University

Although lesbian/gay/bisexual/transgender/queer (LGBTQ) individuals are members of school communities across the nation; rarely are these issues addressed within school leadership preparation programs. This two-year qualitative study examined how aspiring school leaders understood LGBTQ issues in schools. Aspiring school leaders did not feel comfortable advocating for students, families or colleagues who identify themselves as LGBTQ. The authors make recommendations regarding the significance of addressing LGBTQ issues.

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Administrative Support and Job Design Restructuring: Leadership Responses to Novice Special Education Teacher Exodus

Presenters: Sharon C. Hoffman - Southeastern Louisiana University, John M. Palladino - Eastern Michigan University

Researchers have applied compassion fatigue as a theoretical framework to helping professions other than teaching. This session proposes the compassion fatigue theoretical framework to develop a better understanding of the increased rates of novice special education teachers' exit from the profession. Results of a qualitative exploratory study make an argument for greater exploration of the framework for K-12 practitioners. Implications for educational leadership practices in administrative support and special education job design restructuring are highlighted.

Vance Room - Discussant: Barbara Polnick

Newton Street- Promising Practices in Urban Education

Presenter: Daniel K. Gutmore - Seton Hall University

University and public school partnerships have consisted of a variety of formats and structures. One type of partnership is a formal, codified relationship that usually has a primary purpose and involves a formal agreement. Partnerships that establish professional development schools, and those that involve the actual operation of a school by the university, are examples of the formal, codified approaches. A second approach is more limited in nature, generally excludes a formal agreement and serves a limited scope and/or purpose. The Newton Partnership follows the pattern of the first, more formal approach. The Newton Partnership used a formal, collaborative process (Preis, Grogan, Sherman & Beaty, 2007) and is one other colleges and universities may wish to emulate. In terms of the literature on school reform and the relationship to innovation and diffusion, the Newton Street model offers a valuable insight into how collective decision making provides a level of accountability and structure for school reform to unfold.

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An Assessment of Pay Differentials for Female and Male Middle School Principals

Presenters: Ila P. Young - UC Davis, Don Reimer - UC Davis

This study samples at random both female and male middle school principals in a particular state (i.e. California) and assesses their rate of pay. A regression procedure is used to control for certain organizational characteristics of the employer (e.g. wealth and enrollment) and specific human capital endowment of employees (education and experience) purported to their influence pay. When variables (organizational and individual) purported to influence pay rates are controlled a priori, females are found to be paid similar to males at the middle school principalship level. These findings differ from results suggested by others involving elementary school principals.

Mahncke Room

Meet the Publishers

Learn firsthand what publishers want, need and expect. Representatives from the Resource Fair will be present to answer your questions.

T.C. Baker Room - Discussant: James Vornberg

Resiliency and The High School Principal

Presenters: Jerry W. Robicheau - Minnesota State University Mankato, Jean M. Haar - Minnesota State University Mankato

Principals are faced with a plethora of issues and challenges that require them to demonstrate resiliency. This resiliency is most needed when principals are asked to be a change agent and the influences they experience are not supportive of the recommended changes. This presentation will report the results of a study on the role resiliency plays in the leadership of high school principals. The presentation will also include recommendations for incorporating resiliency into administration preparation programs.

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Administrators As Contemporary Anthropologists: Digging Through the Rubble for Meaning and Surity

Presenters: Elaine L. Wilmore - University of Texas, Permian Basin, Amy J. Burkman - University of Texas, Permian Basin

Digging Through the Rubble for Meaning and Surity Highly effective superintendents and principals are more than educational leaders. As society has changed, so have their roles and responsibilities. Today's administrators serve as politicians, sociologists, legal experts, and contemporary cultural anthropologists. As such they must understand, respond to, and influence the larger context of the greater school community. This session will focus on an analysis of connections between today's leadership roles with contemporary cultural anthropology, the ethnology therein, and the utilization of reflective phenomenology to assess their subsequent impact on leadership development.

Yellow Rose Room

Keeping the Academy 'Academic' in Times of Fiscal Crisis

Presenters: Rosemary Papa - Northern Arizona University, Ric Brown - Northern Arizona University

With increasing pressure on university resources, the effective management of such resources is more important than ever and clearly vital to the success of the academic enterprise. In this stressful climate, the role of the faculty becomes even more important. This symposium will outline and highlight the roles and strategies for faculty leadership in times of fiscal uncertainty. Participant discussion will center on the current allocation process for campus budgets cuts, its transparency and involvement of multiple campus constituencies. The ethical questions of who benefits; who is hurt; and, what are the long term implications of decisions will be addressed.

Crystal Ballroom - Roundtables

"Snoopervision" Be Gone! Using Data Teachers Reflect on Their Craft

Presenter: Jan M. Walker - Drake University

Supervision is a "dynamic process that facilitates dialogue to promote instructional improvement" (Sullivan & Glanz, 2005, p. xv). As "another set of eyes," supervisors hold up a mirror to examine specific classroom behaviors (Acheson & Gall, 1997), and provide a perspective for reflection, so teachers are no longer victims of indefensible evaluations (Sergiovanni & Starratt, 2007). Using innovative course work, student examples, and participants' ideas, the Round Table will focus on: collecting specific/defensible data, utilizing computer-generated charts/graphs to "tell the story," designing techniques to facilitate collaborative conversations, and empowering teachers to improve their craft. Snoopervision be gone!

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Recruitment of Diverse Teacher Candidates: A Collaborative Effort

Presenters: Janiece T. Buck - Stephen F Austin State University, Monica Jaramillo - Stephen F Austin State University

A Federal Transition to Teaching grant, Consortium for Excellence in Rural Teacher Preparation - English Language Learners (CERT-Prep ELL) was obtained by Stephen F. Austin State University (SFASU), Nacogdoches, Texas. The major goal of the grant is to partner with eleven rural school districts in East Texas in recruiting and retaining teachers, especially bilingual teachers. The grant provides for a recruiter, alignment of the curriculum with the ESL strategies, professional development, mentor teacher training and pre-service online modules. The aim is to provide teachers that can close the achievement gap for all students.

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Using Multi-Media to Enhance Online Delivery

Presenters: Joan G. Henley - Arkansas State University, Steve Bounds - Arkansas State University, Julie Lamb-Milligan - Arkansas State University

This roundtable discussion focuses on using multi-media during online delivery to enhance student learning. Presenters provide examples of their online courses, showing how multiple technologies can assist students in understanding content. Examples of voice-over lectures using software such as Camtasia and Powerpoint are demonstrated. Video lectures created using hardware such as the Flip Mino and Web Cams and platforms such as Tegrity and Blackboard are discussed. Presenters will provide information about how to make course materials more accessible using compacting software such as Impatica. Examples of using Virtual Realities such as Second Life will also be demonstrated.

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An Educational Leadership Program Migrating to Moodle for Online Blended and Traditional Courses

Presenter: Susan Eichenholtz - Adelphi University

For four years, at this private suburban university, adult graduate courses in the Educational Leadership and Technology (EDL) program included both face-to-face classes as well as online forums utilizing the Blackboard student management system. This proposal focuses on the transitioning of learning management systems from Blackboard to Moodle, including the reasons for the change and the processes and strategies involved in using a new learning delivery system.

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School Leadership in Preventing Child Sexual Abuse

Presenter: Mark W. Mitchell - Winthrop University

Child sexual abuse is a growing epidemic. In the United States, 1 in 6 boys and 1 in 4 girls will be sexually abused before reaching adulthood. South Carolina alone has 133,000 girls and 88,000 boys that will be sexually abused before their 18th birthday. During the 2007/2008 school year 12 professional teaching certificates were revoked due to inappropriate sexual relations between teachers and students. 8 of those 12 revocations were female teacher to male student. This is a school leadership issue that must be addressed in Educational Leadership Programs. This presentation will address the research and practices for including this in EDLD curriculums.

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Connecting the Role of School Superintendents to Teaching and Learning in Schools: A Research Synthesis of Three Educational Administration Peer Reviewed Research Journals From 1983 – 2006

Presenters: Steven P Shidemantle - Purdue University, John R. Hoyle - Texas A&M University

This exploratory systematic research synthesis used diverse methodologies of data acquisition from three of the most highly regarded educational administration journals between 1983 (or its inception) and 2006 to answer the question: What has the profession learned from the research efforts regarding the overall connection between school superintendents and teaching and learning in schools? Synthesis results indicate that school superintendents remain connected to the technical core. However, these connections have evolved with the increased responsibilities and complexities of the superintendents' role. Results indicate 15 separate superintendent–technical core constructs that promote areas for new investigations.

NCPEA Critical Issues Idea Share

Discussion Open to All
(Ticket Required for Lunch)

Topics Include:

Doctoral Programs

Sandy Harris - Lamar University

Ted Creighton - Virginia Tech

Distance Education

Lloyd Goldsmith - Abilene Christian University

Internships

Julie Combs - Sam Houston State University

Accreditation

Janet Tareilo - Stephen F. Austin State University

Pauline Sampson - Stephen F. Austin State University

Crystal Ballroom
Wednesday, 12:30 - 1:40 pm

Special Event



Grant-Writing Workshop with Ken Henson

Ticket Required

Yellow Rose Room
2:00 pm – 4:00 pm

Get hard tips from someone who has written 30 funded grants and who has whose single-authored proposals and contributions to proposals have been funded for more than 100 million dollars. Ken will discuss some of his award-winning grant proposals and will point out unique features of each that enabled it to win over the competition.

Learn how to:

- Find good topics
- Use your own strengths
- Use the Federal Register
- Put unique qualities in every grant
- Turn your limitations into strengths
 - Prepare budgets
- Communicate with funding agencies
 - Get grants funded, over and over
 - Use grants to meet your goals

Concurrent Sessions and Roundtables

Wednesday 1:50 pm – 2:30 pm

Trail Drivers Room - Discussant: Elaine Wilmore

The Big Ideas of Self Examination: Using Critical Components, Processes and Multiple Contexts for Leadership Reflectivity
Presenter: Angela Webster-Smith - University of Central Arkansas

Eiji Yoshikawa once said One's self is at the base of everything. Every action is a manifestation of the self. A person who doesn't know himself can do nothing for others. Taking a journey inward requires close attention to the three big ideas of self examination. This interactive session will guide participants by distinguishing between 3 critical components that we call reaction, response, and reflection and by a 6-step process of introspection. Leadership reflectivity will also be examined through multiple contexts such as the personal self, professional self, persuasive self, political self, public self and the perplexed self.

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The Benefit of Disposition Conferences for Principal Candidates
Presenters: Mary B. Martin - Winthrop University, Mark Mitchell - Winthrop University

While researchers have examined dispositions in teacher education programs, literature to assist the field of principal preparation is limited. However, the ELCC standards clearly delineate the dispositions that are essential for the success of school leaders. Winthrop University faculty currently requires a disposition conference with each student before beginning the internship. This conference, which serves as a transition point in the EDLD program, addresses individual areas of leadership the faculty believes to be crucial to strengthening professional growth. The benefit of these conferences for students and faculty along with a summary of specific data gathered in approximately seventy conferences will be shared.

Frontier Room - Discussant: Carolyn Crawford

An Analysis of the Effects of a Technology Program on Students' Academic Performance: Are These Vygotsky's Children?
Presenters: Barbara Nicholson - Marshall University, David Lawson - Marshall University, Jeff Green - Marshall University, Christopher Treadway - Marshall University

This study investigates the potential academic effects of technology use and/or mastery in order to challenge the claim that the primary benefit of familiarity with emerging technologies is an economic one (i.e., graduates who are familiar with emerging technologies are more likely to get jobs and help restore the country's economic dominance). The focus is a technology initiative that trains students to construct online games and simulations in a collaborative environment the design of which is primarily constructivist in nature, allowing researchers to examine whether the skills students are acquiring can be transferred to their other curricular or co-curricular work.

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The Effect of The Latino Diaspora on School Achievement: A Georgia Suburban School District
Presenters: Paul W. Landerman - Argosy University, Joseph B. Landerman - Henry County School District

As Latinos continue to proliferate within and are attracted to locations widely diverse from traditional migration patterns, schools and communities that have not been previous magnets of migration have become challenged. Institutions do not have resources or have not made preparations for this migration and demographic paradigm shift. Many Latinos are now "home-grown", with school-age children being born in the local community and are less migratory and more stable than prior generations, causing additional shifts in approaches, theory, and programmatic scope and sequence. This research examines the nexus of school climate, academic achievement, and parental expectations resulting from this demographic change.

Quadrangle Room - Discussant: Alice Fisher

The Politics of Coordinated Services for At-Risk Children: Community Schools, Inter-institutional Relations, and Social Justice
Presenter: Bonnie C. Fusarelli - North Carolina State University

The desire for a holistic approach to solve the multifaceted problems of today's youth has led to efforts to restructure social service provision and the formation of school-linked programs or community schools in numerous communities. However, in the current era of accountability, advocates for community schools are increasingly facing tough questions about the effectiveness of coordinated programs, and about fears that these programs distract educators from their primary mission: effective academic instruction. This manuscript explores the politics of school-linked coordinated service efforts for at-risk children, highlights areas of needed research, identifies problems with service integration efforts, and proposes possible solutions to those problems.

Impact of Economic Downturn on School Districts and Superintendent Decision Making
Presenter: Robert S. McCord - University of Nevada, Las Vegas

The research is based on two studies over eight months (2008-2009) conducted by the AASA Center for Systems Leadership reporting how public school superintendents are coping with the economic downturn and how the federal stimulus package is being handled. The studies provide significant guidance for the preparation of school leaders and their response to difficult fiscal conditions.

Robert E. Lee Room - Discussant: Sandra Harris

Mismeasurement and Statewide High School Exams
Presenter: Christopher Tienken - Seton Hall University

Test-score validity takes center stage in the debate over the use of statewide high school standardized tests. Scant literature addresses the amount of conditional standard error of measurement (CSEM) present in individual student results on high school exit exams. This study fills a void in the literature and adds a national review of the CSEM, including data on the amount of CSEM present in statewide high school exam results. Individual student results from each of the 23 exit exams contained CSEM ranging from 3 to 33 scale-score points. Almost 25% of the State Education Agencies (SEA) did not report the CSEM for the individual student results.

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A Historical Review of Leadership Theory: Implications for Leadership Development
Presenter: Sharon C. Hoffman - Southeastern Louisiana University

This session presents a historical review tracing the credibility construct in leadership theory development throughout the twentieth century. An analysis of pivotal economic, cultural/sociological, political, and educational events in the United States was also conducted. The findings demonstrate that the credibility construct in leadership theory surfaced under certain conditions, depending on the theories' emphasis, and coincided with the country's pivotal events. It also confirmed that leadership theory, the credibility construct, and pivotal events were in mutual and continual interaction. Implications for educational leadership development will also be presented during this session.

Vance Room - Discussant: Betty Jo Monk

Assistant Principals and Teachers Supervision: Roles, Responsibilities and Regulations
Presenter: Fatima Begum - University of Houston

Much concern has been raised about the ineffective practices employed by school administrators while supervising teachers. Part of the problem is that state and district mandates compel supervisors to operate within certain protocols, protocols which foster poor supervision practices. These protocols also bind what can and can not be seen. The task of teacher supervision has not only become time consuming, but also in many instances destructive to the teacher- administrator relationship. The focus of this presentation will be the effectiveness of mandated supervision instruments, and whether these instruments help or hinder those who are employing them to appraise teachers.

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Understanding the Successful Female Superintendent: A Meta-Interpretation of the Extant Qualitative Literature
Presenters: Virginia Roach - The George Washington University, Linda LeMasters - The George Washington University

Mirroring their disproportionately small numbers in the superintendency (Bjork, 2000), women have historically been overlooked in the research on educational leaders. The purpose of this study was to investigate in what ways women are successful in the superintendency. By undertaking a meta-interpretation of the extant qualitative literature in this area (Suri, 2004; Weed, 2005), the researchers sought to develop a new understanding of women superintendents. The presentation will discuss findings from the meta-interpretation and implications for the professional development and support of women in the superintendency.

Mahncke Room - Discussant: George Moore

The Case for a Non Faculty Advisor in Graduate Programs
Presenters: Chablis P. DeSpain - ACAOM, Ben DeSpain - Western Illinois University

The question is still often asked as to whether the traditional faculty member can and should be the most effective advisor for graduate education or might a specialized advisor be utilized whose primary assignment is to advise students. Several models for advising have been postulated and some are already being tried. This session will explore the merits of an independent advisor.

T.C. Baker Room - Discussant: Gary Martin

Chinese Students' Adjustment: Academically, Socially and Culturally in a Texas Regional University
Presenters: Jiashi Zhao - Stephen F. Austin State University, Julia Ballenger - Stephen F. Austin State University

This paper discusses Chinese Students' adaptation process academically, socially and culturally in a Texas Regional University. Chinese Students may experience difficulty in adapting to a more relaxed classroom environment, in accepting American social values, in interacting with American teachers and classmates, in making American friends and in adjusting to American food and lifestyles. This study seeks to identify activities and opportunities that can be provided to help them in their acculturation. Therefore, their transition to the American education system and social framework may be expedited and enhanced.

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Creating a State Principalship Examination Remediation Course for Multiple-Time Test-Takers
Presenter: Russ Higham - Tarleton State University

The purpose of this presentation is to discuss various aspects pertaining to the development, staging, and evaluation of an inaugural, proactive three-hour prescriptive elective course designed to assist multiple test-takers of the program-concluding state principalship examination who have previously been unsuccessful (four or more times) in passing said examination. Additionally, the discussion will also include faculty plans to proactively intervene in the academic evolution of graduate students who are 'projected' to have 'difficulty' passing this examination in the future, relative to these students being required to enroll and participate in this course prior to program completion.

Yellow Rose Room

Grant Writing Workshop with Ken Henson (2-4)

Crystal Ballroom - Roundtables

Developing an ARK to Survive Leadership Storms
Presenter: Kerry L. Roberts - Arkansas Tech University

Superintendents, due to the nature of their job, face storms. These storms are situations that arise that cause the superintendent to reevaluate, refocus, and retool. These storms are great stress producers and can cost a superintendent their job. Survival in your career or current position depends on the ARK the superintendent has built. The care and expediency of ARK building determines the superintendents longevity in that position and ultimately his/her success.

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Developing a Social Presence in an Online or Hybrid Course
Presenter: Leonard R. Bogle - University of Illinois Springfield

The Community of inquiry (CoI) instructional model identifies social presence in online and hybrid courses as essential for these courses to fully engage students and create a sense of community. The relationship of the social presence of CoI to three of the eight Standards developed by Quality Matters, a faculty-centered, peer review process designed to certify the quality of online courses will be explained. The pedagogy and research-based instructional decisions consulted along with the rationale and methodology for creating a social presence in hybrid and online courses at the University of Illinois Springfield will be demonstrated.

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Using the Ventures Administrator Profiler for Admissions
Presenters: Linda K. Marrs-Morford - Eastern Illinois University, John Dively - Eastern Illinois University, Nick Osborne - Eastern Illinois University

The Department of Educational Leadership at Eastern Illinois University has adopted new admission standards which include using the Ventures Administrator Profiler, a research-based, on-line screening tool used by many school districts to identify the best candidates to lead dynamic learning communities. Candidates completing the profiler receive a score identifying whether they are more "student-centered" or "teacher-centered." This information is used in conjunction with other admission pieces to determine acceptance into the program and provides great dispositional information. In this session, professors will share information about the tool, how it is used, and the results of the first year of implementation.

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District Response to Student Sexting

Presenter: W. Bradley Colwell - Southern Illinois University Carbondale

This session will focus on the dangers of a new technological trend sweeping schools called “sexting.” This is the act of sharing nude or partially nude photos via cell phone text message. The session will be divided into two components: (1) an overview of the societal and legal implications of sexting, and (2) a discussion of school districts’ responses to this behaviors. This will include a review of warning signs and possible consequences for this behavior. The session will conclude with best practice tips for administrators in responding to this societal sexting craze.

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Public School Administrators Leading in a Virtual World: What Is the Role of Leadership Preparation?

Presenters: Anita M. Varrati - Kent State University, Richard Varrati - Quaker Digital Academy

Digital schools are an increasing presence on the K-12 national landscape. Many e-schools are for profit, not operated by public schools. While there are “maverick” public school administrators with the vision to provide a blended approach to schooling that combines traditional brick and mortar with e-learning, they encounter much resistance. Roadblocks come in the form of reluctant teachers, school boards, and legislative support. Another aspect to slow acceptance may reside in the preparation of teachers and administrators. This roundtable discussion is designed as a conversation to explore how educational leadership programs treat the phenomenon of digital schooling in their curricula.

Concurrent Sessions and Roundtables

Wednesday 2:40 pm – 3:20 pm

Trail Drivers Room - Discussant: Frederick Carl Lunenburg

Lessons We've Learned: Superintendents Speak on School Consolidation
Presenter: Anita L. Johnston - Texas A&M University-Commerce, Angela Webster, University of Central Arkansas

The purpose of this mixed-method research was to examine the challenges and benefits of school consolidation or annexation as experienced by superintendents in one southern state. Surveys were designed to obtain quantifiable data, while interviews resulted in a collection of stories. The individual stories brought about the emergence of a greater narrative, revealing leadership practices of positive impact. Educational leaders and policy-makers may now see that consolidation is not all about school finance, as they listen to the voices of experience about the leadership necessary for moving the school district forward in positive ways.

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Transitions: Moving from Face to Face to On-line Instruction
Presenters: Michael C. Schwanenberger - Northern Arizona University, Mary Katherine Culver - Northern Arizona University

This initial study will provide insight to those individuals who are beginning their on-line teaching careers. In order to support those transitioning to on-line teaching, six essential questions were addressed in the study. This paper utilizes a case study that evaluates a first-year professor's transition into on-line instruction. It sets up the research problem, provides a literature review on the subject of on-line instruction, transitioning issues, technological and personal skills needed by those facing this, and analyzes data on the subject in a single case study. The methodology includes formal and informal interviews with a professor transitioning to on-line instruction. This case study provides insight necessary to support those in the first years of their on-line teaching careers.

Frontier Room - Discussant: Sam Roberson

The Emerging Skill Set Required for Successful Superintendents
Presenters: Ben C. DeSpain - Western Illinois University, Chablis DeSpain - Chablis DeSpain

For ten (10) years we have been conducting an annual survey of the State-Superintendent-of-the-Year, which produces the AASA Superintendent of the Year. This effort is the only known effort to gather data on this very interesting group of public school superintendents. Within the last three years there has been an emergence of identified specific skill, attributes, tools, and characteristics which sets these leaders apart from the norm.

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What Good are Educational Administration Programs?
Presenters: Ric Keaster - Western Kentucky University, William "Bud" Schlinker - Western Kentucky University

Educators who enter administrator/leadership preparation programs undergo an interesting transformation. They enter as teachers, thinking as teachers do, and they graduate as future administrators, thinking as administrators do. This enhanced, school-wide perspective provides a number of benefits to the teachers themselves, to their administrators, and even to the students within the school's classrooms. This paper looks at the types of individuals who enter these programs and what motivates them to do so. It also discusses the paradigm shift that occurs as they progress through the course work and provides some testimony from students about their enhanced 'administrative eye.'

Quadrangle Room - Discussant: Sandra Stewart

Beyond the Classroom: Bringing the Field Practitioner to the Classroom
Presenters: Carol A. Schultz - Chicago State University, Leon Hendricks - Chicago State University

Educators support the belief that growth is contingent on critical analysis and program improvement. The purpose of this research was to support educational leadership program with on-site collaborative dialogue using guest speakers and practitioners in the field to mentor and coach future administrators. This research attempted to bridge theory to practice in the educational leadership program by introducing students to real life experiences to support classroom performance objectives. It would provide hands-on experiential learning with immediate feedback. Through the incorporation of field practitioners as guest lecturers, students will be able to move toward the transfer of skills and abilities to the school setting.

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Differences in School Principals' Leadership and Management Behaviors in High-Performing and Low-Performing Schools Serving High-Poverty Populations
Presenter: Ronald A. Lindahl - Alabama State University

This paper reports the results of a quantitative study of Alabama public elementary, middle, and junior high schools serving high poverty populations. Two populations of these schools were examined, one with outstanding performance on standardized tests and the other failing to attain their Annual Yearly Progress goals. It focused on a comparison of teachers' perceptions of their principal's leadership and management behaviors. Using the National Association of Elementary School Principals' Standards as a framework, the results showed that, overwhelmingly, the teachers in the higher performing schools viewed their principal's behaviors more positively than their peers in lower performing schools.

Robert E. Lee Room - Discussant: Ted Creighton

An Equity Study of Mean Per-Pupil Instructional Expenditures in Texas
Presenters: Clyde W. Steelman Jr. - Education Service Center Region XI, Jane Irons - Lamar University, Nancy L. Carlson - Lamar University

The purpose of this study was to identify any differences in the mean-per-pupil instructional expenditures and the mean percent passing rates on the Texas Assessment of Knowledge and Skills (TAKS) 7th grade math and reading tests. The sample included thirty Chapter 41 (property wealth) and thirty Chapter 42 (low-to-medium property wealthy) small Texas school districts. Results indicated that there was a statistically significant difference between Chapter 41 and Chapter 42 districts' mean per-pupil instructional expenditures and mean percent passing rates. No relationship between per-pupil instructional expenditures and 7th grade reading and math scores was noted. These findings have implications for small school districts as well as for further research.

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Improving Administrative Internship Programs: Perceptions of Illinois Principals
Presenters: Thomas A. Kersten - Roosevelt University, Margaret Trybus - Concordia University, Daniel L. White - Roosevelt University

In this session, the presenters will report the results of a study of Illinois principals' perspectives on K-12 administrative internship programs. In addition to describing the nature and scope of Illinois university-based administrative internship programs, principals' recommendations regarding the types of administrative experiences that should be included in the internship to adequately prepare administrators for their first administrative position will be discussed. Finally, principals' suggestions on ways professors of educational administration can improve various aspects of the internship will be presented.

Vance Room - Discussant: Stacey Edmonson

Women's Learning Community at the University: Learning from Each Other
Presenters: Caryn M. Wells - Oakland University, Eileen Johnson - Oakland University

This paper reviews the results of a study conducted at a college of education in which two professors surveyed their colleagues to determine the stressors of women faculty who were working to attain tenure. The authors were members of the group that was known as the Women's Learning Community (WLC), a by-product of a small university grant to promote scholarship for women faculty members. The authors surveyed the members of this group and learned that women experienced considerable stress in determining research projects, initiating research papers, and completing a balance of professional and personal interests.

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Leadership Role Perceptions among Principals and Superintendents: A Comparative Study of Perceptions in Urban, Suburban, Town, and Rural Schools and Districts
Presenters: Jerry Johnson - Ohio University, William Larson - Ohio University

This paper shares results from the most recent project in an ongoing investigation exploring leadership role perceptions among principals and superintendents. The extant literature and results from previous work by the authors suggests that (1) the nature of perceptions about leadership roles, and (2) the congruence of role perceptions between principals and their superintendents exert influence over student outcomes. In this phase of the inquiry, we consider variations in role perceptions among principal-superintendent pairs in various geographic locales (urban, suburban, town, and rural) using qualitative data obtained from interviews with current principals and superintendents.

Mahncke Room - Discussant: Lloyd Goldsmith

Standards in a E.A.S.Y. Format to Integrate

Presenters: W. Fred Ivy - Texas A&M Texarkana, John Hamilton - Texas A&M Texarkana

Standards Based School Administration Training has had a significant impact across the United States within Leadership and Management graduate programs, and in the field as well. To augment success in the implementation of administrative standards and the accountability of those national/state standards, an acronym system of nine key concepts has been developed (over time) so that novices and experts alike can recall phrases that serve well as reminders of competencies and behaviors needed on the job in order to lead on campuses and in the district system. The system of competencies with help in evaluating administrative performance: EASY--"Evaluate Administration & Supervision Yourself".

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On-line Instruction Aligned With Leadership Standards: Make HR Learning Fun!

Presenter: John Smith - Training Advisor Inc.

Attend this seminar to see how an instructor can use an on-line application that supplements well the textbooks, in-class lectures and activities involved in teaching human resources to future and current educational leaders. Learn how to present difficult HR topics (FMLA, Sexual Harassment, ADA, Interviewing, etc) in a fun and entertaining way. Those attending will be shown how pre-made, legally accurate questions that align with the course objectives and ELCC standards for leadership preparation within the area of human resource administration can easily be implemented. This seminar will also illustrate the reporting capabilities which provide daily formative assessment data that allow the instructor to focus lectures and classroom activities specifically to the students' academic needs.

T.C. Baker Room - Discussant: Timothy B. Jones

Statewide Approach to Improving Writing for Rural Students

Presenters: Jody C. Isernhagen - University of Nebraska-Lincoln, Shirley J. Mills - University of Texas-Pan American

In 2000, educators in Nebraska began a journey to improve writing achievement for all students. With the passage of Legislative Bill 812, a new state writing assessment was enacted uniformly throughout the state. Nebraska adopted the 6+1 Writing Model developed by Northwest Regional Educational Laboratory (NWREL, 2008) to fulfill the requirements of the bill. The purpose of this quantitative study was to examine statewide writing achievement data and the implications for employing a statewide writing process. Educators' dedication to adopt and use a writing process across rural Nebraska was rewarded over an eight-year period.

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Leadership Skills for Management Student as Future Leaders

Presenter: Ali Khalkhali - Islamic Azad University-Tonekabon Branch

Management students are future leaders at any country. Management Universities convey managerial knowledge to their students adequately, but creating and improving their leadership skills are not ensured. The article investigates a self assessment tool for management students whereby they can evaluate their leadership potentials at any time. To develop the tool, the Principal Component Analysis, Inter-item correlation and Correlation coefficient methods were used. The results show that the leadership skills for management students can be divided into seven comprehensive factors. Based on such factors, each student can check his/her leadership skills and prepare an action plan for improving the skills.

Yellow Rose Room

Grant Writing Workshop with Ken Henson (2-4) (continued)

Crystal Ballroom - Roundtables

Protecting Students' Constitutional Rights in Catholic Schools: The Principal's Dilemma

Presenter: Mary C. Harris-John - Marshall University Graduate College

Under the Establishment Clause of the Constitution, a "wall of separation" was set up between church and state. As a result, students in Catholic Schools do not enjoy the same rights as their public school counterparts under the 1st, 4th, 8th, and 14th Amendments. This discussion explores these rights, as well as several pertinent court cases. In preparing certified principals who will eventually lead Catholic schools, professors of educational administration are urged to help them keep individuals' civil rights in mind when developing school policies.

Innovative Techniques Utilized in an Educational Leadership Program

Presenter: Patricia Ann Marcellino - Adelphi University, Susan Eichenholtz - Adelphi University

Faculty members have successfully linked assignments in a nationally accredited Educational Leadership & Technology program at a private L.I. university to the Educational Leadership Constituent Council standards, New York State standards and their own School of Education's Conceptual Framework. The program has its foundation in educational and business concepts, includes Moodle integration, and applies active learning in regard to issues of educational reform. Assignments include an educational platform (benchmark and dispositional) assessment, illustration of the principal as instructional and ethical leader, field work, capstone e-folio, and team presentations and papers steeped in action-research and problem-solving initiatives applied to real schools.

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Cubberley to the 21st Century: Progression or Regression In Preparing Public School Administrators?

Presenter: Paul M. Terry - University of South Florida

Ellwood P. Cubberley is known as the 'father of public school administration.' He authored the seminal work regarding how public school organizations and administrators should be trained. Using Cubberley's 1929 3rd edition (1st edition in 1916; 2nd edition in 1922) textbook titled 'Public School Administration: A Statement of the Fundamental Principles Underlying the Organization and Administration of Public Education', this presentation is an analysis of the topics Cubberley included in his textbook with a comparative educational review of the topics included in today's 21st century textbook regarding public school organizations and administrators. The question: 'Have preparation programs evolved content-wise in the past 100 years?'

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Transitioning to Higher Ed: What New Professors Need to Know

Presenters: Deborah E. Erickson - California Lutheran University, Phyllis Hensley - California State Polytechnic University, Pomona, Gary W. Kinsey - California State Polytechnic University, Pomona

At first glance, transitioning from K-12 education into the professoriate seems easy and seamless. Although the journey from site or district administrator to university professor appears somewhat easy and almost seamless, higher education brings its own challenges. Within the next decade, a record number of adjunct and full-time positions will be needed to replace retiring faculty. This paper discusses ways in which new professors can be assisted in assimilating to the university setting and building positive relationships in their new career.

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Focus Education Administration (EA) Research on EA, not on Administrators

Presenter: Chuck M. Achilles - Seton Hall University, Lincoln Memorial University

Education research seldom receives rave review: some say it has an "awful reputation" (Kaestle). Unlike in other disciplines, EA researchers have little focus, almost no sustained inquiry until a problem is solved, and poor writing skills. The presenter will offer a framework for focusing EA research, suggest reasonable targets/topics for the research, and discuss the issue of improving presentation of research results.

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Developing Academic Writing Skills for Graduate Students: A Sample Course

Presenters: Julie P. Combs - Sam Houston State University, Carolyn King - Sam Houston State University, Veronica G. Vijil - Sam Houston State University

In this roundtable discussion, presenters will outline an entry-level course where doctoral students learn to write for academic purposes with discipline. The intent of this round table is invite dialogue from session participants regarding the improvement of graduate students' academic writing performances and to share ideas and resources from one recently created course. A syllabus and perspectives from participating doctoral students will be included in this session.

Concurrent Sessions and Roundtables

Wednesday 3:30 pm – 4:10 pm

Trail Drivers Room

Graduate Student Session: Surviving the Dissertation Process

Presenters: Casey Brown - Texas A&M University-Commerce, Timothy B. Jones - Sam Houston State University

Writing a doctoral dissertation is, to put it mildly, a unique and challenging experience. In this session specially designed for graduate students, learn survival tips and techniques for achieving success with the dissertation. Professors will share their most useful hints so that you can avoid becoming an “ABD” statistic!

Frontier Room - *Discussant: Linda LeMasters*

Illinois School Leader Redesign Project

Presenters: Linda K. Marrs-Morford - Eastern Illinois University, Joe Pacha - Illinois State University, June Grivetti - University of St. Francis, Jenny Tripses - Bradley University

Illinois leadership preparation programs are undergoing significant change as a result of the Illinois School Leader Redesign Project. In this session, chairs of the redesign committees will share the process, the results, and the current status of the project including ideas on how ICPEA members can work together through the reapplication process.

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The Evaluation of Superintendents and Principals in Arizona

Presenter: Richard L. Wiggall - Northern Arizona University

A survey of Arizona superintendents examines the criteria and processes utilized by boards of education in the evaluation of superintendents and similarly asks for the same information from superintendents regarding their evaluation of principals.

Quadrangle Room - *Discussant: Rafael Lara-Alecio*

Curriculum Mapping in Educational Leadership

Presenters: Carole Edmonds - Northwest Missouri State University, Jan Glenn - Northwest Missouri State University, Virgil Freeman - Northwest Missouri State University, Joyce Pivalar - Northwest Missouri State University

Strengthening instruction seems to be a common goal in all public schools throughout the nation, but what about in higher education, especially educational leadership? The success of our program relies on our ability to mesh theory with current best practice. In light of the current change in ISLLC/ELLCC standards, our programs must look at strengthening instruction based upon the basic outcome for all of our students--passing the ISLLC exam. One way to guide reasonable and cohesive instruction is to utilize curriculum maps. This presentation will document one department's on-going journey in the curriculum mapping process.

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Coaching for Educational Leaders

Presenters: Ronald Leon - California Polytechnic University, Pomona, Donald Wise - California State University, Fresno

Leadership coaching is becoming more prevalent in the world of education. School leaders at all levels, under increasing demands from the accountability movement, are seeking leadership coaching to help them increase their productivity, and ultimately, the achievement of the schools they serve. There is little research on the effects of leadership coaching in the educational arena, especially given the difficulty of linking coaching to student achievement scores. In this presentation, the two authors will present an overview of the research on coaching for principals and superintendents and will share their own research on the topic.

Robert E. Lee Room - *Discussant: Patrick Jenlink*

Law Savvy Public School Administrators and Teachers: Analysis of the Knowledge Level of Current Topics in Educational Law
Presenters: Robert L. Marshall - Western Illinois University, John P. Closen - Western Illinois University

The research study involved an in depth investigation of the legal knowledge public school administrators and classroom teachers possess related to current as well as emerging school law litigation topics along with the implications for change in education.

Evolution or Extinction: Online Leadership Preparation Programs

Presenters: Tod Allen Farmer - Tarleton State University, Mark Weber - Tarleton State University

As political accountability and economic reality increasingly influence higher education, many leadership preparation programs are seeking cost effective instructional delivery systems that yield highly effective results. Simultaneously, large numbers of graduate students are seeking quality leadership preparation programs that provide both learning flexibility and convenience at a reasonable price. In response to market demand, many leadership preparation programs have turned to hybrid courses, online courses or fully online programs. How can leadership preparation programs most effectively integrate online learning activities and enhance program vitality without sacrificing program quality? This paper attempts to provide a partial answer to that question through a synopsis of the research regarding online learning and leadership preparation programs.

Vance Room - Discussant: Genie Bingham Linn

The Role of Academic Department Chairs: The Good, The Bad, and The Ugly

Presenters: Alice M. Fisher - Sam Houston State University, Stacey L. Edmonson - Sam Houston State University

The purpose of this study is to explore the various roles of chairs of academic departments in higher education. The study will examine the many challenges, tasks, opportunities, and responsibilities that department chairs must successfully deal with in the course of their work. The study will investigate perceptions of academic department chairs, and will identify the multitude of roles as falling into one of the following three areas: a) the good, b) the bad and 3) the ugly. Academic department chairs play a crucial role in ensuring program and institutional viability (Wolverton, Gmelch, Wolverston & Sarros, 1999). The study will provide recommendations for aspiring and practicing academic department chairs as they continue to search for effective coping strategies as they perform their duties in this vital administrative role.

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Disruptive Innovations: Breaking Traditions in Higher Education

Presenters: Carolyn Crawford - Lamar University, Gary E. Martin - Northern Arizona University

The presenters will share the story of how a small, regional state university moved from serving 100 graduate students in a School Administration M.Ed. to serving over 3,500 students. Specific examples will be given to demonstrate how a disruptive innovation can challenge the traditions of current university thought and behavior. These include the “ivory tower” attitude of many professors; the impact on support systems needed; the imperative for in-depth faculty collaboration, field-based activities; and the standardization of certain procedures across courses, typically left to the discretion of each faculty member. Findings and recommendations will be shared.

Mahncke Room - Discussant: Rosemary Papa

Preparing the Assistant Principal as Instructional Leaders: Critical Factors for Secondary School Improvement

Presenters: Betty J. Alford - Stephen F. Austin State University, Julia Ballenger - Stephen F. Austin State University, Lee Stewart - Stephen F. Austin State University, Janet Tareilo - Stephen F. Austin State University

In this symposium, the role of the assistant principal as an instructional leader of learning will be presented through the perspectives of nine assistant principals who are in their second year as educational leaders. Successful principals must promote learning focused teacher collaboration (Seashore Louis, Wahlstrom, Leithwood, Anderson, & Mascall, 2009). Through a qualitative follow-up study of nine assistant principals in their second year as educational leaders, key factors in their development as instructional leaders of learning were identified from their on-the-job experiences, professional development, and course work. These key factors will be shared in this symposium, and implications for educational leadership preparation programs will be discussed.

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Preparing the Assistant Principal as an Instructional Leader: Critical Factors for Elementary School

Presenters: Pauline M. Sampson - Stephen F. Austin State University, Ralph L. Marshall - Stephen F. Austin State University

In this symposium, the role of the assistant principal as an instructional leader of learning will be presented through the perspectives of nine assistant principals who are in their second year as educational leaders. Successful principals must promote learning focused teacher collaboration (Seashore Louis, Wahlstrom, Leithwood, Anderson, & Mascall, 2009). Through a qualitative follow-up study of nine assistant principals in their second year as educational leaders, key factors in their development as instructional leaders of learning were identified from their on-the-job experiences, professional development, and course work. These key factors will be shared in this symposium, and implications for educational leadership preparation programs will be discussed.

T.C. Baker Room - Discussant: Virginia Roach

Case Studies of School Culture in Metropolitan High Schools
Presenter: John F. Eller - Virginia Polytechnic Institute and State University

The data related to school culture gathered in case studies of high schools is the focus of this paper. School culture artifacts were gathered and analyzed using attributes of organizational culture. Data from school climate surveys was compared with a school culture assessment instrument developed using the work of Edgar Schein at MIT. The researcher will share the results of the case studies along with the data instruments and the processes used to gather cultural artifacts that define the school culture. The research will also describe the agreement between the information gather by traditional school climate and culture surveys and the artifact instrument.

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Online Preparation of Principals from the Wild Horse Desert
Presenters: Glenda Holland - Texas A&M University Kingsville, Ron McKenzie - Texas A&M University Kingsville, Cheryl Kelsey - Texas A&M University Kingsville

This presentation addresses online preparation of principals from the Wild Horse Desert—the area of the state of Texas bounded by the King and Kenedy ranches. Being rural and landlocked by ranches, the program was having some difficulty attracting students. This presentation is the story of problems and promise of the first year of an online program in South Texas.

Yellow Rose Room

Grant Writing Workshop with Ken Henson (2-4) (continued)

Crystal Ballroom - Roundtables

Recasting or Transforming Leadership: Oakland Universities Masters in Educational Leadership Program for the 21st Century
Presenters: Thomas J. Tattan - Oakland University, Eric Follo - Oakland University

Oakland University is seeking to recast and transform the preparation of school leaders in our Masters in Educational Leadership Program. Focus groups were utilized to conduct research and gain insights and recommendations along with a review of the literature on school leadership for making program improvements aimed at providing leaders for our 21st Century schooling needs. Our pilot program model will use a university and school district partnerships model, careful selection process, and off-campus delivery system to align program preparation with K - 12 school district leadership needs.

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Using Self-Esteem to Improve Student Performance
Presenter: Vernon G. Smith - Indiana University Northwest

The session will explore the conditions of self-esteem, explain the differences between self-concept, self-perception, establish the correlation between students' positive self-esteem and academic achieves, and note strategies to improve students' self-esteem.

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Educating Students with Disabilities in Co-teaching Models: Sound Practice or Administrative Dumping Grounds?
Presenters: Joe Nichols - Arkansas State University, Alana Dowdy - Dexter Missouri Public Schools, Cindy Nichols - Arkansas State University

As educational leaders continue to struggle with the “Highly Qualified Teacher” mandate of the No Child Left Behind (NCLB) legislation, many are turning to co-teaching models that are designed to incorporate regular education and special education teachers into the same classroom to deliver instruction. This model appears to address the issue of inclusion of students with disabilities into the regular classroom while simultaneously eliminating the NCLB mandate that all teachers must be highly qualified in the subjects in which they instruct. Two issues arising from this model’s implementation are concerns regarding proper staff development and concerns of it becoming a “quick-fix” for educational leaders struggling to meet NCLB’s mandates.

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Comparison of Traditional versus Alternative Preparation of Special Education Teachers
Presenter: Jacques D. Singleton - Arkansas State University

The shortage of special education teachers has prompted the creation of alternative certification programs. The effectiveness of the University of Memphis' (U of M's) 14 year alternative Special Education Institute program in preparing teachers to teach and remain in the field was examined and was compared to the U of M's traditional certification program. It was found that a larger percentage of the alternatively prepared teachers (50%) were employed at local school districts than the traditional program graduates (33%). But there was evidence that alternatively prepared teachers may not stay as many years (4.1 as compared to 6 years). The male graduates were also more likely to be employed in area school districts than females from both programs. Similarly, a larger percentage of African American students were employed by area school districts than their White counterparts. The results give support that alternative programs do lead to additional employment and teachers were retained for several years.



NCPEA Ice Cream Social

**4:15 pm - 5:00 pm
Gunter Terrace**

**Don't miss this NCPEA
tradition!**

**Sponsored by Abilene
Christian University**

Thursday August 6, 2009

Overview of Events

Don't forget to turn in your NCPEA Executive Board Election Ballot by noon!

7:00 am – 8:00 am	Site Selection Committee Meeting - Trail Drivers Room Annual Conference Planning Committee Meeting- Frontier Room Conference-Within-a-Conference Planning Committee Meeting - Quadrangle Room Publications Executive Committee (PEC) Meeting - Robert E. Lee Room Membership Committee Meeting - Vance Room Morphet Dissertation Award Committee Meeting - T. C. Baker Room
7:30 am – 8:30 am	Continental Breakfast - Gunter Terrace
8:30 am – 4:00 pm	Resource / Publishers Fair - Gunter Terrace
8:30 am – 9:50 am	General Session - Crystal Ballroom <ul style="list-style-type: none">• Featuring Dr. Steve Murdock 2008 Director of the United States Census Bureau• Presentation of NCPEA Special Awards Morphet Dissertation Award Connexions Awards Outstanding Graduate Research Paper Award
10:00 am – 10:40 am	Concurrent Session
10:00 am – 10:40 am	Morphet Dissertation Lecture - Mahncke Room
10:50 am – 11:30 am	Concurrent Sessions / Roundtables
10:50 am – 11:30 am	Strategic Planning “Whither Session” - Open Feedback - Yellow Rose Room Facilitated by John Hoyle, Linda Morford, & Jay Fiene
11:40 am – 12:20 pm	Concurrent Sessions / Roundtables
11:40 am – 12:20 pm	Taskforce on Evaluating Leadership Preparation Programs - Yellow Rose Room Dr. Terry Orr, Bank Street College
11:40 am - 12:20 pm	Constitution Revisions Discussion - T.C. Baker Room Bob Beach
12:30 pm - 1:40 pm	NCPEA Strategic Planning Update - Crystal Ballroom “Whither Session” discussion and findings Box lunch available
1:50 pm – 2:30 pm	Concurrent Sessions / Roundtables

1:45 pm – 2:45 pm	Writing for Publication Workshop with Ken Henson - Yellow Rose Room
2:40 pm – 3:20 pm	Concurrent Sessions / Roundtables
3:30 pm – 4:10 pm	Concurrent Sessions / Roundtables
3:30 pm – 4:10 pm	Graduate Student Session - Yellow Rose Room From Practitioner to Professor Facilitated by Pauline Sampson and Janet Tareilo
4:15 pm – 5:30 pm	State Affiliates Wine and Cheese Reception - Crystal Ballroom Facilitated by Gary Martin & Sandy Harris Sponsored by Sam Houston State University Special Guests Michelle Young and Alan Shoho

Thursday Day Planner



7:30 – 8:30

8:30 – 9:50

10:00 – 10:40

10:50 – 11:30

11:40 – 12:20

12:30 – 1:40

1:50 – 2:30

2:40 – 3:20

3:30 – 4:10

4:15 – 5:30

General Session 2

Crystal Ballroom

Thursday, 8:30 am – 9:50 am



Featuring
Dr. Steve Murdock
2008 Director of the United
States Census Bureau

Steve H. Murdock is the Allyn R. and Gladys M. Cline Professor of Sociology at Rice University. He previously served as Director of the U.S. Bureau of the Census having been nominated for the position by President Bush and unanimously confirmed by the U.S. Senate in 2007 and serving until the change in administration in January of 2009. Prior to his appointment at Rice, he was the Lutcher Brown Distinguished Chair in Demography and Organization Studies at the University of Texas at San Antonio (UTSA) and the Director of the Institute for Demographic and Socioeconomic Research. Before UTSA, Murdock was a Regents Professor and Head of the Department of Rural Sociology at Texas A&M University. He was also the official State Demographer of Texas. He was appointed to this position by Governor Rick Perry and was the first person to occupy this position. Dr. Murdock earned his Ph.D. in demography and sociology from the University of Kentucky and is the author or editor of 13 books and more than 150 articles and technical reports on the implications of current and future demographic and socioeconomic change. He is the recipient of numerous honors and awards. These include the Faculty Distinguished Achievement Award in Research from Texas A&M University, the Excellence in Research Award and the Outstanding Rural Sociologist Award from the Rural Sociological Society, The Distinguished Alumni Award from North Dakota State University and the Distinguished Alumni Award from the Department of Sociology at the University of Kentucky. He was named one of the fifty most influential Texans by Texas Business in 1997 and as one of the twenty-five most influential persons in Texas by Texas Monthly in 2005. He is a member of the Phi Beta Kappa, Phi Kappa Phi, and Phi Eta Epsilon national honor societies.

2009 Morphet Award for Outstanding Dissertation

Dr. Gary Nye, University of North Texas

Principals' Leadership Beliefs: Are Personal and Environmental Influences Related to Self-Efficacy?

Dissertation Chair: Dr. Judy Adkison



Gary Nye is an assistant principal at Wester Middle School in Frisco I.S.D. He has worked in the Plano and Fort Worth school districts. He received his bachelor's degree at Emporia State University in Emporia, KS and earned his masters and doctorate at the University of North Texas in Denton, TX. He is supported by his loving wife, Beth, and his two children, Ella and Jacob.



Come hear the Morphet
Presentation
Thursday, August 6, 2009
10:00 am – 10:40 am
Mahncke Room

Constitution Revisions

Facilitated by Bob Beach
Thursday, August 6, 11:40 a.m.
T.C. Baker Room

During the past year the Board has been engaged in rewriting the NCPEA Constitution. At this year's Annual Conference the proposed 2009 Constitution will come up for a vote. Therefore, a discussion session has been scheduled that addresses the proposed Constitution. The Board encourages you to review the new Constitution online in preparation for a vote on replacement. Procedures for modification are present in the 1997 Constitution. Therefore, the 2009 Constitution should be viewed as a complete change and not just as a revision.

The official vote for constitutional replacement will be held at Friday's general session (the "Town Hall Meeting"), August 7 at 9:00 A.M.

Concurrent Sessions and Roundtables

Thursday 10:00 am – 10:40 am

Trail Drivers Room - Discussant: Joseph Pacha

Career Transitional Intentions of Women and Men School Principals in the United States: How Do They Differ and What Factors Influence Them?
Presenter: Abebayehu Tekleselassie - George Washington University

Although researchers believe that school leadership plays a significant role in realizing the high expectations and accountability requirements placed on many schools and school systems in the United States, little has been known about the factors that influence the career transitional behaviors of school administrators once they attained the principalship. Complicating the lack of research in the area, school principals are leaving their positions at a rate that has never been witnessed before, thereby denying schools the leadership stability needed for successful implementation of educational programs. The current study draws data from NCES's School and Staffing Survey (SASS: 2004) to compare departure and mobility intentions of women and men school principals in the United States, and examines the factors that contribute to such differences. More specifically, the study explores the extent to which women and men school principals differ in terms of individual and school background factors; workplace conditions; salary; and the emotional aspects of work, and determines how such differences explain the variance in departure and mobility intentions by gender.

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Frontier Room - Discussant: Carol Parker

The Perceptions of Primary Grade Teachers and Elementary Principals on the Effectiveness of Grade Level Retention: A Case Study
Presenters: Carleton R. Holt - University of Arkansas, Bret G. Range - McBride Elementary School, John Pijanowski - University of Arkansas

This case study measures the perceptions of primary grade teachers and elementary principals concerning grade level retention. Explored in this study are three broad topics including the perceptions of educators concerning reasons for retention, the perceptions of educators concerning effective interventions, and how educators view retention after they have recommended students for retention. Findings of the study were that both primary grade teachers and elementary principals in this school district had very similar views of retention. Significance was found concerning their overall views of retention in regards to gender and their level of education.

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Developing Ethical School Leaders: Implementing ISLLC 5 through Case Study Learning
Presenters: Mary Lynne Derrington - Western Washington University, Donald Larsen - Western Washington University

Presenters in this session will explore the case study benefits for teaching the concepts in ISLLC Standard 5: act with integrity, fairness, and in an ethical manner, Function B, self awareness, reflective practice, and transparency. Data presented indicate that placing the student learner in the leadership role when using case studies increases the likelihood of ethical behavior by developing effective decision-making and problem solving strategies, critical thinking and inquiry skills, and the ability to analyze complex concepts.

Quadrangle Room - Discussant: Dianne Reed

S.N.A.P. and T.W.I.L.: No Matter What You Call It, New Professors Get Support!
Presenters: Linda J. Searby - University of Alabama at Birmingham, Francis Karanovich - Southern Illinois University, Edwardsville

The presenters, both new professors, initiated faculty development programs in their respective Schools of Education that offered structured support for non-tenured junior faculty to become more comfortable and prolific in research and scholarly writing. This was accomplished through the formation of professional learning communities which were called S.N.A.P. – Support Network for Assistant Professors and T.W.I.L. –Thinking, Writing, Inquiring, and Learning. The presenters will share the activities that provided support for themselves and other new professors and the results of their initial efforts. Advice for other new professors who want to start similar programs will be shared.

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Evaluating Teacher Content Knowledge and Student Academic Performance: A Research Study on the Impact of a Three-Year Math Science Partnership Grant

Presenters: Roger C. Guevara - Southern Arkansas University, Terry “Bo” Ray - Southern Arkansas University

This session will focus on education reform through professional development over a three-year period by continuously evaluating its rigorous training model. Presenters will provide evidence about how this initiative has improved instruction for new and veteran science teachers. In addition, the use of compressed interactive video as a viable model for delivering professional development will be examined. Implications for concrete changes, activities, policies, research, or other outcomes within the state and across the nation will also be discussed. The data from this work identifies best practices for K-16 partnerships, faculty professional development, distance learning, and teacher preparation programs in science.

Robert E. Lee Room - Discussant: Pauline Sampson

A Metaethnographic Study of Women in the Superintendency

Presenters: Gary Ivory - New Mexico State University, Marivel Oropeza - New Mexico State University, Biniam Tesfamariam - New Mexico State University, Dana Christman - New Mexico State University

We report on a synthesis of qualitative studies we did to enhance understanding of women in the superintendency. Our metaethnography reveals that the superintendency in general is an ongoing tension between figure (the superintendent) and ground (forces countering his/her effectiveness). This situation is complicated for women because of gender bias and gender-role expectations. We suggest ways to improve preparation of women for the superintendency. We base our suggestions on our synthesis, research on expertise, adult learning theory, and other research and theory.

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Equity in Public School Formula Funding: Texas Takes Another Critical Step

Presenters: Timothy B. Jones - Sam Houston State University, Wayne D. Bingham - Texas A&M University-Commerce

This paper examined inequity in the formula funding being accessed in the current system for public schools in Texas. Specifically, the study statistically analyzed the accessibility of school funding in each of the major components of the Texas formulas using traditional measurements but also adds the use of the RTP (Revenue to Pupil) Index developed by Jackson, Jones and Bingham (2006) as a new approach of assessment. Additionally, the paper reports the third set of benchmark data for Texas formula funding since the 2005 Judge Dietz ruling and compares the data as aligned with the evolution of statutory provisions in the state and other court decisions.

Vance Room - Discussant: Louis Wildman

Curriculum Leadership: Roles and Responsibilities of the Campus Principal

Presenters: Sandra Stewart - Stephen F. Austin State University, Janet Tareilo - Stephen F. Austin State University

Texas principal preparation programs prepare future leaders using the three domains and nine competencies identified by the state. Domain II, Instructional Leadership focuses on the role of the principal in ensuring teacher effectiveness and student academic success. Competency four is specific to the role of the principal in leadership of the curriculum. How effective are university preparation programs in preparing future principals as curriculum leaders? This paper focuses on the effectiveness of principal preparation programs in preparing future principals in their role as curriculum leaders.

Mahncke Room

Morphet Dissertation Lecture

Principals' Leadership Beliefs: Are Personal and Environmental Influences Related to Self-Efficacy?

Presenter: Gary Nye - University of North Texas

The purpose of this study was to determine if there is a relationship between principals' self-efficacy beliefs and their gender and experience, their professional preparation, and characteristics of their schools. The survey instrument included the Principal Self-Efficacy Scale (PSES) (Tschannen-Moran & Gareis, 2004). The survey was electronically distributed to a random sample of 1,000 Texas, public school principals. The factor structure and reliability of the PSES closely mirrored the results of Tschannen-Moran & Gareis (2004) providing further support for the reliability and validity of this instrument. Statistically significant relationships between PSES leadership dimensions (instructional leadership, moral leadership, and management) and gender, years of teaching experience, school level, SES, parental involvement, and student discipline were found. However, all of the relationships had a small effect size.

T.C. Baker Room - Discussant: Lee Stewart

Using Injunctions to Circumvent School Policy

Presenters: Denny W. Van Berkum - Minnesota State University Moorhead/Tri-College, Richard Warner - Minnesota State University Moorhead/Tri-College, Michael D. Richardson - Southeastern Louisiana University, Kenneth E. Lane - Southeastern Louisiana University

There has been an increase in the use of an injunction to circumvent school policies with students who have violated a school policy and received disciplinary actions petitioning the courts to stay the disciplinary action until the case can be heard. The timing of the filing and ruling to restrain is often close to the event to which the student is being denied participation or attendance. The event occurs and the petition is dropped by the student. School administrators are left in a quandary concerning the legality of the school policy and the role of the court on school policies.

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Building an Integrated Teaching Team to Model Distributed Leadership for Leadership Preparation

Presenters: Mary B. Gunter - Arkansas Tech University, Karen D. Endel - Arkansas Tech University, Rebecca A. Shopfner - Arkansas Tech University, Kandis C. Croom - Arkansas Tech University

This paper will document the steps and stages of a successful Educational Leadership teaching team. Delivering a leadership preparation program based on the distributed leadership model requires collaborative preparation and unique scheduling to change the traditional higher education culture. Stages of forming, storming, organizing, and succeeding in an integrated team will be presented by the faculty who began this unique design in 2001. Stories of graduate students provide a lens to better understand the resistance of practicing teachers and administrators to forming collegial teams within schools.

Crystal Ballroom - Roundtables

Creating and Sustaining a Positive Environment in a Diverse Classroom

Presenter: Aaron Thompson - Eastern Kentucky University

This session will allow educators to understand the importance of creating a school climate where students feel included and respected. An educator who understands their own biases and creates an action plan to deal with them allows an inclusive climate to be created where all students can learn and succeed. Teachers will gain an understanding of the range of diversity brought to their classroom(s) and will be given ideas based on research based pedagogy to incorporate innovative teaching strategies into the classroom.

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Barriers Associated with Establishing a Publishing Agenda

Presenters: Anthony J. Onwuegbuzie - Sam Houston State University, John R. Slate - Sam Houston State University

Similar to other higher education faculty members, educational leadership faculty members are expected to demonstrate scholarship through scholarly presentations and publications. Many barriers, however, are present that interfere with faculty members' ability to be productive. In this roundtable discussion, 12 major barriers to scholarly productivity will be examined. Ways in which participants can overcome these barriers will be discussed.

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Superintendents as Developers of Principals

Presenters: Betty Jo Monk - Tarleton State University, Mark Littleton - Tarleton State University, Mark Weber - Tarleton State University, Tiffany Littleton - Texas Christian University

The relationship between district superintendents and campus principals is perceived to be a critical factor in the improvement of public education in the United States. Without question, the effectiveness of campus-level leadership is tied to the support principals receive from their superintendents. This session will highlight recent research with Texas superintendents and principals related to the role of the superintendent as a developer of principals. The importance of the district as a unit of change is integral to the research undertaken.

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Educational Administrators Who Want to Become Faculty Members: Tips From Someone Who's Been There

Presenter: Cynthia Martinez-Garcia - Sam Houston State University

Many educational leadership faculty enter higher education after having served as educational administrators/leaders in the K-16 setting. Though these educational leaders may have highly successful in the K-16 setting, many of them as educational leadership faculty members experience difficulty in higher education with its focus on teaching, research, and service. In this

roundtable discussion, a former K-12 administrator will give tips on how to enhance their curriculum vitae, scholarship, as well as ways in which to improve their opportunities of acquiring a faculty position and will discuss ways new faculty members can increase their likelihood of becoming successful faculty members.

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Developing an Ed.D. - The Journey Begins

Presenters: David Barnett - Morehead State University, Robert Lyons - Robert Lyons

This roundtable discussion will focus on early steps two regional universities have completed in pursuit of offering the educational doctorate. Several questions will serve as the foundation for the presentation. What do current practitioners view as important content and skill development? What instructional delivery methods might be considered? What impact does implementing an Ed.D. on available resources (e.g. human, financial, technology)? How do other university faculty members respond to development of the Ed.D.? What are the professional development needs of the faculty who will be involved in Ed.D. program? Colleagues who are also interested in the Ed.D. discussion are invited to join in this two-way conversation with the goal of informing Ed. D. programs being planned at the regional universities that are represented as well as providing opportunities for those further along to share potholes to avoid and successes that might be replicated.

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Online Delivery of Ed.D. Research Courses: Pros & Cons

Presenters: Michael L. Cunningham - Marshall University, Keith Butcher - Marshall University

Marshall University's Doctoral Program, in an effort to be more accessible to students in rural West Virginia, instituted a cohort group that meets via a hybrid delivery model. This hybrid model utilizes the Blackboard course delivery platform to supplement the live meetings that are held each month. Two classes are offered each semester and, although the group has completed several courses, none have been more challenging to deliver than those in the research core. This paper reports on a study of the perceived quality of instruction in the research core from students and faculty, as well as some empirical data obtained from pre-post testing. These data were collected from EdD students in the both cohort and traditional on-campus sections and analyzed for differences.

Concurrent Sessions and Roundtables

Thursday 10:50 am – 11:30 am

Trail Drivers Room - Discussant: Luana Zellner

A Principal's Dilemma: Instructional Leader or Manager

Presenters: Bettye L. Grigsby - University of Houston - Clear Lake, John Decman - University of Houston - Clear Lake, Felix Simieou - University of Houston - Clear Lake, Gary Schumacher - University of Houston - Clear Lake

This paper focuses on the emphasis administrators place on the design and delivery of curriculum and instruction and the extent to which federal regulation has impacted principal behaviors as instructional leaders. Administrators are held accountable for the quality of the instruction taking place on their campuses. According to federal guidelines, principals of campuses rated unacceptable for two consecutive years are removed. With the increasing list of unacceptable schools, Principal Preparation Programs must ensure aspiring administrators have an understanding of the significance a quality curriculum and instruction has on a campus and provide the tools necessary for successful implementation and monitoring.

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Assessing Leader Competence for Oregon's Children

Presenters: Marc A. Shelton - George Fox University, Carolyn Carr - Lewis & Clark College, Stephen Cathers - George Fox University

This paper highlights a state affiliate's continuation of research on preparation, evaluation, and professional development of leaders. The Oregon Leadership Network (Wallace Foundation and Oregon Department of Education) funded this project that included: 1) Replication of an earlier survey to assess demonstration by graduates of preparation programs of knowledge, skills and dispositions the new Oregon administrator standards were designed to foster, 2) Technical analysis of the revised ISLLC 2008 standards to assess their congruence with the ELCC-based Oregon Administrator License Standards, 3) Examination of assessment strategies across the eight administrative licensure programs, to determine the effectiveness and congruence with standards.

Frontier Room - Discussant: Casey Brown

Size Really Matters: Making Large Schools Work

Presenters: Arthur Shapiro - University of South Florida, Yousef Almorshid - Yousef Almorshid, Steve Permuth - University of South Florida

Recent literature points to the considerable advantage of smaller schools over large academically, in terms of satisfaction of students and staff, in generating positive social controls, in reducing dropouts, even in decreasing the achievement gap (particularly with impoverished majorities and minorities), etc. This presentation will describe and analyze in detail effective strategies I used to decentralize large schools into small learning communities (SLCs), and to create professional learning communities (PLCs) in the process.

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Building the Capacity of Aspiring Leaders to Support Novice Teachers Through Collaborative Ventures

Presenters: Michelle Abrego - University of Texas, Brownsville, Pat Casey - Texas Woman's University, Chuey Abrego - University of Texas, Brownsville, Karen Dunlap - Texas Woman's University, Bobbette Morgan - University of Texas, Brownsville

This presentation focuses on how two leadership preparation programs located in Texas implemented an authentic professional development project designed to allow educational leadership graduate students to share knowledge of teaching and learning with student teachers and alternatively certified teacher interns. All graduate students valued participation in the collaborative projects and increased their knowledge of and responsiveness to the needs of beginning teachers. The two university projects are ongoing and have been modified and improved in part based on feedback shared between the two programs. Recommendations for preparation programs seeking to implement a similar project will be made.

Quadrangle Room - Discussant: Elvis Arterbury

An Investigation of Leadership Development among Mid- and Upper-Level Female

Presenters: Eileen S. Johnson, Shannon Flumerfelt

Despite progress during the 1980s and 1990s toward work-place equality, women continue to fill disproportionately fewer of the highest leadership positions in K-12, higher education, business, non-profit organizations, and health care. The purpose of this presentation is to discuss the development of a two-phased, mixed method study that investigated the development of

leadership aspirations and capacity among women at high levels of leadership compared to those who remain a mid-level leadership in education. Preliminary results will be discussed, focusing on leadership aspirations and capacity rather than barriers to leadership roles for women in education.

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A Mission Deferred: What Administrators Should Know about Second-Career Teachers, Their Profiling Characteristics and Motivations

Presenter: Samuel J. Smith - Liberty University

Because of the recent economic recession and the resulting massive job losses, the trend of second-career teachers entering the field will most likely escalate as the work force retools to seek stable employment. This influx of life-experienced newcomers to teaching holds a variety of implications for school principals and how they supervise instruction. Participants in this study were enrolled in a blended online-residential Master of Arts in Teaching program. Profiles, characteristics, motivations, and perceptions were explored using the FIT-Choice (Factors Influencing Teaching Choice) Scale.

Robert E. Lee Room - Discussant: Tod Farmer

P-16 Alignment for Educational Success

Presenters: Jafeth E. Sanchez - University of Nevada, Reno, Bill Thornton - University of Nevada, Reno, Janet Usinger - University of Nevada, Reno

This paper focuses on the concept of P-16 alignment of educational systems. At a basic level, evidence of school efforts and student success is necessary for effective accountability. Education leaders have implemented numerous programs and some systems that are designed to meet the demands of educational reform P-16. Often, however, such efforts lack alignment. Even more, student success has not always been a priority within high school reform. This paper discusses benefits related to positive outcomes, potential difficulties, and common challenges with P-16 alignment, with a particular focus on high school reform.

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An Open Systems Approach to the Evolution of Diversity Appreciation in Contemporary America: A Historical Reference of Key Laws and Legal Decisions

Presenter: Walter S. Polka - Niagara University

This presentation provides attendees with the opportunity to explore their own values orientations vis-à-vis diversity issues and to facilitate their understanding of the complex evolution in America of our quest to educate ALL Children. An open systems model will be referenced to provide a better comprehension of various key laws and legal decisions that have impacted identity development and diversity appreciation in America. An historical school law reference will be provided to assist attendees evaluate contemporary diversity issues so that the underpinnings of institutional, organizational and personal discrimination may continue to be challenged by educational leaders.

Vance Room - Discussant: Tom Kersten

Readying Instructors for Classrooms Without Walls: The Impact of Online Learning for Professors and Their Programs

Presenter: Janet Tareilo - Stephen F. Austin State University

Delivering online programs and instruction is sweeping across institutions of higher learning at a rapid pace. While colleges and universities are preparing for the impending changes that will take place as traditional face-to-face instruction moves to unknown boundaries, some professors are not making this change so quickly. This study explores the perceptions of professors in educational leadership programs who are choosing to remain in a face-to-face instructional modality. The study also examines the readiness skills professors need to be successful as they transition from one delivery method to another while continuing to ensure the success of their candidates and their programs.

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A Master of Arts, Science, or Education in General Administration: A Difference by Design or by Accident?

Presenters: Athanase Gahungu - Chicago State University, Frank Della - Chicago State University

While there seems to be a good debate regarding the often blurry distinction between the so-called practitioner-oriented “doctor of education” and “research-oriented” philosophy degrees, little has been written to question the choice of a school of education to offer a master of arts, a master of science, or a master of arts. It appears necessary to reflect on the academic package the future leaders receive in our programs: 1) What makes a master of arts, a master of science, or a master of education in educational leadership or administration? 2) To what extent do colleges of education offer a master degree distinguishable from the postgraduate certification process? 3) What is the role of state boards of education, regional

accreditation agencies, and the national council for the accreditation of teacher education (where applicable) in ensuring that colleges of education have offer master-level preparation to the educational leaders?

Mahncke Room - Discussant: Robert Marshall

Building Trust, Communication, & Collaboration Between Teachers & School Administrators
Presenter: H. Jim Miller - California State Polytechnic University, Pomona

Literature suggests that a trusting relationship between the school leader and his/her teachers is the lynchpin to honest communication. Studies stress that effective collaboration will most likely culminate in increased student achievement. This study examined teachers' and counselors' perception of trust, communication, and collaboration in a large high school in southern California. The presenter will discuss the impact honest communication and collaboration has on the concept of trust.

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Where Children Learn - What Message Are We Sending?
Presenters: Michael E. Bishop - The George Washington University, Julie Ruzala - The George Washington University, Ronald Taylor - The George Washington University

The condition of public school facilities and the relationship that the built environment has on student achievement, teacher satisfaction, and staff attitude and behaviors. The three researchers conducted different types of research that reached similar conclusions.

T.C. Baker Room

Online Internships: A Successful Model
Presenters: Douglas M DeWitt - Salisbury University, Carolyn Rogers - Capella University

Capella University is an accredited (NCA) online university that has a state approved administrative preparation program in both Minnesota and Arizona. The program includes administrative internships for both the principalship and superintendancy. This paper will discuss the facets and components of the Capella internship program that make it valuable and credible.

Yellow Rose Room

Strategic Planning "Whither Session"- Open Feedback Session
Facilitated by John Hoyle - Texas A&M University, Linda Morford - Eastern Illinois Univeristy, and Jay Fiene - Western Kentucky University

Crystal Ballroom - Roundtables

Preparing Charter School Leaders with an Online Master's Degree Program
Presenter: David E. Whale - Central Michigan University

Preparing charter school leaders to have the skills, ethics, vision, and abilities necessary is the goal of the Central Michigan University online master's degree program. This roundtable session will provide an overview of the process, the challenges, and successes that are part of a vigorous and relevant online program. Attendess will receive a structured and documented discussion about the advantages of online degree programs with an educational leadership in charter school focus.

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Continuous Accountability: Lessons Learned from a National Accreditation Review
Presenter: Deborah E. Erickson - California Lutheran University

This presentation will share the account of a small liberal arts university during its successful accreditation review held this year. Lessons learned from the process will be shared, specifically dealing with data utilized by the Educational Leadership Department, including the use of signature assignments. Participants will have the opportunity to share their own experiences as well as gain knowledge from others who have completed successful reviews.

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Blended Classes-Successful with the Authentic Leadership Program
Presenter: Virgil L. Freeman - Northwest Missouri State University

In response to student needs and requests, the Department of Educational Leadership unveiled Blended Classes for Masters and Specialist classes during the 2005 spring trimester called ALP (Authentic Leadership Program). ALP will reduce student cost through a combination of reduced travel time, reduced nights away from families and increased on-line training. Concurrently, ALP will enhance student learning through on-site problem-based authentic training. The success of ALP comes to our students different from traditional school leadership training programs through a combination of innovative course scheduling, technology utilization, and authentic site-based training. The development, modifications, areas of concentration, and adoption of items used will be presented and discussed. Suggestions for use of such an instrument in leadership departments will be a topic of focus.

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Spiritual Centered Leadership: Perceptions of Leaders in Law Enforcement
Presenters: Dianne Reed - Sam Houston State University, Barbara Polnick - Sam Houston State University, Anita Wright - Wright Way Community Development Inc.

The purpose of our study was to (a) examine law enforcement leaders' descriptions of spiritual-centered leadership, (b) examine law enforcement leaders' perceptions regarding the impact of spiritual-centered leadership on the culture of the organization, and (c) examine similarities and differences that exist among law enforcement leaders' perceptions of spiritual-centered leadership.

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Developing and Implementing an Effective Online Educational Leadership Internship
Presenters: Donnie C. Snider - Abilene Christian University, Lloyd Goldsmith - Abilene Christian University

As online courses and programs proliferate across our country, is it essential for educational leadership faculty to embrace the advantages of new technology versus fearing the cyberspace divide. The program developed at Abilene Christian University found greater communication between mentors and interns and a means to better supervise progress.

Special Event



Improving Programs Together: Strategies and Lessons from the Taskforce on Evaluating Leadership Preparation Programs

Dr. Terry Orr
Bank Street College
Yellow Rose Room
11:40 am – 12:20 pm

Margaret Terry Orr is on the faculty of Bank Street College and directs the Future School Leaders Academy. She has researched the impact of leadership preparation on graduates and alumni, comparing innovative and conventional practices, regionally and nationally.

She has also conducted numerous regional and national studies over the last 30 years on school and district reform initiatives. Her research has been published in *Educational Administration Quarterly*, *Phi Delta Kappan*, *Teachers College Record*, *Leadership and Policy in Schools*, *Education and Urban Society*, and other research journals. She coauthored, *Developing Effective Principals through Collaborative Inquiry*, with Monica Byrne-Jimenez (Teachers College Press, 2007). She is co-author (with Linda Darling-Hammond and others) of the forthcoming Jossey-Bass book, *Preparing principals for a changing world: Lessons from effective school leadership programs*. In 2008, she was awarded the LTEL-SIG Distinguished Researcher Award.

Dr. Orr chairs the long-standing national UCEA/LTEL-SIG Taskforce on the Evaluation of Leadership Preparation Programs. She is the current president of the Metropolitan Council of Educational Administration Programs (MCEAP), a regional association of leadership preparation programs, an executive committee member of the statewide association (CADEA) and an advisory board member of the Wallace/NYSED: Building a Cohesive Leadership System Grant General Advisory Group which oversees the state efforts to develop policy and programmatic initiatives to revise state standards for educational leadership, enhancing leadership preparation and development, and establish a principal evaluation system.

Concurrent Sessions and Roundtables

Thursday 11:40 am – 12:20 pm

Trail Drivers Room - Discussant: Cynthia Martinez-Garcia

How to Publish in Next Year's NCPEA Yearbook
Presenter: Beverly Irby - Sam Houston State University

At this presentation, the Yearbook Editor will discuss the guidelines for publishing in the yearbook for 2010. Standards will be shared related to submissions.

Frontier Room - Discussant: Linda Morford

Classroom Learning Communities in Educational Leadership: A Comparison Study of Three Delivery Options (Face-to-face, online, and hybrid)

Presenters: Carol Laing Ritter - Sam Houston State University, Barbara Polnick - Sam Houston State University, George Moore - Sam Houston State University

Do students in educational leadership/principal preparation programs feel a sense of classroom community when their course is delivered online? Are different delivery options equally effective in establishing a classroom learning community? In this session we share the results of the study we've conducted, analyzing how classroom learning communities are established online, in hybrid courses (both online and face-to-face) and in face-to-face (no online work) classes. Over 120 students responded to an electronic survey entitled "Classroom Community Scale (CCS)" developed by Rovai (2002) and modified by the presenters. The CCS measures four components of classroom community: spirit, trust, interactions and learning.

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Can Sierra Leone Provide Free Public Education for Girls?
Presenter: Mohamed Jalloh - Chicago State University

Sierra Leone's education system is recovering from eleven years of civil conflict-1991-2002. After the war, the government showed its commitment to the Education For All (EFA) goals by the introduction of the Free Primary Education Policy in 2001. This led to rapid increase in enrollment for boys and girls at all levels. However, there were significant regional disparities in enrollment, with access to education lowest especially for girls in the Northern and Eastern Provinces. The purpose of this study was to have an understanding of whether the barriers to girls' education have been removed. Further, the study sought to inquire whether the schools receive the financial and administrative support they need to provide the basic educational services on a sustainable basis. Preliminary findings suggest that many of the barriers to girls' education have not been removed and that current levels of expenditure may not be sustainable in the long run. There are plans to undertake a full scale research in Sierra Leone.

Quadrangle Room - Discussant: Mary Nichter

Standards, Not Standardization: Educational Leadership Preparation for Twenty-First Century Schools

Presenters: Gary Marx - Eastern Michigan University, David Anderson - Eastern Michigan University, Ella Burton - Eastern Michigan University, Ron Williamson - Eastern Michigan University

Since the mid 1990's curriculum change within educational administration has been driven by accreditation standards. Prior to this time accreditation was primarily a process of documenting courses, content, and what one did to prepare educational leaders. The presenters will explain how to use existing national standards and performance assessments to create an educational administration curriculum which is: 1) a continuous and integrated approach; and 2) promotes a conceptual knowledge of leadership that is intended to be refined over the course of a professional career.

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Robert E. Lee Room - Discussant: Betty Alford

Examining the Effectiveness of a Ninth-Grade Transition Program
Presenters: Jason VanMetre - Lamar University, Michael Hopson - Lamar University

This study was designed to examine the effectiveness of a ninth-grade transition program at a suburban high school in Louisiana. Academic and non-academic student data were analyzed from two groups of first time freshmen (with and without a transition program) using a t-test. Positive trends were found to exist in all categories except one. In addition to positive trends, several t-tests showed that a significant difference existed between groups for three non-academic factors. A reduction in the achievement gap between African American and white students was also found. This study could provide insight for those implementing a freshmen transition program.

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Superintendents and ISLLC Six: Understanding and Responding
Presenters: Susan Scurry - University of Houston - Clear Lake, Terri Burchfield - University of Houston - Clear Lake, Dana Bidy - University of Houston - Clear Lake, Rachel Hunt - University of Houston - Clear Lake

This study analyzed interviews with 15 superintendents in the greater Houston area to identify commonalities in their strategies, beliefs, ideas, practices, and reflections through responses to a common interview protocol, designed to specifically address superintendent practices as they related to ISLLC Standard Six. Findings gave insight not only into practitioner perceptions of the balance between internal and external environments, but also into the state of the art of superintendent practice in an era of increasing retrenchment and accountability.

Vance Room - Discussant: Jay Fiene

An Analysis of Kentucky Superintendents Salaries and Benefits
Presenters: John J. Herlihy - Eastern Kentucky University, Rhianna Fair - Eastern Kentucky University

What are the benefits and rewards for being employed as a superintendent in the state of Kentucky? This presentation presents the results from a study of superintendent's contracts in all 120 Kentucky counties and 54 independent school districts. The study conducted focused on the contracted days and salary in each district. It also addressed health benefits, technology, travel, and professional association compensation. The surveys were given to each district superintendent and then compiled together to analyze. The responses from the survey were paired together with the contracts and evaluations given in each district. The information gathered was then further examined and compared with data from all over the country. The information will be used to help future and existing superintendents negotiate their contracts.

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School Leaders Engaged in Reducing Racial, Ethnic, and Socioeconomic Isolation in Connecticut Schools
Presenter: Ellen M. Retelle - Central Connecticut State University

This paper is an analysis of how Connecticut public schools principals and teachers reduce racial, ethnic, and economic isolation in their schools. The 2006-07 Connecticut Strategic School Profiles will be analyzed to determine the success, effectiveness, and outcomes of the policies, practices, and programs that schools have instituted to reduce racial, ethnic, and economic isolation in their schools. School principals will be interviewed to comment on the effectiveness of the policies, practices, and programs.

Mahncke Room - Discussant: Ralph Marshall

Analysis of Principals' Leadership Style to Teacher Job Outcomes
Presenter: Kerry L. Roberts - Arkansas Tech University

In the 21st century accountability and meeting specified standards coupled with federal, state, and local demands has created teacher stress and high teacher turnover. This study examines the principal's leadership style and its effect on teacher stress, job satisfaction, and job performance.

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Putting the Brakes on Student Drop Out Rates: The MacArthur Academy of Creative Education Success Story
Presenters: Luana J. Zellner - Sam Houston State University, Patrick Jay Valdez - North East Independent School District

Several problems exist concerning students placed at-risk for dropping out. These include a universal method for calculating drop out rates, differing opinions regarding causes of school dropout, and a body of literature that sparsely concerns educational approaches focused on keeping our most marginalized students at-risk for failure in school. This study examined

the impact of the MacArthur Academy of Creative Education (MACE) on this particular group of students as well as the perceptions of teachers engaged in the MACE program from a suburban southwest Texas high school.

T.C. Baker Room

Constitution Revisions
Facilitated by Bob Beach - Alabama State University

At this year's Annual Conference the proposed 2009 Constitution will come up for a vote. This session will provide an opportunity for discussion. The Board encourages you to review the new Constitution in preparation for a vote on replacement. The official vote for constitutional replacement will be held at Friday's general session (the "Town Hall Meeting"), August 7 at 9:00 A.M.

Yellow Rose Room

Improving programs together: Strategies and Lessons from the Taskforce on Evaluating Leadership Preparation Programs
Presenter: Dr. Terry Orr, Bank Street College

For over 8 years, the UCEA/LTEL-SIG Taskforce on Evaluating Leadership Preparation Programs has been meeting semi-annually for workgroup sessions at UCEA and at AERA (through support made possible by the LTEL-SIG). The Taskforce has made significant strides in developing evaluation tools and resources now used widely by leadership preparation programs to assess program effectiveness and impact. This session will provide an overview of the Taskforce's conceptual model for leadership preparation program evaluation and current research findings from comparing programs and approaches from multiple studies. This session will also review the tools and resources that the Taskforce has developed through its collaborative evaluation research and how other programs can use these. The Taskforce's current agenda is to continue to support program evaluation by creating an on-line survey feature through UCEA and support additional workgroups on additional areas of evaluation research.

Crystal Ballroom - Roundtables

Effective Leaders Impacting Schools: An Overview of Principal Preparation Programs in Texas
Presenters: Elizabeth Murakami-Ramalho - University of Texas at San Antonio, David Thompson - University of Texas at San Antonio, Encarnacion Garza - University of Texas at San Antonio, June Byng - University of Texas at San Antonio, Wendy Hernandez - University of Texas at San Antonio

This study provides a landscape on the changes in standards for principal certification required by the State Board of Educator Certification (SBEC) since its establishment in 1995, followed by an examination of current SBEC endorsed principal preparation programs throughout the state. An examination of programs using a cross-case study approach was used. The emerging trends identified in the programs considered whether the changes were significant in terms of SBEC intended impact to improve the preparation of principals for the workforce, including rigor in the quality of candidates upon entry, the preparation of professionals through higher level standards of conduct, and the improvement of strategies for the recruitment and retention of principals within the state.

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Suggestions for Educational Leaders: Student, Parent, and Professor Voices
Presenters: John R. Slate - Sam Houston State University, Rachel Slate - College Park High School, Gina C. Viglietti - Private Consultant

In this roundtable, a rising 11th grade student, her mother, and a college professor in educational administration will discuss concerns at the high school level. In particular, issues from a student and from a parent perspective will be examined. Suggestions for educational leaders to facilitate teacher involvement with students and to facilitate student success will be provided.

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School Choice and American Education: An Argument Against the Libertarian Agenda
Presenter: Eileen S. Johnson - Oakland University

School choice has become a pervasive and heated topic of debate in recent years. Over the past quarter century, new education policy has expanded the role of school choice alternatives, including private, charter, magnet, and home schools, and has forced many public schools into competition not only with these alternatives but with each other. While much pressure has come from a politically and religiously conservative sector, libertarians also strongly espouse the view that government-run

schools are both inefficient and ineffective. The agenda from the libertarian sector is the complete elimination of federal compulsion, provision, and financing of education. This paper analyzes the libertarian agenda for public education and offers three essential arguments against the elimination of public schools.

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Administrators of Gifted Education Programs: Under Obligation to Educate Classroom Teachers
Presenter: Julie Lamb Milligan - Arkansas State University

Classroom teachers are typically willing to help identify and serve the needs of students who learn differently. However, they are not always educated regarding characteristics, identification procedures, or service plans for gifted learners. Thus, who is responsible for overseeing the education of classroom teachers regarding how to best serve the needs of gifted learners? Administrators of programs for the gifted and building level administrators must work together to train teachers. This presentation will focus on some practical ways administrators can work together to accomplish the goal of providing effective staff development for classroom teachers related to gifted children.

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What Administrators Need to Know about Classroom Management: Real World Scenarios and Applications
Presenters: Max Fridell - Northwest Missouri State University, Carole Edmonds - Northwest Missouri State University, Virgil Freeman - Northwest Missouri State University, Jan Glenn - Northwest Missouri State University, Joyce Pivala - Northwest Missouri State University

The mission in the Educational Leadership department at Northwest Missouri State University is to train aspiring instructional leaders in connecting theory with current best practices. In keeping this mission, it is important to be informed about and prepared for the different classroom management problems that both student teachers and certified classroom teachers will face during their careers. This roundtable discussion will focus on our study of authentic classroom management scenarios from student teachers and professionals in the field and will provide real applications in conjunction with research-based educational journals helping to prepare teachers deal with various classroom management situations.

NCPEA Strategic Planning “Whither Session” Update

Discussion Open to All
(Ticket Required for Lunch)

Facilitated by
John Hoyle, Linda Morford, and Jay Fiene

Join us to discover where NCPEA is going. Results from this year’s Strategic Planning, the Whither Session, will be discussed.

The future of NCPEA is bright- don’t miss this opportunity to be a part of it!

Thursday, August 6, 2009
12:30 pm - 1:40 pm
Yellow Rose Room

Special Event

Writing for Publication Workshop with Ken Henson

Yellow Rose Room
Thursday, August 6, 2009
1:45 pm – 2:45 pm

Get the nuts and bolts tips from someone who has over 300 refereed publications including 42 books, 4 of which are on writing for publication.

Learn:

- Suggestions from 40 editors
- Writers' most common errors
- Writers' most common questions

Learn how to:

- Find good topics
- Select the best journals
 - Write good titles
- Develop effective style
- Get articles from dissertations
 - Organize articles
 - Set up a library

Concurrent Sessions and Roundtables

Thursday 1:50 pm – 2:30 pm

Trail Drivers Room - Discussant: Janiece Buck

Administrator and Teacher Perceptions of School Emergency Preparedness: Making Schools a Safer Place for Children
Presenters: Brant T. Graham - Beaumont Independent School District, E. Jane Irons - Lamar University

Principal and teacher perceptions of school preparedness for emergency situations may define the reality of school safety under crisis situations. The Texas Safe Schools Act (2007) requires districts to address school preparedness response and recovery in a multi-hazard emergency operations plan. The purpose of this study was to identify Texas school administrator and teacher perceptions of preparedness for emergencies. Survey responses of 133 administrators and 165 teachers suggested teachers felt significantly less prepared than administrators. Respondents reported that 67% of the campuses failed to conduct the minimum number of required building evacuation drills suggesting that although they perceived preparedness they were not in compliance with the mandates.

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Student Written and Facilitated Case Studies Increase Learning in Leadership Objectives: Results of a Two Year Study
Presenters: Mary Lynne Derrington - Western Washington University, Donald Larsen - Western Washington University

Presenters will report results of a two- year study that indicate student written and facilitated case studies increase learning a set of skills more than does using a traditional instructor- led textbook case study approach. They will also describe the methodology and research that informed and developed this study. Additionally, presenters will discuss how the role of the student as both case study developer and facilitator may differ from the typical textbook case study approach.

Frontier Room - Discussant: Judy Adkison

Preparing School Leaders to Engage Family and Community Partners for Student Success
Presenter: Lynn K. Bradshaw - East Carolina University

A review of new state and national standards for school and district readers reveals shifting expectations for school partnerships. While effective communication and the scope of communication efforts with families and community leaders continue to be important, there is growing emphasis on the dynamics of partnerships, the strategies for engaging partners, and the degree to which the partners are engaged in meaningful work that leads to positive results for students, families, and communities. This paper describes efforts to strengthen the emphasis on school, family, and community partnerships in one university's preparation programs for principals and superintendents.

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Texas Teacher Workforce Diversity Report Card
Presenters: Myrell Denice Myers - Stephen F. Austin State University, Julia N. Ballenger - Stephen F. Austin State University

The purpose of this study was to determine correlations between the cultural diversity of teachers and scores from the Texas Assessment of Knowledge and Skills (TAKS) tests reported in "Snapshot 2008 School District Profiles" (Texas Education Agency (TEA), 2008). This research examined the cultural diversity of Texas teachers to determine whether it matched that of an increasingly diverse student population. It explored whether a reliable assessment measure could be constructed depending on student academic achievement data from TAKS scores to inform and assist school administrators in decision-making to employ teachers who have background and experience as members of diverse cultures.

Quadrangle Room - Discussant: Timothy B. Jones

Do Standards Improve Performance?
Presenter: Douglas J. Fiore - Virginia State University

Education is in the midst of an over-reliance on performance standards. While some lament this focus, there is evidence to suggest that adherence to standards can improve performance. The ISLLC Standards are fast approaching their 15th birthday. Some argue that the development and revision of these standards has done little to alter the performance of school leaders, but research states otherwise. Based on qualitative data taken from 4 separate States, the data indicates that strong attention to the ISLLC Standards pre-service, leads to improved administrative performance and stronger student achievement.

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Is there a Correlation between School Quality and its Dropout Rate?

Presenters: Sidney L. Brown - Alabama State University, Sharron Herron-Williams - Alabama State University, Bertis English - Alabama State University

The research contained in this paper is to quantify the relationship between school quality and its dropout rate. Data was gathered and assessed using a chi-square measure of both the mean scores of twelve feeder middle schools scores on the HI-E Healthy schools inventory and the projected dropout rate of their respective zoned high schools. We predict that there is no significant difference in the qualities of good schools versus sick schools as defined by this instrument (Schools A = Good Schools and Schools C = Sick Schools).

Robert E. Lee Room - Discussant: Russ Higham

A Multi-Year Study of Beginning Teachers on High School Campuses

Presenter: Cynthia Martinez-Garcia - Sam Houston State University

In this study, the most five most recent years of data (2003-2004 through 2007-2008) from the Texas Academic Excellence Indicator System were analyzed regarding beginning teachers on high school campuses. The extent to which differences were present between high school campuses with the highest beginning teacher percentages and those campuses with the lowest beginning teacher percentages was addressed. High school campuses with the highest beginning teacher percentages had higher percentages of minority students and higher percentages of economically disadvantaged students but lower percentages of at-risk students than did those campuses with the lowest percentages of beginning teachers.

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Preparing Educational Leaders to Develop and Utilize Educational Foundations

Presenters: Wayne Padover - National University, Donna Elder - National University

This paper presents National survey information about Local Educational Foundations. From the results of this survey, recommendations are made for the preparation of educational leaders to be able to successfully deal with Local Educational Foundations. This becomes more important as school districts resources are diminishing.

Vance Room - Discussant: Lloyd Goldsmith

Moving to 6th Ed. APA

Presenters: John Slate - Sam Houston State University, George Moore - Sam Houston State University

In this session, an overview of the major changes delineated in the Sixth Edition of the American Psychological Association's Publication Manual will be provided. For the past eight years, the Fifth Edition of the APA Publication Manual (2001) has been the standard. In July, 2009 the long awaited Sixth Edition will be released. According to APA, this Sixth Edition contains substantial changes, particularly related to the digital world. Focus will be on the major revisions in the Sixth Edition that involve changes in professional writing.

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Progress Towards a Knowledge Base in Educational Administration

Presenter: Louis Wildman - California State University-Bakersfield

This paper presentation will describe my vision of a knowledge base in educational administration, assess the knowledge base in educational administration as currently available through Connexions, and suggest how our profession should proceed. The accompanying paper will briefly trace the history of work on the educational administration knowledge base, and emphasize the status of knowledge bases in other academic disciplines.

Mahncke Room

Discovering a Sense of Place

Presenter: Ann Lyttle-Burns - Fayette County Public Schools, Margaret M. Moore - Eastern Kentucky University, Rose Skepple - Eastern Kentucky University, Monica Sageser - Franklin County Public Schools

Researchers analyzed the role of local community in developing and maintaining a sense of place within the rural school system. From the literature, the National Center for Education Statistics (NCES), and the Appalachian Regional Commission a definition of rural Appalachia was created. Researchers visited six rural Appalachian Kentucky counties to gather community data centered on the Four Elements of Success Model: family, community, school and student involvement (Thompson, 2008). Researchers interviewed community members, school personal and Eastern Kentucky University students from the counties. All data was synthesized to determine the role of local community in developing and maintaining a sense of place.

T.C. Baker Room - Discussant: John Hoyle

Conversations in Leadership: Strengthening the University-School District Relationship
Presenter: Kathleen Taylor Campbell - Southeastern Louisiana University

The present paper describes a university program, Conversations in Leadership, which provides service to and collaboration with school districts. Each month a faculty member from the department of educational leadership gives a 30-minute presentation on a topic of interest to principals from the surrounding 13 school districts and initiates a conversation among school principals and university faculty. The program establishes a dialogue and collaboration not only between the school districts and the university but also among school principals from the various school districts. This qualitative study describes the impact of the program on the school principals and other school leaders.

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Who's at the End of the School Administrator Pipeline? Addressing Diversity Needs of 21st Century Schools
Presenters: Tallulah Crawley-Shinault - Texas Woman's University, Sue E. Mutchler - Texas Woman's University

The gateway to the principalship in Texas is the state certification examination. Aspiring school principals must pass the TExES Principal Examination if they are to be employed as administrators in the Texas public schools. The purpose of this study is to examine, through multiple regression analysis, predictors of success for minority students on the TExES Principal Examination. Our goal is to identify trends and factors that shed light on the apparently disproportionate failure rates among minority students, and to examine the current administrator preparation pipeline as it relates to equity and diversity.

Yellow Rose Room

Writing for Publication Workshop with Ken Henson (1:45-2:45)

Crystal Ballroom - Roundtables

Acts with Integrity, Acts Fairly, and Acts Ethically--Meeting and Assessing NPBEA Standard Five
Presenter: Kenneth S. Rasmussen - South Dakota State University

Acts with Integrity, Acts Fairly, and Acts Ethically--Meeting and Assessing NPBEA Standard Five The performance and assessment evidence requirements for NPBEA Standard Five will serve as the discussion focus of this roundtable session. Participants in this roundtable session will discuss facets of standard five, state and national codes of ethics that are enumerated within their programs, how participants include ethical principles within the content areas of their preparation programs, and identify content areas that have not had ethical precepts embedded and the performance assessment evidence required for state and national accreditation.

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How to Spark Passion and Excitement in Student Learners
Presenter: Sherwood Thompson - Eastern Kentucky University

The purpose of this presentation is to show how leadership professors can motivate and excite student learning in the classroom. The presentation will share how professors can exude passion in their teaching methods using ten teaching strategies captured from best practices in the research literature and from this professor's own experiences in motivating student learners. This presentation will spark discussion about the ways successful strategies can be incorporated into the classroom to develop a much needed and varied teaching method that excite active learning.

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Technology for School Administrators
Presenters: Louis K Watts - Marshall University Graduate College, Teresa Eagle - Marshall University Graduate College

The program will examine perceptions of administrative candidates who have completed the newly created state-mandated course in educational technology for administrators. At the end of the Fall 2008 semester, 58 students completed a 17-item survey measuring skill gains in various technology matters. Practicing principals in West Virginia were surveyed to determine areas of technology skills deemed useful in their work. The roundtable will address students' perceptions of progress, practicing principals' view of technology in their work, and explore the relevance of the institution's program to the workplace. Conclusions concerning technology training for administrators will be presented for discussion

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Preparing Leaders in Special Education: A Model for Success

Presenters: Beverly J. Irby - Sam Houston State University, Stacey L. Edmonson - Sam Houston State University

Today's schools are in need of leaders that can effectively lead schools with diverse populations and leadership preparation programs seeking quality candidates who can lead these schools can benefit from mining a much overlooked source of talent—special education educators. In this paper we share the added value that special education educators bring to school leadership and how leadership preparation programs can utilize the skills and talents of these educators to design and implement a curriculum that is relevant, experienced-based and addresses the current needs of schools.

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Encouraging Female Educational Leaders to Seek the Principalship

Presenters: Eric Follo - Oakland University, Rebecca Moore - Retired

The study examined reasons that female educational leaders do and do not seek principal positions. Focus groups consisting of female educational leaders, both principals and non-principals, generated factors to be considered by a female leader before becoming a candidate. The literature was carefully reviewed to develop the questioning protocol and compare the results of the study to findings in education and other fields. The results indicate that numerous factors have inhibited potential female applicants from stepping forward to help fill the shortage of candidates for principal positions.

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Trust in Program Improvement Schools during the times of No Child Left Behind

Presenter: Kathryn A. Singh - San Diego State University

Preliminary findings from a study examining the levels and types of trust occurring in elementary school instructional leadership relationships in 10 program improvement schools in California will be shared. During these high stakes, high accountability times, schools find themselves answering to two “masters” - both No Child Left Behind requirements and teaching for the XXI century. Has the nature of instructional leadership changed as a result of this dichotomy? How do program improvement schools strive to improve test scores while at the same time maintaining positive and productive collaborative and trusting relationships?

Concurrent Sessions and Roundtables

Thursday 2:40 pm – 3:20 pm

Trail Drivers Room - Discussant: Carolyn King

A Comparison of Rural and Urban Principal Leadership Skill Proficiency and Student Achievement

Presenters: Mary Pamela Winn - Tarleton State University, Susan Erwin - Tarleton State University, Jim Gentry - Tarleton State University

Because of the importance of developing highly skilled school leaders, statewide assessments of 259 rural and 248 urban Texas public school administrators were analyzed to determine principal confidence levels in leadership skill domains identified by the National Policy Board of Educational Administration (NPBEA). Important findings indicate differences exist between rural and urban principal skill sets in relation to campus student academic achievement as measured by state accountability ratings. Leadership skills of rural principals from schools with the state's highest student academic ratings differed from principals at lower rated rural schools as did leadership skills of urban principals.

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Preparing Democratic Educational Leaders: an Equity-based Approach

Presenter: Patrick M. Jenlink - Stephen F. Austin State University

In an era of increasing diversity, educational inequities have moved to the foreground as a major challenge that educational leaders must embrace. These inequities are not new to schools, nor are they new in terms of their political and problematic nature. In this paper, the author examines the underpinnings of democratic leadership in relation to the problematic nature of equity in schools, and the programmatic considerations essential to preparing democratic leaders for creating and sustaining equitable schools. The author discusses the democratic ideal of equity, focusing on needed changes in leadership preparation and arguing for consideration of an equity-based pedagogy.

Frontier Room - Discussant: Sheryl Serres

Using Fuzzy Logic to Apply Human Judgment to School Accountability Ratings

Presenters: Donald W. Yates - Louisiana State University Alexandria, Gary Ivory - New Mexico State University, Susan Brown - New Mexico State University

We used fuzzy logic to identify schools that might be misclassified as having achieved or not achieved Adequate Yearly Progress. Fuzzy logic captures the "maybe" in human judgments. Human judges can rate a sample of schools; a fuzzy inference system can learn to replicate their preferences; and then the system can rate a large number of schools consistently and efficiently. We believe this system gives us the best of both worlds: (a) human judgment of complex situations, (b) applied consistently across many schools. It considers nuances that current accountability systems ignore, and eliminates politics and favoritism from the process.

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Creating a Culture for School Improvement through Lesson Study as a Community of Practice

Presenters: Nora Nelson Hutto -University of Houston Victoria, Connie Yarema

The presentation will present the process and benefits of implementing "Lesson Study" as a Community of Practice for School Improvement. "Lesson Study" as a professional development model facilitates teacher content knowledge in Science and Mathematics by using the process of data analysis, collaboration, identification of instructional strengths and weakness, development of a high yield lessons based upon teacher needs for improvement of teaching. This presentation outline the process of implementation and instructional facilitation by the principal to improve teaching in the content areas of science and mathematics while building a community of practice.

Quadrangle Room - Discussant: John Slate

What Athens (Education) can Learn from Sparta (the Military)

Presenter: Douglas M. DeWitt - Salisbury University

The high turnover of school administrators is well documented. When a new leader transitions into a new position, the organization often experiences a high degree of anxiety with declining productivity. The US Military also experiences a high turnover in senior leaders are reassigned every 18-24 months. This paper reports the results of interviews with senior USAF leaders as to the practices and attitudes that contribute to the effective transition of leadership responsibilities in this highly transient organization. A discussion of what education (Athens) can learn from the military (Sparta) regarding leadership transition while maintaining organizational continuity.

Why do Teachers Stay? Teacher Retention in High-Poverty Public Schools
Presenter: Sue E. Mutchler - Texas Woman's University

This paper presents results of an investigation of teacher professional and organizational commitment – particularly in schools serving students who have traditionally been underserved by public schools. The intent of the study, conducted in a large, diverse Texas urban district, was to identify what commitment means to teachers who work in high poverty schools and what factors appear to affect their commitment to such schools. Study results indicate that, instead of launching an effort to 'get it right' by identifying and imposing a particular reform strategy, education leaders should encourage connectivity among teachers, students, and other people central to school community.

Robert E. Lee Room - Discussant: Julia Ballenger

Principals' Perceptions of Gender Equity Issues in Schools
Presenters: Dianne Reed - Sam Houston State University, Barbara Polnick - Sam Houston State University

What strategies are female principals implementing to promote gender equity on their campuses? Over 220 Texas female principals responded to this question in a state-wide survey. In this paper, we share common themes that emerged from the perceptions and attitudes of women leaders from elementary, middle, and high school campuses.

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Aligning An Online Principal Internship: A Comprehensive Solution
Presenters: Steve Jenkins - Lamar University, Vance Cortez Rucker - Lamar University

This paper will examine the development of a 12 course, 18 month internship program designed for principal candidates participating in a comprehensive online Master's program in Educational Leadership. Participants will be able to view the program's Electronic Principal Internship Portfolio, the inclusion of embedded hours of field experiences logs in five week courses and the addition of campus supervised logs of hours, the importance of school improvement programs, and the role of reflection in developing leadership skills based on scholarly practice.

Vance Room - Discussant: Jay Fiene

The Use of Financial Forecasting Software by Selected Illinois School Districts in a Time of Fiscal Crisis: Good Planning or Rearranging the Deck Chairs?
Presenter: John W. Hunt - Southern Illinois University Edwardsville

This paper examines a relatively new phenomenon in Illinois, the use of commercial financial forecasting software by some school superintendents and business officials. This software enables school officials to make fiscal predictions in seconds that previously took hours, or even days. On this surface, this sounds positive. However, with the dire financial situation facing Illinois schools, is the purchase of this software a wise expenditure, or are such districts merely rearranging the deck chairs on the Titanic? The author examines both sides of this issue in detail.

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Faculty Perceptions of School Leadership Preparation
Presenters: Joyce Scott - Texas A&M University-Commerce, Casey Brown - Texas A&M University-Commerce

School leaders face increasing accountability issues. Forward-looking principal preparation programs are needed to facilitate the development of cutting-edge school principals capable of leading learning-centered schools. Recent research has indicated issues with the quality of preparation programs. This study examined university educational administration/ educational leadership faculty members' perceptions of their respective programs. Areas of inquiry included the respective programs' learning-focused standards, internship experiences, and stages of collaboration between the university and stakeholder school districts. Respondents' perceptions of their preparation programs were generally positive; however several results were surprising and more aligned with research critical of principal preparation programs.

Mahncke Room

Influencing School Administration Preparation and Practice through Publication
Presenters: Theodore Creighton - Virginia Tech, Christopher Tienken - Seton Hall, I. Philip Young - University of California Davis, Kenneth Lane - Southeast Louisiana University, Tom Kersten - Roosevelt University

This session focuses on opportunities to influence school administration preparation and practice through publication in highly circulated scholarly journals. School administrators face a myriad of problems as they attempt to lead and manage schools and school districts. Administrators search for answers and possible solutions to the problems of school administration. One

place to look is in the education administration literature. Likewise, faculty who prepare school administrators search the literature for problems that can be addressed through preparation programs. Faculty also add to the preparation literature as well as the practical literature. The editors of three major journals will share and discuss with attendees the procedures of submitting for successful acceptance along with strategies for improving school administration through publication.

T.C. Baker Room - Discussant: George Moore

On-Demand Pedagogy: Leveraging Technology to Mediate Lifetime Learning
Presenters: Luana J. Zellner - Sam Houston State University, Judith Lewis - Texas A&M University

This literature review focuses on studies covering the growing debate between the traditionalists in education and the proponents of online, technology-supported curriculum in higher education. In the current economic climate, is quality being sacrificed to address the market pressure for flexible and highly- accessible education? How effective are on-line leadership training programs in preparing school leaders for the challenges they face in our schools? These questions as well as others will be addressed in this review.

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Promoting Math Achievement through the Development of Student Resiliency: What Leaders Need to Know About Building Social Capital in Schools
Presenter: Mona Chadwick - Lamar University

This research explored the relationship between math achievement and student resiliency among high school seniors. A total of 457 Healthy Kids Resilience Assessments were matched with the exit level Texas Association of Knowledge and Skills (TAKS) test. The data were analyzed using Pearson product-moment correlation coefficients. Results demonstrated correlations with the internal and external resiliency scales and TAKS math for all students. When the data were disaggregated, significant correlations occurred most often for males, students with high-socioeconomic status, and White students. The findings also supported the school environment over the home, community or peer environment as having the highest correlation.

Yellow Rose Room

Writing for Publication Workshop with Ken Henson (1:45-2:45) (continued)

Crystal Ballroom - Roundtables

The Role of Leadership: Developing Culturally Competent Pre-Service Teachers
Presenters: Roger Cleveland - Eastern Kentucky University, Rose Skepple - Eastern Kentucky University

In the last four decades, the current teaching corps remains largely white female and middle class, while the demographics of students in public schools are becoming more diverse as we speak. A critical question we must ask ourselves is; what educational practices and strategies are in place to prepare pre-service teachers to effectively teach culturally diverse students in the new millennium? These conversations should manifest themselves in policy, planning, practices personnel, processes, and other strategies to prepare teachers for this historically and rarely discussed issue of equity and diversity in colleges of education. Developing culturally competent pre-service teacher educators will be imperative to effectively teach diverse learners in K-12 settings, specifically in our central cities, where we find some of the largest academic disparities among groups of students.

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School Executive Website
Presenter: Robert Thiede - Ashland University

The development and compilation of components for a School Executive Website required a survey study to be conducted. This survey was sent to all school superintendents in Ohio to seek out the most relevant resources to place initially in the website. The exploratory study provided important insights for the development of components within the website setup. The School Executive Website will be a one-stop, online site for school officials who are looking for educational data, best practices, product reviews, school documents, professional opinions, and/or job-related networking. The format of the website is designed in certain sections similar to other current and popular websites, such as, Angie's List.com, YouTube, and LinkedIn. Com.

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Online Cloud Recruiting: Finding Quality Using Multidimensional Tools

Presenters: Paul Watkins - Southeast Missouri State University, Ruth Ann Roberts - Southeast Missouri State University

In his book, Good to Great, Jim Collins shares an important leadership behavior for companies moving from being good to becoming great. Leaders in these companies first get the right people on the bus, the wrong people off the bus, and find the right seats for the right people. Great School leaders spend extra time finding not only the right teachers but finding the great teachers. These administrators are discovering an increasingly powerful tool to help this effort, an Internet hosted performance portfolio. This presentation shares research that demonstrates how school leaders use online portfolios for recruitment and hiring.

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The Portfolio Defense: Measuring the Knowledge, Skills, and Dispositions of Future Educational Leaders

Presenter: Deborah E. Erickson - California Lutheran University

The portfolio defense has been used as a culminating presentation for candidates in the Educational Leadership Program at a private university in Southern California for the past five years. At the end of coursework candidates were required to show their growth towards each of the California Professional Standards for Educational Leaders (CPSELs) and the SOE's conceptual framework. Findings show how particular courses, fieldwork assignments, and assessment shaped candidates' growth in leadership and ability to lead others.

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A Collaborative Model for Developing School Superintendents as 21st Century Leaders

Presenters: Ted S. Price - West Virginia University, Paul Chapman - West Virginia University

Before Arthur Levine released Educating School Leaders in 2005, Milstein published Changing the Way We Prepare Educational Leaders. The Danforth Programs for the Preparation of School Principals (DPPSP) project yielded insight into how the preparation of school leaders could be done. Much debate has arisen about whether or not program builders have given consideration to constructive criticism. One criticism of the preparation process was that curriculum builders developed programs from an academic perspective. For this project, a team of superintendent's collaborated with higher education faculty to build and deliver a program centered on the real problems of being a superintendent.

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Developing Strong Educational Leadership Platforms: Pathway to Professional Growth and Change

Presenters: Joyce A. Piveral - Northwest Missouri State University, Carole Edmonds - Northwest Missouri State University, Janet Glenn - Northwest Missouri State University, Max Fridell - Northwest Missouri State University

The Northwest Missouri State University Department of Educational Leadership takes great pride in preparing school leaders who are skilled in facilitation, motivation and communication to meet the needs of students, faculty and communities in a time of perpetual and dynamic change. In order to be effective as the building leader and to accomplish educational goals, the aspiring principal must have a strong leadership platform. This roundtable discussion will provide foundational knowledge and multiple class activities to assist aspiring leaders in developing their leadership platform. In addition, authentic leader scenarios will be provided to test the aspiring leader's platform and challenge their thinking.

Concurrent Sessions and Roundtables

Thursday 3:30 pm – 4:10 pm

Trail Drivers Room - Discussant: James Vornberg

What Teachers Want in Leaders

Presenters: H. Jim Miller - California State Polytechnic University, Pomona, Rosemary Garciduenas - California State Polytechnic University, Pomona, RaShawn Greene - California State Polytechnic University, Pomona

Attendees will learn what over 100 veteran teachers have identified as key characteristics they want in leaders. The research presented emphasizes that teachers yearn for trust, respect, time and resources to do their job effectively. One of the findings of this research centers on teachers' willingness to repay their leaders with trust when these critical elements are present. The presenters will discuss the importance of trust and the idea that what teachers desire most is being in a symbiotic, trusting relationship with their school leaders.

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Leadership Connectors: Six Keys to Developing Relationships in Schools

Presenter: Phyllis Hensley - California State Polytechnic University, Pomona

Attendees will learn specific strategies and techniques to build and nurture relationships and to solve problems that arise in everyday situations. In this age of high stakes testing and accountability, attendees will discover the connection between meaningful, purposeful and long lasting relationships and raising test scores. The presenter will introduce and discuss personal and organizational relationships, their importance, their nature and their purpose. The presenter will also discuss the importance of (a) support, (b) physical, emotional and psychological safety, (c) trust, (d) competence and (e) continuous renewal.

Frontier Room - Discussant: Beverly Irby

A Nation Learning Online

Presenters: L. Kay Abernathy - Lamar University, Elvis H. Arterbury - Lamar University

Learning in the 21st century has evolved dramatically from the one-room schoolhouse. Today students of all ages are no longer confined to a physical space. The computer and Internet have given students opportunities to engage in learning in new and unique ways. To meet today's performance requirements, school districts and universities must develop partnerships to provide relevant and effective educator preparation. Lamar University Academic Partnerships provide affordable and convenient graduate programs available to educators. Master's degrees may be earned in 18 months through an innovative learning system that allows educators to work in their school or in the convenience of their homes. The master's degree programs improve student achievement by enhancing the instructional effectiveness and leadership skills of educators.

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Leadership as Public Pedagogy: A Social Justice Stance

Presenter: Patrick M. Jenlink - Stephen F. Austin State University

In this paper, the author engages in a analysis of the narrative discourse related to social justice practices of practicing school leaders. As example, political issues that work to de-democratize social practice affect socially just practices in schools; narrowing equity for some and generating marginalizing spaces within the school culture.

Quadrangle Room

Increasing Research Productivity: Views from Authors/Editors

Presenters: John R. Slate - Sam Houston State University, Anthony J. Onwuegbuzie - Sam Houston State University

Because research is for the most part, a personal, self-taught, and self-mastered activity that is minimally discussed—if at all—beyond its findings, it can be difficult for faculty members to find solutions to the difficulties they encounter trying to establish and/or maintain an active research agenda. Ways in which faculty can integrate their research and teaching efforts will be discussed, particularly in light of Boyer's (1990) view of teaching as scholarship. Thus, the directors (i.e., authors and journal editors) of this interactive session will provide insights that address the realities of establishing a steady and productive research and writing plan.

Robert E. Lee Room - Discussant: Nora Hutto

Organizing the School District for the Digital Future
Presenter: James E. Berry - Eastern Michigan University

This case study explores how one school district is adjusting its teaching and learning within an evolving digital infrastructure. The implementation of digital tools for teaching and learning is creating a more digital educational organization. This presentation will describe how the adoption of software is a driving force for changing teaching and learning. The implication for school districts is to become a more digital organization.

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Assessing and Preparing EDAD Candidates for Diverse Community Leadership
Presenters: Kay A. Keiser - University of Nebraska at Omaha, Peter J. Smith - University of Nebraska at Omaha, Jeanne Surface - University of Nebraska at Omaha, Karen Hayes - University of Nebraska at Omaha

This session will discuss the process of developing measures and conducting research on educational administration candidates' growth, leading to new emphasis on engaging in awareness and proficiency for social justice for new school administrators.

Vance Room - Discussant: Frederick Carl Lunenburg

Effective Program Features and Graduate Learning Outcomes: A Restructured Principal Preparation Program
Presenters: Julia N. Ballenger - Stephen F. Austin State University, Betty Alford - Stephen F. Austin State University, Sandra McCune - Stephen F. Austin State University

Colleges of education have come under scrutiny in their preparation of principals. Even professors of education have joined in the criticism characterizing these programs as bankrupt, fragmented, and going down a road to nowhere (Norton, 2002). This paper is part of the University Council for Educational Administration (UCEA) collaborative research effort whose goal is to engage the leadership preparation field more broadly in the individual and comparative study of each program's effectiveness and impact (Orr & Pounder, 2006). This study used within-program comparison of follow-up survey responses from two sets of program graduates from a regional university-based leadership preparation program to determine differences in program features and outcome measures.

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The Role of Superintendents in Supporting Teacher Leadership: A Study of Principal Perceptions
Presenters: Caryn M. Wells - Oakland University, C. Robert Maxfield - Oakland University, William Keane - Oakland University, Barbara Klocko - Oakland University

This paper addresses the important role of superintendents in supporting the development of teacher leadership. It focuses on the perceptions of approximately 180 principals who were asked to identify roles superintendents should play in supporting teacher leadership and the roles that they actually play. Respondents indicated that superintendents should play a very important role in providing systemic support for teacher leadership, but they observed that such roles are rarely carried out. The authors believe that this study addresses an important issue which has not been addressed in the literature on teacher leadership.

Mahncke Room - Discussant: Mary Nichter

Achievement Differences between Large and Small Schools in Texas
Presenters: Lee Stewart - Stephen F. Austin State University, Sandra Stewart - Stephen F. Austin State University

This study considered whether there exists a relationship between student achievement in Texas, as measured by the Texas Assessment of Knowledge and Skills (TAKS) test, and the size of the high school at different socioeconomic levels. Data were examined using the ANOVA and post hoc Scheffé test.

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Superintendent Perceptions of their Professional Development in Leadership for Student Achievement at Texas Regional Education Service Centers
Presenters: Jerry Maze - ESC 12, Michael Hopson - Lamar University, Robert Nicks - Lamar University, Sandra Harris - Lamar University

The purpose of this research was to capture and analyze perceptions of Texas superintendents practicing in the 2007-2008 school year regarding professional development at Texas Regional Education Service Centers (RESCs) in the area of leading student achievement. The results of this research study indicated a high level of perceived effectiveness among

superintendents regarding their RESC-based professional development in leading for student achievement. The differences in agreement among superintendent responses from smaller schools versus larger schools and among those investing more or less money in superintendent professional development provide a basis for consideration by RESCs in developing future superintendent professional development.

T.C. Baker Room - Discussant: Carol Parker

The Relationship between Educational Technology and Accountability

Presenters: Kenneth E. Lane - Southeastern Louisiana University, Sharon Hoffman - Southeastern Louisiana University, Evan Mense - Southeastern Louisiana University, Michael D. Richardson - Southeastern Louisiana University

Educational administrators are trying to thrive and survive with the latest forms of technology because the increased development and application of technology has become a sociological phenomenon. However, the integration of technology has created a schizophrenic atmosphere for educational leaders. The availability of more effective technology means paperwork can be vastly simplified, or totally eliminated. Yet, technology is the only tool available to help educational administrators manage the sheer volume of information necessary for success in today's environment. The session will address the use of technology, when properly used, assists administrators in saving time for vital functions.

Yellow Rose Room - Discussant: Barbara Polnick

Using Principal Longevity, Experience, and Leadership Behavior to Predict Student Achievement

Presenters: James L. Pate - Valdosta State University, Gerald Siegrist - Valdosta State University, Don Leech - Valdosta State University, Warren Weeks - Calhoun City Schools

The purpose of this study was to determine whether a principal's leadership behaviors and longevity in the position at a school have a relationship to the academic achievement of students as measured by the Georgia High School Graduation Test (GHS GT). The research utilized a multiple regression analysis to examine the relationship between the number of years of experience a principal has at the current school, their total number of years of experience as a principal, principal leadership behavior as measured by Kouzes and Posner's Leadership Practices Inventory (LPI), and how these variables related to and predicted students' scores on the subsections of the GHS GT for first time test takers. Although the research is replete with studies that indicate successful schools have strong principals, the principals' impact on student achievement seemed to be indirect and occurred when good teachers were led by strong principals through their instructional leadership role. In the final analysis, if principals believed they could make a difference in student achievement, it was more likely to occur.

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Retention of Illinois New Principals

Presenters: Linda M. Morford - Eastern Illinois University, Nick Osborne - Eastern Illinois University, John Dively - Eastern Illinois University

Although half of the states have implemented mentoring programs for new principals, there is little evidence of their impact on retention of new principals (Wallace, 2007). As of July 1, 2007, all new principals in Illinois are required to complete a one year mentoring program. In an effort to begin collecting data on the retention of Illinois new principals, this longitudinal study tracked principals participating in the Illinois New Principal Mentoring Program for 2007-2008 and 2008-2009. Data from over 600 principals were collected to determine retention rates, reasons for leaving their first principalship, and suggestions for improving the mentoring program.

Crystal Ballroom

Graduate Student Session: From Practitioner to Professor

Presenters: Janet Tareilo - Stephen F. Austin State University, Pauline Sampson - Stephen F. Austin State University

The transition from a career as principal or superintendent to the role of beginning professor can be quite a shock. Learn the tips and tricks of making this shift as seamlessly as possible.

State Affiliates Wine and Cheese Reception

4:15 pm – 5:30 pm

Crystal Ballroom

Sponsored by Sam Houston State University

Facilitated by

Gary Martin and Sandy Harris

Special Guests

Michelle Young, UCEA Executive Director

Alan Shoho, UCEA President

A growing number of professors have taken proactive steps to improve leadership preparation in their states through legislative visits, symposia and a variety of other initiatives. Legislative Visit Days (aka: A Day on the Hill) have been held in a number of states, including Colorado, New York, North Carolina, Ohio, Texas, as well as Washington, DC. This is a great initiative for state professor organizations to undertake. Michelle Young and Alan Shoho from UCEA will be sharing a resource guide with the NCPFA State affiliates for getting started with such an endeavor as well as resources to share with your state legislators on the link between quality leadership and leadership preparation.

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Friday, August 7, 2009

Overview of Events

8:00 am – 9:00 am NCPEA Legacy Celebration Breakfast - Yellow Rose
(everyone invited, ticket required for meal)
Sponsored by the University of Texas - San Antonio - College of
Education and Human Development

9:15 am – 10:20 am NCPEA Town Hall Meeting - Crystal Ballroom

- Upcoming Events
- Board Election Results
- Business Meeting
- Budget Discussion
- Constitution - Final Discussion and Vote
- Moment of Silence and Remembrance
- Recognition of Outgoing Board Members
- Passing of the Gavel

10:30 am – 11:10 am Concurrent Sessions

11:20 am – 12:00 pm Concurrent Sessions

Conference Ends

1:00 pm – 5:00 pm NCATE/ELCC Workshop - Crystal Ballroom
Preparing ELCC Program Reports
Presented by Honor Fede
(free of charge)

Friday Day Planner



8:00 – 9:00

9:15 – 10:20

10:30 – 11:10

11:20 – 12:00

1:00 – 5:00

Special Event

*NCP&A
Legacy Celebration
Breakfast*

Yellow Rose Room

8:00 am – 9:00 am

*Everyone Welcome
Ticket Required for Meal*

*Sponsored by the University of Texas -
San Antonio - College of Education and
Human Development*

NCPEA Town Hall Meeting

9:15 am – 10:20 am
Crystal Ballroom

Topics:

Upcoming Events
Board Election Results
Business Meeting
Budget Discussion
Constitution - Final Discussion and Vote
Moment of Silence and Remembrance
Recognition of Outgoing Board Members
Passing of the Gavel

Concurrent Sessions and Roundtables

Friday 10:30 am – 11:10 am

Trail Drivers Room - Discussant: Dianne Reed

The Application of the Gruenert-Valentine School Culture Survey to Build Collaborative Leadership Capacity in a Missouri School District: A Case Study
Presenters: Phillip E. Messner - Northwest Missouri State University, Larry Linthacum - South Harrison R-2 School District

This presentation will provide participants with insight into collaborative leadership capacity building through data based decision making. The presenters have applied Gruenert-Valentine School Culture Survey findings to develop and improve collaborative leadership within district personnel. The presenters will share knowledge and insights gained from a year long professional development program conducted at the target school district. The presentation will specifically focus on how data were used to drive professional leadership development planning and decision-making.

Frontier Room - Discussant: Sandra Stewart

One State's Effort to Produce Teacher Leadership through Principal and Teacher Performance Evaluation
Presenters: Lynn K. Bradshaw - East Carolina University, Kermit G. Buckner - East Carolina University

Although the challenges of mixing formative and summative roles in the development and performance evaluation of subordinates continue to be discussed, the new NC standards and evaluation systems for teachers and principals place principals in those dual evaluation roles with respect to teacher leadership. In addition, there are questions about the degree to which teacher leadership can be decreed through standards and evaluation systems. This paper explores the research on teacher leadership, anticipates challenges created by this state strategy for principals and teachers, and suggests implications for research, training, and preparation programs.

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Using the Curriculum Management System to Supervise and Direct Instruction and Assessment
Presenters: Robert Jason Hancock - SELU, Sharon Hoffman - SELU, Kenneth Lane - SELU, Michael D. Richardson - SELU

A well designed Curriculum Management System (CMS) is a computer-based system that seamlessly links and aligns all teaching, learning and assessment components so that teachers and administrators are able to focus on teaching and on meeting the needs of every student. This presentation outlines the key components of the CMS structure, best practices for administrators in using those components, and current systems on the market. Participants will leave with concrete guidelines to pass along to candidates regarding the purchase, installation, and oversight of curriculum management systems with a focus on using those systems to achieve standards mastery.

Quadrangle Room - Discussant: Luana Zellner

Superintendents Make A Difference in Rural Schools
Presenters: Pauline M. Sampson - Stephen F. Austin State University, Ralph L. Marshall - Stephen F. Austin State University

This study is a continuation of a five year longitudinal study on student achievement in leadership policies and practices of the East Texas school district's success with student achievement. Previous research by these researchers has also examined longevity of the superintendents and school board presidents in East Texas as a possible explanation for high student achievement. This research includes a qualitative case study of the perceptions of stakeholders regarding the district leader's policies and practices that had increased student achievement despite diversity and poverty.

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Feet to the Fire: Examining Urban School Principal Accountability
Presenter: Craig Martin Peck - The University of North Carolina at Greensboro

Contemporary urban school district leaders have emphasized that individual principals must drive individual school improvement in order to enable systemic progress. Accordingly, increased principal accountability has become a favored reform initiative in cities like New York and Washington D.C. Using historical, political, and organizational management lenses for analysis, this concept/ideas paper examines effects of this reform initiative. Notably, the focus on principal accountability provides district and city leaders with a potent public symbol of their change efforts and a mechanism to redirect political pressures away from district headquarters and city hall. The paper concludes by considering reform implications.

Robert E. Lee Room - Discussant: Julia Ballenger

Building and Sustaining P-16 Collaboration in an Urban Educator Career Pathway
Presenter: Karen Embry Jenlink - St. Edward's University

This research study examines the outcomes of a career pathway program designed as a partnership among the Austin Independent School District, Austin Community College and St. Edward's University. The teacher career pathway was developed in response to local teacher shortages and the call to prepare a more diverse teacher workforce by promoting greater access to higher education through seamless articulation spanning secondary and postsecondary institutions. The session will generate dialogue around the roles and responsibilities of educators and administrators working in collaboration across P-16 educational frameworks.

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Raising the Bar: The Perceived Change Characteristics and Behaviors
Presenters: Larry D Gerhart - Lamar University, Linda Gerhart - Lamar University

Most if not all school districts in the United States have undergone some type of reform by choice, mandate or both (Wetherill & Applefield, 2005). One thing is for certain, change is inevitable; progress is optional (Marx, 2006). Regardless of the motivation behind the legislation, our schools are being asked to reach a level that goes well beyond any generations before. The two concepts which were mentioned the most often and given the strongest impetus were relationships and teamwork/ collaboration. Strong personal relationships between principal and teachers and teacher and student were described by each participant as being integral to their school's success. Raising the bar of expectations for any school is a daunting task. The principal by the nature of the position not only has great opportunities for improving instruction and increasing student achievement, but also is tasked with building a culture of learning and growth within the staff and students. In order to best provide for all the children on a campus the administration and staff must become a true collaborative team with a single-minded determination to raise scores.

Vance Room - Discussant: Gary Kinsey

Structures of Action and Lived Experience in School Organization
Presenter: Chandrasena Liyana Cabraal - Chicago State University

This paper seeks to conceptualize lived experience as a focal arena where knowledge is constructed and as a major source of constructing the main logic of action in school organizations. The paper explores the relationship between lived experience and the construction of knowledge, and builds a rationale for employing this system of thinking as a dynamic approach to understand the logic of daily functioning of school organization and related structures of action. There is a large system of properties built around each individual's actions. In every day activities of individuals in school organizations there is an organized systematic character. Those common practices are related to the common sense of life-world.

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A Comparison of the Roles and Functions of High School Counselors
Presenters: Paul R. Erickson - Eastern Kentucky University, Neal Gray - Lenoir-Rhyne College, Nancy Alspach - Wodford County Schools, KY

In the past, college/career development needs have been preempted by other duties assigned by school leadership to school counselors. This has resulted in a lack of emphasis on college/career counseling. In response, the American School Counselor Association has attempted to assist school administrators by standardizing the practices of the entire profession, stressing the need for counselors to serve the college/career needs of every student. This study reviewed the duties of 132 school counselors in both rural and non-rural settings. Recommendations to administrators are made for rural/non-rural school counselors to better assist students' successful transition to the workforce/higher education.

Mahncke Room

Educational Leadership Dissertations: A Three Year National Study
Presenters: Rosemary Papa - Northern Arizona University, Fenwick English - University of North Carolina at Chapel Hill

Doctoral research in educational leadership has been the subject of much derision in several recent national critiques of educational leadership programs (Levin, 2006; Levine, 2005). It has been called immature, atheoretical, trivial, non-empirical and disconnected from matters of practice. This article examines the nature of 1,027 doctoral dissertations in educational leadership completed during the time period 2006-08 as listed in ProQuest (2009). Based on review of abstracts, 33% could be classified as quantitative; 53% could be classified as qualitative and 12% as employing mixed methods. 2% were classified as other. There was little variation in classifications across the three years. Based on criteria advocated by proponents who seek to improve doctoral research, the authors undertook a more detailed analysis of six dissertations. In addition, the study

examined the nature of the educational institutions producing dissertation research. That analysis revealed there has been a large increase in dissertation research at smaller more regional universities and colleges, and a huge jump in studies at for-profit online universities. The implications for this development are briefly explored.

T.C. Baker Room - Discussant: Linda LeMasters

In Response to Preparation: Feedback from Aspiring School Leaders

Presenters: Lisa McCard - Southeast Missouri State University, Ray Dowdy - Southeast Missouri State University, Margaret Noe - Southeast Missouri State University, Margaret Dalton - Southeast Missouri State University

This study examined the perceptions of graduating candidates toward their principal preparation program at Southeast Missouri State University. With candidates required to present their synthesis of learning during a formal presentation of the internship portfolio, the faculty of Southeast chose this opportunity to collect addition data from candidates. In order to obtain feedback and to address program improvement efforts, a survey of open-ended questions was designed and administered as an exit interview following the portfolio presentation. Results revealed that candidates had positive perceptions toward their experience in the preparation program.

Yellow Rose Room

Best Practices from a Three Point Perspective

Presenter: Jack Herlihy - Eastern Kentucky University

This session will discuss best practices that have positively impacted high performing rural schools in Kentucky from a university, school administration, and teacher’s viewpoint. Focus will be placed on the collaboration between Eastern Kentucky University and four districts in rural southeastern Kentucky. The impact of integrating university faculty into district professional development while modeling best practices throughout the K-12 setting will be discussed. We will take a detailed look at an elementary reading program and how they use individual student data to inform instruction. District protocols such as common assessments, firewalls, and PLC’s will also be examined.

Crystal Ballroom - Roundtables

Preparing Education Leaders to Engage with Their Publics

Presenter: Sue E. Mutchler - Texas Woman’s University

Traditional administrator preparation programs focus on preparing administrators to be managers of school organizations and leaders of the educators who work in those organizations. However, to successfully meet the challenges of effective leadership, administrators must engage more broadly and openly with all who have a stake in public education: the public, the education profession, the private sector, and policymakers. This roundtable will begin with the premise that public school administrators must be prepared to lead differently. Discussion will center on why and how administrator preparation programs might help future education leaders to value, understand, and use strategies of democratic deliberation.

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Building Learning Communities in Online Educational Administration Courses

Presenter: Kenneth S. Rasmussen - South Dakota State University

Face to face and online classrooms are different in many ways but yet have essential similarities. The need for establishing learning communities is critical in both environments. Online classrooms present a conundrum for professors of educational administration whose experiences for the most part have been in an environment of face to face classrooms but want to establish the value of community in online courses. Participants in this roundtable session will discuss various ways to develop a successful virtual learning experience through course design, feedback approaches, reflection, and incorporating field experiences in online courses. The value or need of learning communities in educational administration courses is just as great as or perhaps greater in the online environment when compared to the face to face classroom.

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Rethinking School Culture Survey Results to State School Grades

Presenters: Ronny Green - Valdosta State University, Robert Smith - Valdosta State University, Simmie Raiford - Valdosta State University, Donald Leech - Valdosta State University

Over a five year period educational leadership faculty at Valdosta State University supported a small low performing rural school district to conduct school culture surveys. The results of these surveys were incorporated into the required school improvement planning process. In addition, faculty members provided coaching and technical assistance. A study of the survey data demonstrated a link between school culture and school performance. These finding suggest a need for additional study and examination of the links between school performance and school culture.

Beginning Teachers on Elementary School Campuses

Presenters: Cynthia Martinez-Garcia - Sam Houston State University, John R. Slate - Sam Houston State University

In this study, the researchers examined the five most recent years of data (2003-2004 through 2007-2008) from the Texas Academic Excellence Indicator System regarding beginning teachers on elementary school campuses. We examined the extent to which differences were present between elementary school campuses with the highest beginning teacher percentages and those campuses with the lowest beginning teacher percentages. Elementary school campuses with the highest beginning teacher percentages had higher percentages of minority students, higher percentages of economically disadvantaged students, and higher percentages of at-risk students than did those campuses with the lowest percentages of beginning teachers.

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Counselors' Experiences with the Dropout Rate

Presenters: Kelley D Mauritzson - Sam Houston State University, Rebecca Robles-Pina - Sam Houston State University, Rebecca Bustamante - Sam Houston State University

Due to the increasing dropout rates, counselors are expected to work with students to prevent them from leaving school. The purpose of this study is to analyze the counselors' experiences with students who are at-risk for dropping out of high school. The following research questions will be addressed in this analysis (a) What are counselors' experiences with students who are at risk of dropping out of school?, (b) How do counselors' believe that dropout intervention programs influence dropout rates?, and (c) How do counselors' believe that their advice impacts a student's decision to stay in school?

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The Challenges of Developing and Implementing an Online Master's Degree in Educational Leadership

Presenters: Elvis Arterbury - Lamar University, Carolyn Crawford - Lamar University, Bob Nicks - Lamar University, Steve Jenkins - Lamar University

The Lamar University Academic Partnership Program includes an online Master's Degree in Educational Leadership. During the past eighteen months the degree program has experienced exponential growth and has presented many challenges to the department, faculty, and university systems. Please join this round table session as together we discuss the challenges of developing and delivering a degree program that is traditionally taught.

Concurrent Sessions and Roundtables

Friday 11:20 am – 12:00 pm

Trail Drivers Room - Discussant: John Slate

Preparing Superintendents for Building Teacher Leadership: Implications for University Programs
Presenters: Caryn M. Wells - Oakland University, C. Robert Maxfield - Oakland University

This paper documents part two of a study in which principals were asked to examine the concepts related to the development of teacher leadership in their districts. This descriptive study used quantitative measures that revealed that principals from all schools reported that the role of the superintendent was important in developing teacher leaders, while indicating that they seldom experienced the support. The paper raises the questions of how superintendents are trained in universities to lead cultural change efforts such as those in teacher leadership programs and it offers suggestions for the same.

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Principal Redesign in Process: Lessons Learned Flying the Plane While Building It
Presenters: James Rinehart - Eastern Kentucky University, Robert Lyons - Murray State University

The redesign of university-based principal preparation programs in Kentucky has been discussed for a number of years, but as the sunset on existing programs approaches, proposal are being developed and pilots projects implemented. At the end of the two-year pilot, the programs were evaluated through participant surveys with regard to the extent to which aspects of new regulations were implemented, and the perceived effectiveness of the approach used from the perspectives of the university, the district and the candidates. This paper summarizes the approaches taken by these two universities and describes participant perceptions of the effectiveness of the conceptualization and implementation of best practices.

Frontier Room - Discussant: Joseph Pacha

The Role of Leadership Skill Assessment in the Preparation of Future School Superintendents
Presenters: Kermit G. Buckner - East Carolina University, Lynn Bradshaw - East Carolina University

Simulation activities can provide a safe setting for future and current school and district leaders to respond to typical everyday challenges. The rich data contained in videotapes and documents generated through assessment activities provide opportunities for reflection, identification of relative strengths and weaknesses, and the identification of strategies for continuing development. This paper describes a developmental assessment center for future superintendents, its alignment with state and national standards, the process through which the center was developed and the results of a pilot administration with a cohort of doctoral students

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Public Relations Role of the Public School Teacher
Presenters: James A. Vornberg - Texas A&M University-Commerce, Shelley Garrett - Rockwall ISD

What is the teacher's role in communicating with parents about their children? An 11 school district study in Texas gives a new view of what goes on between the school and the home when these two important groups indicate what their needs are contrasted to the actions taken. This study has implications for teachers, parents, schools, preparation programs of teachers, and continuing development activities offered by school districts.

Quadrangle Room - Discussant: Sandy Harris

Emotional Intelligence, A Necessary Component of Educational Leadership Programs
Presenters: Sarah Sanders - Moorehead Junior High School, Shirley Johnson - Sam Houston State University, Rebecca Robles-Pina - Sam Houston State University, Steve Busch - University of Houston

Professors in university programs work diligently to develop strong leaders that can build effective cultures that support student achievement. The foundation of growing strong leaders is tied to developing awareness of leaders' personal needs regarding emotional intelligence factors. The Survey of Emotional Intelligence SEIP was developed and used to assess students' areas of need in emotional intelligence and then emerge six factors that students should study and practice as they enter the field. The data gathered by the SEIP can be used to influence the curriculum in educational leadership in order to sharpen students' emotional intelligence as leaders.

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Robert E. Lee Room - Discussant: Jack Herlihy

Structural Equation Modeling to Trace the Path from Being At-Risk to Completing School

Presenters: Kelley R. Ridings - Truth or Consequences Municipal Schools, Gary Ivory - New Mexico State University, O.D. Hadfield - New Mexico State University

A study of at-risk factors and their relationships to completion of high school education using data from a large urban district. Various paths are hypothesized both for a general model and for students identified as Hispanic, Black, and White not-Hispanic. Structural equation modeling is used to test the paths' abilities to account for variance in amount of education completed.

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School Advisory Council Demography: Birds of a Feather

Presenters: Bobbie J. Greenlee - University of South Florida

The objective of this study is to explore the moderating effects of the demography of school advisory councils. The demography of the school advisory councils may reflect their vitality. To some degree, this study explores whether school site governance councils' memberships are shaped to represent primarily the interests of the school and its employees. Findings suggest that schools deliberately employ strategies to solidify the influence of particular constituency groups. Demographic characteristics of councils may be designed to protect the needs of constituencies and is therefore likely to foster more of a status quo orientation.

Vance Room - Discussant: Deb Stine

No Child Left Behind and Needs Improvement: "We're on the List and we can't get off!"

Presenters: Judith K. Mathers - Northwest Missouri State University, Janet Glenn - Northwest Missouri State University

No Child Left Behind requires that all children perform at or above minimum proficiency by 2014. School districts not meeting required AYP levels are designated as needing improvement. If all children are to reach minimum proficiency by 2014, the number of school districts designated as needing improvement must decrease every year. Instead that number continues to grow. Using Stein's (2004) Culture of Education Policy as a lens, we identify factors that may limit school district efforts to improve academic achievement, and present a possible Missouri 2014 "List" as educators continue their work of improving student achievement.

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Why Band-Aids Don't Work: Analyzing and Evaluating No Child Left Behind (NCLB) in Light of Constructivist Philosophy, Theory, and Practice

Presenters: Arthur Shapiro - University of South Florida, Alana Shapiro Thompson - Tennessee State University

No Child Left Behind (NCLB), a top-down, one-size-fits-all politically-constructed coercive nostrum purportedly to improve American education, piddles with symptoms rather than root causes, is first analyzed. It substitutes local governance for an accountability-focused nationalizing influence with draconian sticks and carrots. Its awards and sanctions, including Annual Yearly Progress (AYP), comprise an attempt to denigrate public education to privatize it. Constructivism's individualized educational thought and practices are explored, then utilized to critique NCLB/ AYP. We follow with conclusions and implications for fundamental policy and practice changes (departing significantly from NCLB) to address fundamental underlying societal dysfunctions.

Mahncke Room - Discussant: Julie Combs

Are On-line Courses Perceived to be as Effective as Face to Face Presentations in Preparing Aspiring School Leaders?

Presenters: Luana J. Zellner - Sam Houston State University, Judith Lewis - Texas A&M University, Ronald Zellner - Texas A&M University, Sungae Yoo

This study focused on course evaluations of a required principal certification graduate course. The course evaluations covered several semesters over a 3 year period. During this time, an on-line version of the leadership development course expanded from total face-to-face presentations to a total on-line course system of delivery. Students from each semester during the transition from face-to-face to total on-line instruction were asked to give feedback on what instructional strategies and activities provided rigorous professional preparation while addressing student needs for flexible delivery of instruction. Ninety-nine per cent of the students enrolled in the course are full-time working professionals who juggle graduate school, work, and home responsibilities.

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Managing Yourself and Others for Personal and Organizational Satisfaction and Productivity: A Research Based Guide to Coping with Stress

Presenters: Walter S. Polka - Niagara University, Peter R. Litchka - Loyola College of Maryland

The ability to survive the stress associated with contemporary educational leadership positions, especially the superintendency, requires that leaders develop their personal resiliency dispositions so that they are not “ground down” by the various people, events and ideas that constantly impact them. Recent research suggests that the amount of stress that educational leaders face is increasing and becoming very emotionally draining as well as physically disabling. This session synthesizes research related to leadership stress and provides specific recommendations on improving individual resiliency for personal and organizational satisfaction and productivity. How to incorporate these dispositions into educational leadership programs will be addressed.

T.C. Baker - *Discussant: Stacey Edmonson*

Data Analysis for Leadership Preparation Program Improvement

Presenter: Glenn L. Koonce - Regent University

This session will present educational leadership program improvement actions resulting from using the six Interstate School Leaders Licensure Consortium (ISLLC) standards as status claims and the 20 pieces of evidence regarding these claims that is required by the Teacher Education Accreditation Council’s (TEAC) Inquiry Brief process. Regent University in Virginia received TEAC accreditation in January 2009. Each data piece used in the Inquiry Brief will be reviewed, analyzed, and linked to specific program improvement outcomes. As one of the first educational leadership programs accredited by TEAC, information presented can provide key insight for universities in various stages of the TEAC process or for those considering TEAC as an accreditation option.

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The Condition and Reform of Educational Administration Systems in Japan

Presenters: Elaine L. Wilmore - University of Texas of the Permian Basin, Shota Teruya - University of Tsukuba, Japan

Japan has been engaged in drastic educational reforms since the mid-1990s. These reforms are characterized as promoting greater decentralization from their version of our “district” level to the campuses themselves. Many researchers and policymakers have studied and analyzed school autonomy with a particular focus on the role and functions of the principal as well as principal leadership preparation. At the same time, the restructuring of educational administration systems is also becoming a large policy issue. Recently researchers have been focusing attention on the role and functions of a principal by conducting empirical research. In this presentation, a Japanese doctoral student who recently spent a week in America to compare and contrast Japanese and Texas leadership preparation programs, laws, and policies will review recent Japanese studies and analyze the different conditions of educational administration systems between Japan and America with a particular focus on the State of Texas.

Yellow Rose - *Discussant: Gary Martin*

Poetics and Pedagogy in Leadership Preparation

Presenter: Patrick M. Jenlink - Stephen F. Austin State University

The author examines the nature of poetics as it relates to leadership preparation, drawing from a longitudinal study of poetics and pedagogy conducted in ethics and philosophy as well as leadership theory courses in a doctoral program. The author discusses how leadership preparation and, relatedly, leadership as spatial practice, have a significant poetic dimension with respect to the search for personal meaning and the development of authentic understanding. The author will share curricular elements comprising a poetics for leadership preparation, engaging participants in an inquiry into the pedagogical notions and theories of leadership preparation.

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Administrators and Counselors: Dynamic Leadership for Exemplary Schools

Presenters: Carol Parker - Sam Houston State University, Sheryl Serres - Sam Houston State University, Mary Nichter - Sam Houston State University, Richard Watts - Sam Houston State University

This session provides principals and other campus leaders with ways to work collaboratively with school counselors to positively impact student academic success. Administrators can learn how to use the counselor’s skills in ways that contribute to the academic, social and emotional development of children and a healthy school climate. In addition, special attention will also focus on the following ways of creating an exemplary school: the transformed school counselor, accountability, data driven strategies and other ways of supporting student success by effectively engaging the skills of the school counselor.

Crystal Ballroom - Roundtables

Will the New ELLC Standards Require Changes in Your Leadership Program?
Presenters: Elvis Arterbury - Lamar University, Nancy Adams - Lamar University

The ELCC standards for Educational Leadership Programs have been revised with an emphasis on standard two. The final draft will be approved in December 2009. The standards have been expanded to include new concepts and may require substantive changes in your program. A comparison of the new and old standards will be discussed and a round table discussion of potential changes will be conducted. Issues discussed will include: How will the new standard impact your program? What process will you use that will teach to the changes? With additions to your program, will it require deletions in your program? How will the data be gathered?

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Developing Campus Planning Skills for Future Leaders of Linguistically Diverse School Communities
Presenter: Janet R. Shefelbine - University of Texas at Brownsville

Increases in the nation's linguistically diverse students along with the requirement that all learners meet high academic standards give rise to an immediate need for school leaders who are proficient in planning for the academic success of students who are learning in English as a second language. Thus, prospective school leaders will be called upon to implement action research and campus planning that supports academic achievement for ESL students. This session will consider models and techniques utilized in instructing future leaders for success with data-driven decision-making and campus planning that targets English as a second language students.

Special Event

NCATE/ELCC Workshop

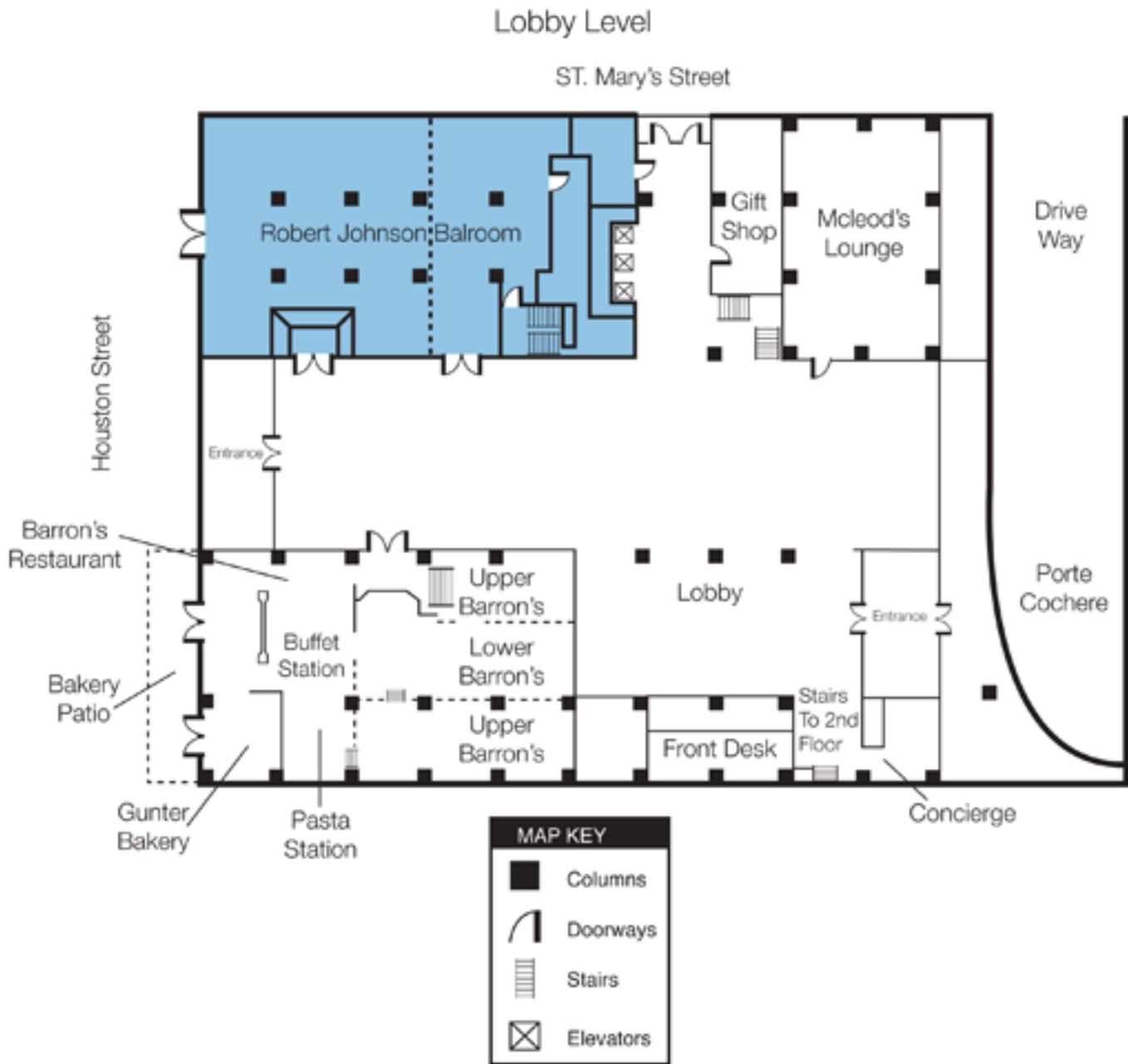
Preparing ELCC
Program Reports

Presented by Honor Fede

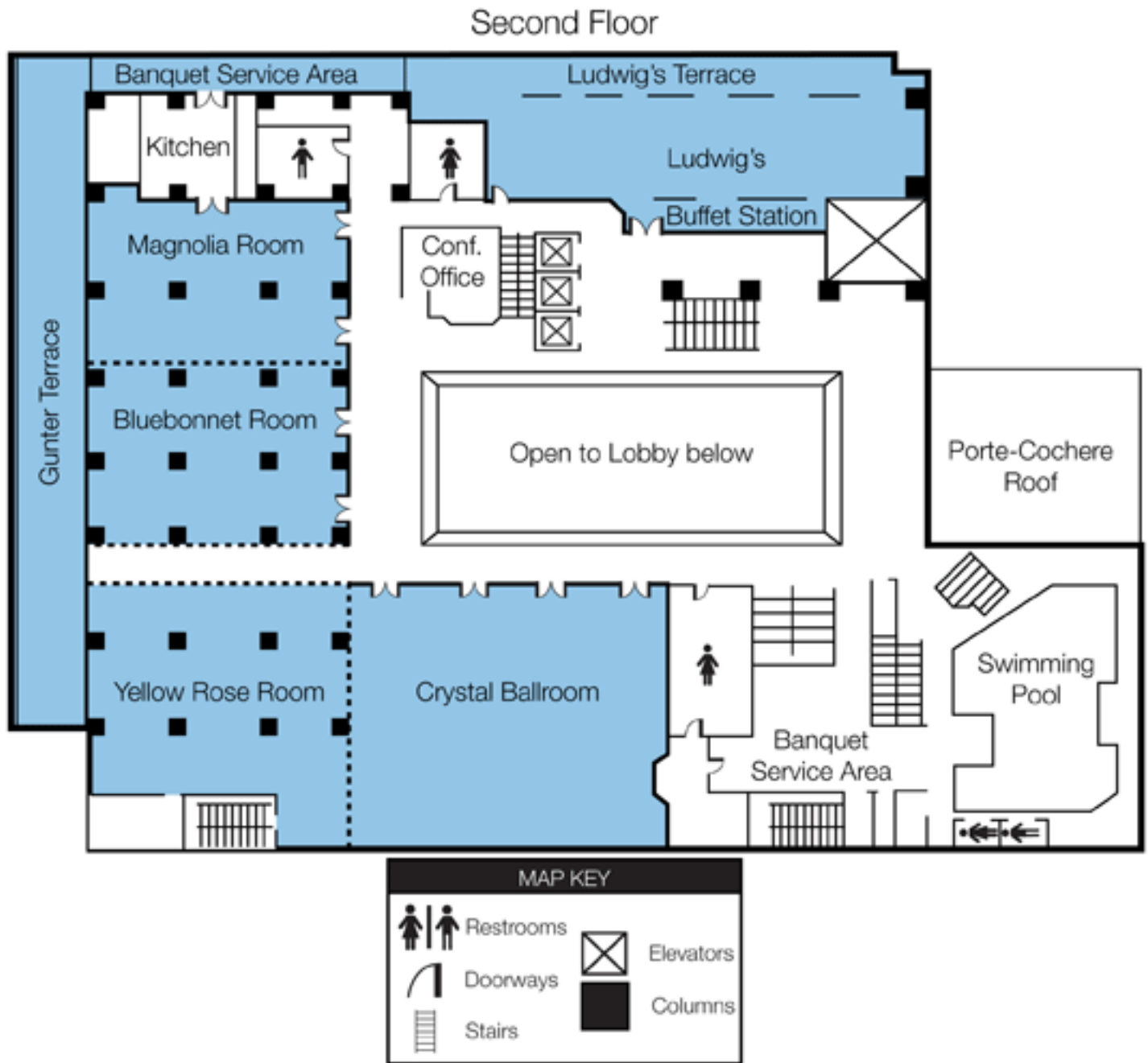
Crystal Ballroom
1:00 pm – 5:00 pm

Free of Charge

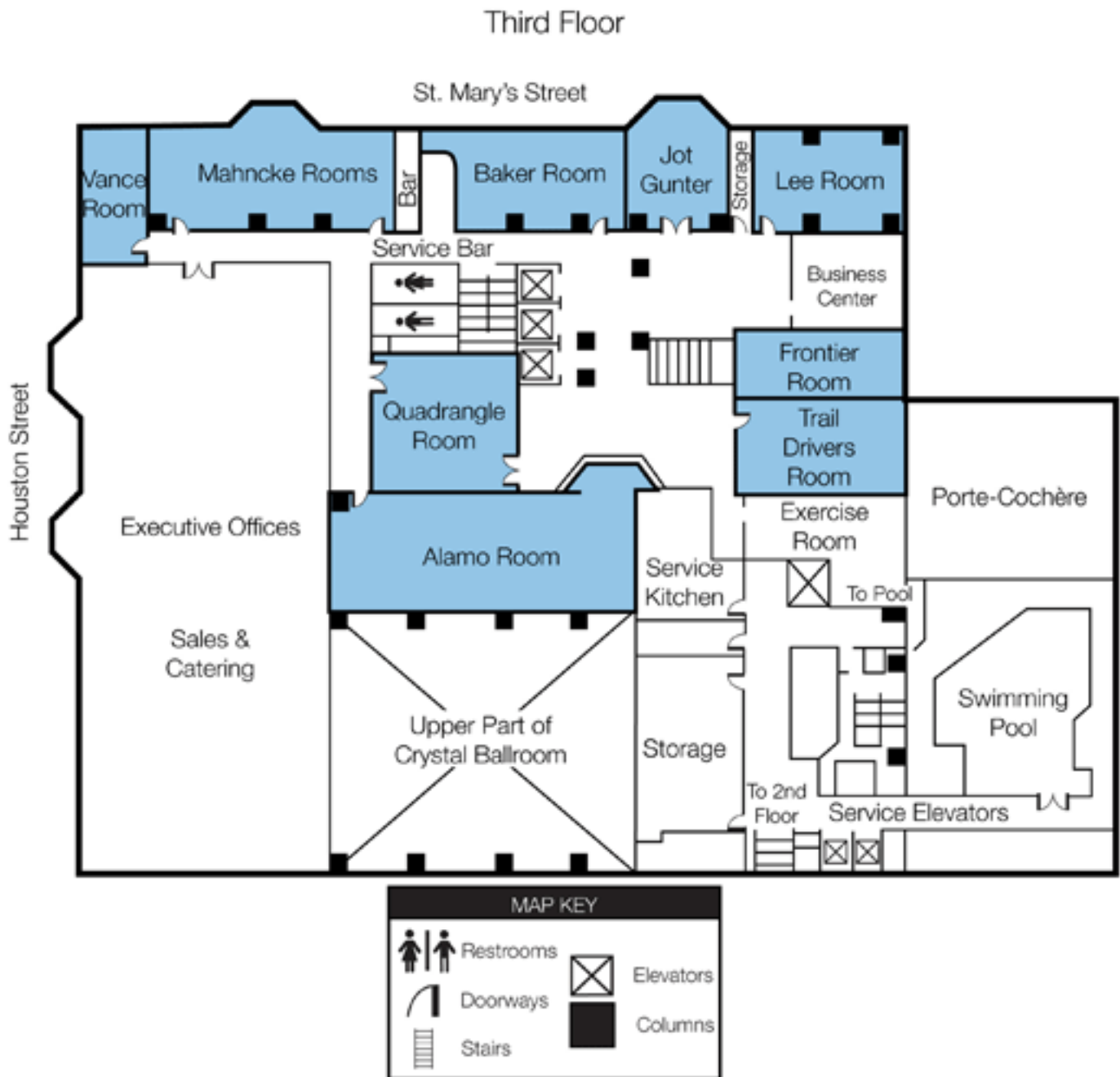
Map of the Sheraton Gunter



Map of the Sheraton Gunter



Map of the Sheraton Gunter



SAN ANTONIO ATTRACTIONS



The Alamo

300 Alamo Plaza, San Antonio, TX, (210) 225-1391 x34, www.thealamo.org

Hours of Operation: Open Daily Mon-Sa 9am-5:30pm, Su 10am-5:30pm, In June, July, August, Fri and Sa open until 7pm

Admission: Free

The 300-year-old Mission San Antonio de Valero was the site of a pinnacle battle during the Texas Revolution in March of 1836. Here, 189 Texas defenders held off Mexican General Santa Anna's 4,000 soldiers for thirteen days.

Fiesta Noche Del Rio

Arneson River Theatre on the River Walk, <http://www.alamo-kiwanis.org/FiestaNoche.html>

Showtime: Friday and Saturday Night only 8:30pm, Gates Open: 7:00pm,

Tickets: Reservations call (210) 226-4651, Adults \$15.00, Seniors (60+) \$12.00, Children (6-14) \$5.00, Group Discounts for 10 or more Adults

The longest running show of its kind in the U.S. – will celebrate its 52nd season this year. The musical extravaganza features the songs and dances of Mexico, Spain, Argentina and Texas in a seven-act show stopping performance. Held at the historic Arneson River Theatre on the River Walk, the outdoor show has entertained more than a million locals and visitors since its inception. Fiesta Noche del Rio is sponsored by the Alamo Kiwanis Club. The non-profit organization has a long-term mission of raising funds to provide support for children's charities. All proceeds from these performances benefit Respite Care of San Antonio and Any Baby Can.

Natural Bridge Caverns

26495 Natural Bridge Caverns Rd., Natural Bridge Caverns, TX 78266, (210) 651-6101

Hours of Operation: Mon-Th 9am-6pm, Fri-Su 9am-7pm

Admission: Discovery and Illuminations Tour, Ages 3-11 \$9.95 each or \$14.95 for combo
Ages, 12+ \$17.95 each or \$26.95 for combo

Experience one of the world's premier caverns, Natural Bridge Caverns. Take the Discovery Tour and see what millions of others have seen - an incredible underground world of natural beauty. This 75-minute tour travels through a half-mile of the largest and most spectacular show cavern in Texas. The new Illuminations Tour gives guests an

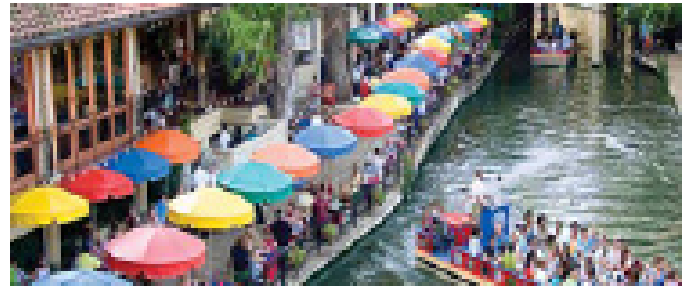


up-close and personal tour of the amazing Hidden Passages dramatic lighting and spectacular formations. For the more daring, Adventure Tours offer physically demanding and thrilling excursions into remarkable wild and rarely seen sections of the cavern, advance reservations required. Natural Bridge Caverns also offers one of Texas largest climbing towers and zip lines.

The River Walk (Paseo del Rio)

(210) 227-4262,

<http://www.thesanantonioriverwalk.com/index.asp>



20 feet below street level and steps from the famed Alamo, the Paseo del Rio, better known as the River Walk, awaits you. Aside the meandering San Antonio River, stone pathways connect shops, restaurants, hotels and museums with a blend of historic and modern architecture that resonates the depth of this centuries-old metropolis. Among these walkways, commerce meets culture with the sounds of mariachis serenading diners and river taxis carrying guests across the spring-fed river that has attracted people to this region for centuries. Soon the River Walk will extend from two to thirteen miles, connecting many of San Antonio's prestigious museums and historic districts with beautifully preserved 18th century, Spanish Colonial missions.



San Antonio Missions National Park

6701 San Jose Drive, San Antonio, TX 78214 (Visitor Center and San Jose Mission),

(210) 534-8833, <http://www.nps.gov/saan>

Hours of Operation: Open Daily 9am-5pm

Admission: FREE

The chain of missions established along the San Antonio River in the 18th century is a reminder of one of Spain's most successful attempts to extend its New World dominion from Mexico. Representing both church and state, these missions were charged with converting the local Native Americans, collectively called Coahuilteicans, into devout Catholics and productive members of Spanish society. More than just churches on the Spanish Colonial frontier, the missions also served as vocational and educational centers, economic enterprises involved in agricultural and ranching endeavors and regional trade. They were the greatest concentration of Catholic missions in North America and formed the foundation for what is today the thriving city of San Antonio. The park contains the historically and architecturally significant structures of missions Concepción, San José, San Juan and Espada. Other important cultural resources included are the historic Espada Dam and Aqueduct, acequia (irrigation) systems and the Rancho de las Cabras.

San Antonio Museum of Art

200 West Jones Avenue, San Antonio, TX 78215, (210) 978-8100,

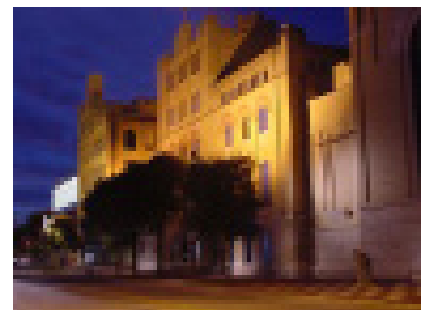
<http://samuseum.org/main/>

Hours of Operation: Sunday Noon-6pm, Monday CLOSED, Tuesday:10am-9pm,

Wed-Sa 10am-5pm

Admission: Adults \$8, Seniors (65+) \$7, Students and Military \$5,

Children (4-11) \$3, Children under 3 FREE



The San Antonio Museum of Art reclaimed the historic Lone Star Brewery, built in 1884, and turned the immense building into one of the most impressive art museums in Texas. Its permanent collection spans the continents. Asian art, European and American paintings, and ages. The Nelson A. Rockefeller Center for Latin American Art houses the museum's extensive collections of pre-Colombian art, Latin American folk art, Spanish Colonial art and contemporary Latin American Art.

San Antonio Zoo

3903 N. St. Mary's St., San Antonio, TX 78212, (210) 734-7184, <http://www.sazoo-aq.org/>

Hours of Operation: Open Daily 9am-5pm

Admission: Adults \$9, Military Discount \$1 off, Ages 62+ and 3-11 \$7, Ages 2 and under FREE, Parking FREE

The third largest zoo in the U.S., the San Antonio Zoo is one of the oldest as well. A collection of animals was assembled in San Pedro Park in the 1800s. more animals were added in 1914. Today, more than 3,500 animals reside at the zoo, representing 600 special of animals on 56 acres. Forget lions, tigers and bears (oh my! They're here too) – when's the last time you've been up close with a fossa or a white-faced saki?

SeaWorld

10500 Sea World Dr, San Antonio, TX 78251, (800) 700-7786,

<http://www.seaworld.com/>

Hours of Operation: Hours vary, 8/4-8/6 10am-8pm, 8/7 10am-9pm, 8/8 9am-10pm

Admission: Single Day Admission, Children \$46.99 +tax, Adults \$54.99 +tax



At 250 acres, it's the largest marine life adventure park in the world. Take in a show with trainers and animals at Shamu Stadium, then set off to explore one of the four individual parks. The Great White is Texas' first inverted steel roller-coaster; the Steel Eel treats riders to bouts of weightlessness; and the Lost Lagoon, the Texas Splashdown and the Rio Loco offer ways to get wet, from wave pools to slides and flumes.



Six Flags Fiesta Texas

17000 IH 10 West, San Antonio, TX 78257, (210) 697-5050,

<http://www.sixflags.com/fiestaTexas/index.aspx>

Hours of Operation: Sun-Fri 10:30am-9pm, Sa 10am-9pm, White Water Bay open daily Noon-7pm

Admission: Day Ticket General \$49.99, Children under 48" \$34.99, Ages 2 and Under Free, Online Special (purchase tickets on website) \$34.99

With eight roller coasters and many more titillating rides, Six Flags Fiesta Texas is an adventure for the entire family. The Fiesta Bay Boardwalk, a 1950s boardwalk with a 90-foot Ferris wheel, is worth a visit even if you're not that into coasters. And with an ensemble of award-winning shows and a layout that embodies the many cultures of Texas, Fiesta Texas is a must experience for any trip to San Antonio.

Tower of the Americas

600 Hemisfair Plaza Way, San Antonio, TX 78205, (210) 223-3101,

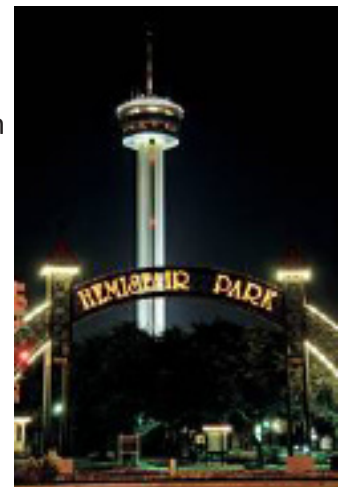
<http://www.toweroftheamericas.com/>

Hours of Operation: Observation Deck and 4D Theater Ride: Sun-Th 10am-10pm,

Fri-Sat 10am-11pm, Chart House Restaurant Sun-Th 11pm-10pm, Fri-Sat 11am-11pm

Admission: Adults \$10.95, Seniors & Military \$9.95, Children \$8.95

Here's where to go for a panoramic view of San Antonio from 750 feet. Built for the 1968 World's Fair, the tower recently underwent a series of renovations to the observation deck and rotating restaurant at the top; the latter now features upscale dining and a sophisticated bar area. A glass elevator will take you up to the Flags Over Texas observatory, with heart-stopping views all the way. Also brand-new is the Skies Over Texas 4-D ride, a swooping, spectacular tour of life in the Lone Star State.





La Villita Historical Arts Village
418 Villita Street, San Antonio, TX 78205, (210) 207-8613,
<http://www.lavillita.com/>
Hours of Operation: Shops open daily 10am-6pm

Located on the south bank of the San Antonio River, La Villita was San Antonio's first neighborhood. Now, the history of this small village combined with the present day culture of San Antonio, brings a wonderful array treasures to be discovered. La Villita is home to many stores

including art galleries, craft shops, jewelry shops, and clothing stores. It also is home to many delicious restaurants which enrich the experience with the taste of San Antonio.

The Witte Museum

3801 Broadway, San Antonio, TX, (210) 357-1900, <http://www.wittemuseum.org/>
Hours of Operation: Su 12pm-5pm, M, W, Th, F, S 10am-5pm, T 10am-8pm
Admission: Adults (12-64) \$7.00, Seniors (65+) \$6.00, Children (4-11) \$5.00, Ages 3 and younger FREE, Tuesdays 3pm-8pm Free for everyone

The Witte Museum is San Antonio 's premiere museum of South Texas history, culture, and natural science. Located in Brackenridge Park , on the banks of the San Antonio River , the Witte offers permanent exhibits that include dinosaur skeletons, cave drawings, wildlife dioramas, and even some live animals. Several historic homes have been reconstructed on the campus, which also features the very popular H-E-B Science Tree house. Changing galleries include Texas artists, textiles and showcase exhibits, some locally produced and some traveling national exhibits.

COUPONS

For discount coupons on San Antonio attractions please visit:

<http://www.sanantoniotourism.com/coupouns.aspx>

<http://www.visitsanantonio.com/visitors/save/index.aspx>

For more information please visit: <http://www.visitsanantonio.com/index.aspx>



Price Guide

\$ - Under \$10/person, \$\$ - \$10-\$15/person, \$\$\$ - \$16-\$24/person, \$\$\$\$ - \$25+/person

**Restaurant Guide
Inside the Sheraton Gunter**

Sheraton Gunter Bakery—Bakery, \$\$, (210) 227-3241

Barron's Restaurant—American cuisine, \$\$, (210) 227-3241

On East Houston Street (Close to the Sheraton Gunter)

Palm Restaurant—Steakhouse, \$\$\$\$
233 E. Houston St, San Antonio, TX (210) 226-7256

Bohanan's Prime Steaks & Seafood—Steakhouse, \$\$\$\$
219 E. Houston ST #275, San Antonio, TX (210) 472-2600

Houston Street Bistro—Continental cuisine, \$\$
204 E. Houston St, San Antonio, TX (210) 476-8600

Yokonyu Sushi Bar & Restaurant—Asian cuisine, \$\$\$\$
301 E. Houston St. San Antonio, TX (210) 222-0757

On the Riverwalk

ACENAR—Tex-Mex Cuisine, \$\$\$
146 E. Houston St, San Antonio, TX 78205, (210) 222-2362

Biga on the Banks—AsianSouthwest fusion, \$\$\$\$
203 S. St. Mary's, Ste. 100, San Antonio, TX 78205, (210) 225-0722

Blue Star Brewing Company—American cuisine and Micro brewery, \$
1414 S. Alamo, Ste. 105, San Antonio, TX 78210, (210) 212-5506

Cactus Flower—American and Southwest cuisine (In Marriott Riverwalk Hotel), \$\$
711 E Riverwalk, San Antonio, TX 78205, (210) 224-4555

Café Ole—Mexican cuisine, \$\$
527 Riverwalk, San Antonio, TX 78205, (210) 224-8209

Caliza Grille— Southwest cuisine, \$\$\$
420 W. Market, San Antonio, TX 78205, (210) 224-6500

Casa Rio Mexican Foods Restaurant—Tex Mex cuisine, \$\$
430 E. Commerce St., San Antonio, TX 78205, (210) 225-6718

Chaps—Texas-style cuisine (In Hyatt Regency on the Riverwalk), \$\$
123 Losoya, San Antonio, TX 78205, (210) 222-1234

Price Guide

\$ - Under \$10/person, \$\$ - \$10-\$15/person, \$\$\$ - \$16-\$24/person, \$\$\$\$ - \$25+/person

Chili's Grill & Bar—Southwest cuisine, \$

849 E. Commerce St. #109, San Antonio, TX 78205, (210) 212-8152

Citrus Restaurant—American and Spanish-influenced cuisine, \$\$\$

150 E. Houston, San Antonio, TX 78205 (210) 227-9700

Country Line Smokehouse & Grill—Bar-B-Que, \$\$\$

111 W. Crockett, Ste. 104, San Antonio, TX 78205, (210) 229-1941

Dick's Last Resort—American cuisine \$\$\$

406 Navarro, San Antonio, TX 78205, (210) 224-0026

Dolores Del Rio Ristorante & Grill Room—Italian, \$\$\$

106 E. Riverwalk, San Antonio, TX 78205, (210) 223-0609

Fig Tree Restaurant—Continental cuisine, \$\$\$\$

515 Villita, San Antonio, TX 78205, (210) 224-1976

Fuddrucker's—American cuisine, \$

115 Alamo Plaza #84, San Antonio, TX 78205 (210) 223-9944

Hard Rock Café San Antonio—American cuisine, \$\$\$

111 W. Crockett, San Antonio, TX 78205 (210) 224-0743

Hooter's—American cuisine, \$

849 E. commerce St., San Antonio, TX 78205, (210) 229-9464

Ibiza Patio Restaurant & Bar—Mediterranean and South Texas cuisine, \$\$\$

200 S Alamo, San Antonio, TX 78205, (210) 222-1400

Iron Cactus Mexican Grill and Margarita Bar—Mexican cuisine, \$\$

200 Riverwalk St. San Antonio, TX 78205, (210) 224-9835

Jim Cullum's Landing—American cuisine, \$\$\$

123 Losoya, San Antonio, TX 78205, (210) 223-7266

Joe's Crab Shack—Seafood and American cuisine, \$\$

212 College #100, San Antonio, TX 78205, (210) 271-1019

Landry's Seafood House—Seafood, \$\$\$\$

517 N. Presa, San Antonio, TX 78205, (210) 229-1010

Las Canarias—Continental cuisine, \$\$\$\$ (in Omni La Mansion del Rio hotel)

112 College St., San Antonio, TX 78205, (210) 518-1000

Price Guide

\$ - Under \$10/person, \$\$ - \$10-\$15/person, \$\$\$ - \$16-\$24/person, \$\$\$\$ - \$25+/person

Las Ramblas—Spanish cuisine, \$\$\$

306 W. Market St., San Antonio, TX 78205, (210) 298-8040

Little Rhein Steak House—Steakhouse, \$\$\$\$

231 S. Alamo, San Antonio, TX 78205, (210) 225-2111

Lone Star Café—Texas cuisine, \$\$

237 Losoya, San Antonio, TX 78205, (210) 223-9374

Mad Dogs—American cuisine, \$\$

123 Losoya Street #19, San Antonio, TX 78205, (210) 222-0220

Mexican Manhattan—Tex Mex, \$

110 Soledad, San Antonio, TX 78205, (210) 223-3913

Michelino's Ristorante Italiano—Italian, \$\$\$

521 Riverwalk, San Antonio, TX 78205, (210) 223-2939

Original Mexican Restaurant—Mexican Food, \$\$

528 Riverwalk, San Antonio, TX 78205, (210) 224-9951

Paloma River Walk—Tex Mex, \$\$\$

215 Losoya, San Antonio, TX 78205, (210) 212-0566

Pesca on the River—Seafood, \$\$\$\$ (in Watermark Hotel)

212 W. Crockett Street, San Antonio, TX 78205, (210) 396-5800

Rainforest Café—American cuisine, \$\$\$\$

110 East Crockett, San Antonio, TX 78205, (210) 277-6300

Republic of Texas Restaurant, Inc.—Steakhouse, \$\$

526 Riverwalk, San Antonio, TX 78205, (210) 226-6256

Rio Rio Cantina—Mexican food, \$\$

421 E. Commerce, San Antonio, TX 78205, (210) 226-8462

Rita's on the River—Tex Mex, \$\$

245 E. Commerce Ste. 100, San Antonio, TX 78205, (210) 227-7482

Texas Land & Cattle Steakhouse—Steakhouse, \$\$\$

201 N. St. Mary's, San Antonio, TX 78205, (210) 222-2026

Tony Roma's Famous for Ribs—Bar-B-Que, \$\$\$

849 E. Commerce #171, San Antonio, TX 78205, (210) 225-7662

Zuni Grill—Southwest cuisine, \$\$

223 Losoya, San Antonio, TX, (210) 227-0864

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